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Welcome to The King David Pre-School Centre

Now more than ever, researchers are confirming what we at The King David Pre-School have known for years — children do their most important learning before the age of five. That’s why, in addition to lots of love and attention, everything we do at the Pre-School Centre involves early childhood development.

We begin with age-appropriate environments that encourage children to learn, play, and explore. Books and blocks. Puppets and paper. Toys and tambourines. You name it. There are sticks for counting, seeds for planting, and places for exploring. If you’re a young child, you’ll find an endless assortment of activities that will engage your interest and stimulate your mind. The King David Pre-School Centre — where your child will learn, play, and explore.

Most importantly, at the heart of every project and activity, there’s a specially trained teacher and an age-appropriate curriculum to lead the way. Since children learn differently than adults, they need hands-on experiences and “get-on-the-floor” teachers. They need warmth and attention. They need enthusiasm and encouragement. Most of all, they need the joy and challenge of doing it themselves. That’s what helps children learn and grow, and that’s our mission at The King David Pre-School Centre.

We understand the level of trust you place in us when you enrol your child at The King David Pre-School Centre, and we are committed to providing the very best care and education possible. The high quality of the Pre-School Centre is the result of many years of experience and a strong commitment to meeting the needs of children and their families.

We are look forward to working together to provide the highest quality of care and education for your children.

Best wishes for a productive and exciting year for your child.

Marina Gnatyshina
Director of Pre-School
The King David School Pre-School Centre Philosophy

The philosophy of the King David School Pre-School Centre is to promote each child's intellectual, physical, social, emotional and language development in an environment that is safe, nurturing and challenging whilst being sensitive to the needs and preferences of their families.

It is our aim to provide developmentally appropriate activities which encourage each child's capabilities, needs and interests whilst fostering respect for others and world around them. Our program facilitates learning through exploration and peer interaction.

The Pre-School values all aspects of Judaism, although focusing on Progressive Judaism and Australian identity by integrating the celebration of festivals and Shabbat and acknowledging Australian history and culture. These are presented in a growth-oriented program including opportunities for dramatic play, creative activities, discussion and music.

The Early Years Learning Framework at The King David Pre-School Centre

The national Early Years Learning Framework ‘Belonging, Being and Becoming’ is a key document used by the Pre-School Centre for developing high quality educational programs. It describes principles, practice and learning outcomes that are essential to support and enhance children’s learning from birth to 5 years of age, and also help support transition to school.

The 5 learning outcomes for children, birth to 5 years, are:

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

Our early childhood program acts as a bridge between home and Kindergarten. It is a safe and secure place where the individual children can continue to develop healthy habits, attitudes, and skills. These abilities will allow the child to approach new learning with confidence and a positive self concept. Therefore, the emphasis at The King David School Pre-School Centre will be on providing play based experiences that promote development socially, emotionally, physically and intellectually, with all areas of development being independent and of equal importance in the child’s total development.

At The King David Pre-School Centre we remain committed to bringing the highest quality early childhood education and care to our children and their families. We regularly update our curriculum to align with state, national and accreditation standards.
The Program

Our Pre-School’s exclusive educational programs provide unlimited opportunities for the development of the whole child. There’s a unique curriculum for every age level, centred around developmentally appropriate and fun activities that help children develop physically, intellectually, emotionally, and socially.

In the classroom and on the playground, age-appropriate concepts are integrated into all aspects of play. Sometimes it’s through a game. Another time it’s through a song. Other times it’s through exploration in our Discovery Areas. By providing children with activities that match their developmental needs and abilities, learning occurs easily and naturally.

- The program reflects the philosophy of the Pre-School centre, principles, practices and learning outcomes of Early Years Learning Framework.
- The program is planned to meet the needs of all children as individuals and as a part of a group.
- The program allows children to make choices in daily activities and routines within a flexible timetable.
- The program includes planned activities and experiences which foster all areas of child development.
- The Program is planned to develop an understanding and acceptance of differences in others, and is inclusive of children with special or additional needs.

Qualified staff develop programs for each child on an individual basis. The developmental needs of the children are monitored by the staff with feedback to parents. This process is used to re-evaluate the programs and modify them as necessary.

The activities are planned to incorporate learning experiences appropriate to each child’s development stage. These experiences include language and literature, music and movement, art and craft, dramatic play, science and maths experiences, sensory motor activities and activities to promote physical development and co-ordination.

Some examples of the experiences provided are painting, play dough, drawing, cutting, clay modelling, water play, sand play, block building, construction, box pasting, songs, rhymes, puzzles, climbing and dramatic play.

Children can choose the activities in which they would like to be involved. Staff fully support children in making choices where appropriate.

The design of the daily program is a balance between the children’s need for active and passive play, indoor and outdoor play and for group and individual experiences.

Qualified staff interact with each other to develop programs for the transition at the beginning of each year.
Multicultural perspective: staff plan activities and provide materials that reflect the cultural diversity of the children attending centre. All books, toys, posters and other materials are screened and reviewed to avoid use of racist items.

Non-sexist attitudes, behaviours and practices are encouraged by ensuring that all activities are equally available to boys and girls, and that there will be a full selection of play materials and books that reflect non-sexist images.

Our teachers and staff are passionate about forming a strong partnership with you to ensure the best possible experience for your child. Teachers provide daily communication with families and seek to understand your unique needs. Parental involvement in our centre’s program is highly encouraged. The close relationship between parent and child is not discontinued because a child attends a Pre-School Centre. The young child and their parent’s are dependent on each other and parent involvement helps build continuity between home and the Centre. When parent’s and staff work together, children experience a feeling of continuity and belonging. Parents know what is going on in the Centre and staff understand what is happening at home and can support and reinforce the parent’s efforts. As a result, children feel secure, knowing that the important adults in their lives are working together.

Please feel free to discuss your concerns, everyday things your child does/does not like, their behaviour and sleeping pattern after each day at the Centre. Your child will continue to thrive at the Pre-School Centre and at home if we all provide a warm, loving atmosphere where they can feel relaxed, secure and, most of all, loved.

There is constant verbal communication between staff and parents about the children. If there are specific issues or concerns please feel free to make an appointment with the relevant staff.

We communicate electronically on daily basis. Please take some time to read Weekly Reflections and Learning stories on your child’s time at the Pre-School and take an opportunity to write some comments.

Programs for each age group are planned and based on individual needs of each child and on the interests expressed by the children. If you look closely, you’ll find that every activity, every procedure—even every toy—is designed to support the development and well-being of your child.

The King David Pre-School Centre Is offering early childhood educational programs for the children from 18 months – 4 years old.
The Early Discovery Program (18 Months – 3 Year Olds Rooms: “Gan Dubi” and “Gan Osher”)

I will discover new things every day in my first preschool experience.

See your child discover something new each day under the caring eyes of our experienced teachers. Children at this age are curious about the world around them. They are busy exploring their environment and learning to communicate their thoughts. While they begin to exert their independence, they are also gaining a better understanding of group play. The Early Discovery program at The King David Pre-School Centre emphasizes the development of the whole child, by focusing on both education fundamentals and social skills. Our caring teachers keep small hands busy and young minds engaged through activities designed specifically for this age group.

Your child will build skills and confidence through games, songs, movement and art, as experienced teachers provide an outlet for creative expression. By encouraging child-directed play, we ensure that your child develops at his or her own pace. Sharing, cooperating and taking turns teaches your child the importance of being a team player.

Program Features

- Daily small-group play which promotes skill development
- The perfect balance of nurturing, learning and playtime
- An environment focused on the development of the whole child
- A variety of activities that support learning concepts for this age group
- Encouragement and support that lead to confidence, self-esteem and a love of learning
- Regular communication between teachers and parents to keep you informed about your child’s progress

As children take their first tentative steps toward independence, it is important that they remain in a supportive environment. The King David Pre-School strives to bridge the gap between school and home – and create an easy transition with all the warmth and security of home. Hebrew songs, blessings and the celebration of festivals introduce our wonderful Jewish traditions, culture and values. Qualified, professional careers gently nurture each child’s cognitive, social, physical, artistic, creative, imaginative, musical and dramatic skills in a supportive and caring Jewish environment.

“Gan Keshet” Transition Program For Children Aged 3+ Years Old.

I will advance as I learn new skills and prepare for Senior Kindergarten.

Pre-kindergarten is a critical time for children as they begin the adventure of a lifetime of learning. Every day your child is learning and doing more, which is why the Transition Program is designed to be more challenging.

The advantage of a 3 year old program offered in the long day care setting is that your child will be introduced to more structured routines in a carefully controlled and guided childcare environment.
A preschooler’s world opens up in new ways as children improve coordination, learn complex games, and begin to interact more with others. Children learn by doing, and at The King David Pre-School Centre, your preschooler will strengthen his or her cognitive skills with plenty of hands-on activities.

Our caring, experienced teachers are dedicated to providing a rich, nurturing environment that will prepare your child for kindergarten. We promote independence in an organized atmosphere, as it is increasingly important for children to be their own thinkers. We also teach children to work well within a group through listening, sharing and cooperation.

Children are assisted in becoming confident and independent, as they establish themselves as part of a social group away from home and family. The children are exposed to a variety of activities including arts and crafts, sensory experiences, outdoor play, imaginative play and excursions. The program is based on the Essential Learning Areas of kindergarten i.e. social interactions, fine and gross motor skills, language and literacy development, dramatic and social play, and creative and expressive arts.

The program is designed specifically for your child and introduces kindergarten/school concepts of mat time, listening time, group time etc. Children are introduced to basic mathematical concepts and become familiar with basic scientific concepts that will encourage them to develop theories about how the natural world works.

**Program Features**

- Learning Stories based assessments that demonstrate progress
- Project and enquiry driven program that encourage curiosity, self-direction and confidence
- Math and science skills heightened through hands-on experiences
- Small group play based activities in math and literacy
- Development of a stronger vocabulary through letters and words
- Further independent, creative learning through hands-on experiences
- Portfolios to collect your child’s work and capture their unique creative expression
- Children will be able to contribute to and make decisions within the program, taking some responsibility for their own learning.
- Children will have opportunities for self-expression through art experiences including, music, dance, singing, drawing, painting and language works.
- Children will have opportunity to learn through play and exploration.
- Whole-group activities to develop social skills
- Your child will experience a more formal atmosphere and will participate in activities which will help to prepare him/her for the more structured kindergarten work undertaken in 4 year old (Senior) Kindergarten. This will, in turn, enhance your child’s school readiness.
- Regular communication between teachers and parents to keep you informed about your child’s progress.
Hours of Operation

Daily Hours

| 8.00am – 5.30pm | Monday through Thursday |
| 8.00am – 5.00pm | Fridays |

Please Note

The Centre may close earlier (4.30pm) on some Fridays during the months of May to July, depending on the commencement time of Shabbat.

A late fee may be charged if children are not collected on time. Please refer to the Delivery and Collection of Children Policy in Appendix D.

Dates of Operation

From end January to December. Closed 4 weeks late December – mid-January. Refer to School Calendar.

Professional Development

The King David Pre-School Centre offers an ongoing Professional Development to all the staff across the centre. It provides an opportunity for the team to collaborate on the program, undertake training and evaluate Policies and Procedures.

Please check School calendar for PD days throughout the year (Pupil free days).
Staff and Facilities

Our Passion and Commitment
The King David Pre-School teachers and assistants are passionate about your child’s happiness and education and provide a safe, nurturing environment that cultivates self-esteem. Our teachers are dedicated to developing your child’s learning potential and are sensitive to your child’s individual needs.

Staffing Policy
The King David School has a commitment to the employment of Early Childhood qualified staff compliant with the Children’s Services Regulations 2009 and the Children’s Services Act 1996. We only employ qualified and trained staff who meet these requirements.

The Centre is staffed beyond the guidelines set down by the Children’s Services Centre Regulations 2009. All staff are dedicated to provide continuous guidance and supervision for your child. Our low teacher-to-student ratios allow teachers to focus on the individual learning styles and needs of each child in our centre.

Minimum Staff to Child ratio is as follows:

Children under 3 years of age:
- 1 staff member to every 4 children
- 1 qualified staff member to every 12 children

Children over 3 years of age:
- 1 staff member to every 15 children
- 1 qualified staff member to every 30 children

Teachers
A Class Teacher in each room is responsible for planning and delivering the educational program. They also responsible for maintaining the children’s developmental records along with program reflections.

Assistants
There are number of assistants work alongside the teacher/s in each room at all times. Extra assistant is rostered to provide support during busy times of the day (e.g. lunch time, nap time) or busy times of the year (e.g. January settling in period). We rotate assistants shifts so that they can form strong relationships with children, families and teachers.
Relief Staff
Some times we will need to employ relief staff to cover sick leave, training and holidays. We believe that continuity of care is important for young children, so every endeavour is made to use the same relief staff when possible, so they are known to the children.

Photos of all staff members, including relief staff, are displayed in the corridor.

Staff Breaks
Our rosters include 40 minutes lunch breaks, as well as morning tea time. We ask for parent cooperation in not disturbing staff or entering our staff room while they are taking their well-earned breaks from the classroom.

Teachers’ Planning Time
Our Class Teachers have planning time scheduled for one full day a week. During planning time, our Support Teacher works in their classroom. Parent meetings (in person or by phone) may be scheduled during these times. Please make an appointment through the office.

Staff Absences
Regular notices posted across the centre will update you on planned staff absences (for holidays, study or training) and any roster changes. For unplanned absences, notice of relief staff is posted on the room’s door.

Students and Volunteers
Students and Volunteers are welcome to work at the Centre. They are required to hold a current Working With Children Check. All visiting students are supervised by staff and are not left alone with or in charge of a group of children.

Facilities
The Centre has 3 rooms (Gan Dubi, Gan Osher, Gan Keshet) and caters for children from 18 months to 4 years old. There are 2 children’s bathrooms/change areas plus kitchen and office.

Developmental Aids
We have a wide range of toys, play equipment and other developmental aids. Equipment is replaced regularly and we are constantly looking for additional equipment to improve our range.

We do not have specific toys for boys or girls. Children of either gender are free to play with any of the toys.

We do not permit the use of war toys in the Centre.
Play Areas
The Pre-School Centre has several outside play areas with different surfaces for different activities. The major play equipment is set on soft fall areas to absorb the impact of a fall. Two sand pits are provided on each playground.

Bathrooms
A change room/toilet is provided for all age groups in the Pre-School Centre. Both bathrooms have a security camera installed to enhance visibility into the area from the children’s rooms (the camera is solely to enhance visibility, no recording is made).

Prams/ Bicycles/ Car Seats/ Animals
Indoor area within the security entrance can be used for storage of prams, bicycles and car seats. Please do not leave these items next to your child’s room. No animals are allowed on centre premises without prior permission. You are welcome to tie up pets outside the security door but please keep leases short so that families can enter/exit without trouble.

Parking
A short-term parking is available for parents to use. Parking is limited to 10 minutes. Please refrain from parking in the Rabbis’ allocated bays. Refer to parking protocol.

Lockers
All children have an assigned, clearly named locker in their room. Part timers may share a locker with another child who attends on days they are absent, so it is important that these lockers are emptied daily.

Part timers who share a locker and book in for extra days will be sharing a locker for that day with another child. Please make sure that all that items including lunch boxes left in the locker are labelled.

Parent Pigeon Holes
Each family has an assigned, named Pigeon Hole in the corridor. Pigeon Holes are organised by class, in alphabetical order by first name. Please check your pigeon hole daily. You are welcome to use the pigeon holes to circulate party and play-date invitations (in named envelopes please) – to distribute other material please check with our office first. If you are having an event and will not be inviting the whole class, please consider mailing the invites as the children do notice when they are excluded. Any inserts are the responsibility of parents; staff members are unable to distribute material on your behalf.
Centre Policies

Extensive policies are documented to cover every aspect of centre operations and are updated continuously in accordance with our commitment to continual improvement. All policies are governed by the *Children’s Services Act* and Regulations. Throughout this Handbook our most important policies have been summarised. Please see the Appendices for more information on Operational Policies and Procedures. All centre policies are available in our office for you to review at any time. Policies may not be taken off site. Throughout the year we will keep you advised of policy changes via the Mini Harp Newsletter.
The National Quality Framework For Early Childhood Education And Care

Research shows that a child’s experience in their first five years sets the course for the rest of their life.

In recognition of this, the Australian Government, in partnership with all state and territory governments, is making important changes to early childhood education and care in Australia. This will ensure that Australian children get the best possible start.

This is being done through the introduction of a National Quality Framework.

The National Quality Framework will put in place a new National Quality Standard to ensure high quality and consistent early childhood education and care across Australia. For more information on the new National Quality Standard, see the full standard online at deewr.gov.au/earlychildhood.

The National Quality Framework will put in place compulsory, national standards to ensure high quality and consistent early childhood education and care across Australia.

This important reform will deliver a higher standard of care for children in the critical areas of education, health, and safety and will provide clearer and comprehensive information for families so they can choose the best services for their child.

We know that the first five years of a child’s life shapes their future – their health, learning and social development – and we want to make sure that their future is bright.

Changes will be made in key areas


The National Quality Standard will improve quality through:

- improved staff-to-child ratios to ensure each child gets more individual care and attention
- new staff qualification requirements to ensure staff have the skills to help children learn and develop
- a new quality rating system to ensure Australian families have access to transparent information relating to the quality of early childhood education and care services
- the establishment of a new national body to ensure early childhood education and care is of a high quality.

The new framework will cover long day care, family day care, outside school hours care and preschools.
National Quality Standard

The new National Quality Standard will help services to provide the best possible level of early childhood education and care by being clear about the factors that best support a child's development.

It will also give services and families confidence in understanding what distinguishes high quality or excellent services.

The new National Quality Standard is divided into seven areas that contribute to the quality of early childhood education and care. These areas have been identified by research and are:

1. Educational program and practice
2. Children's health and safety
3. Physical environment
4. Staffing arrangements (including the number of staff looking after children)
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Leadership and service management

Under each of these areas more detail is provided about what a service can do to provide the highest quality early childhood education and care for a child.

The Pre-School Centre was last reviewed by NCAC in September 2010 and has been accredited in October 2010. We are always looking forward in achieving the Highest Quality of Care in each area. Our Quality Profile is proudly displayed in corridor.

For more information you can:
Call: 1800 181 088
Email: ECECQualityReformEnquiries@deewr.gov.au
Visit: mychild.gov.au
Learning Portfolios

The King David Pre-School Centre program is a Portfolio based. Portfolios will enable us to create a documented journey of your child’s learning and development experiences at our Centre.

How the Portfolio method works

All children, regardless of their age, will have an individual Learning Portfolio. Older children will be involved and consulted in the content of their Portfolio. Children will be encouraged to take ownership of their Portfolio. Portfolio system in our Pre-School is designed to create a visual tool to monitor children’s journey of learning.

Families will be encouraged to actively participate in the child’s learning. Before starting at our setting parents/carers will be asked to complete a booklet with us called ‘The Unique Child’. This is an outline of each child in view of their parents in order to provide an important information before they start with us.

Staff will add to each child’s Portfolio documentation reflecting the child’s learning and experiences at The King David Pre-School Centre.

During their time with us, we gather photos, pictures etc of things each child does in ‘My Learning Portfolio’

We also collect written observation of significant things we see you child doing or things that they say during their stay at the centre. These things help us understand what your child can do and show us what they are interested in.

Three times a year, we will review all these observations and talk with parents about each child’s learning and development. Parents will be able to see how there is progressing and talk about how we going to support them to continue with this progress.

Teachers will write Learning Stories by summarizing children’s experiences and reflecting on their progress. Teachers will make the learning portfolios available for the older children to review and will involve children in selecting items for preservation in portfolios.

Educators will make leaning portfolios available for parents and guardians to review at any time. If you wish to discuss your child’s progress in detail this can be achieved through you requesting an organized parent teacher meeting. Teachers will encourage parents and guardians to contribute items to their children’s portfolios and attach their own comments about the pieces.

Teachers, children and parents or guardians will collaborate in selecting key items for preservation in pass along portfolios. Some portfolio items like pieces of art work and photographs will be given to the child and parents or guardians at the conclusion of the academic year.
Enrolments

On receipt of an Application for Enrolment form your child is entered onto the Waiting List. Due to the special circumstances inherent in running a Pre-School Centre, parents should refer to the Enrolment Policy for full details of the criteria that apply to Pre-School enrolments.

First-round Offers of Place are made to selected students on the waiting list about 9 to 12 months before their proposed date of entry. Children who do not receive a first-round Offer of Place will remain on the Waiting List in case there are any changes. If no places become available, the enrolment will be deferred to the next available point of entry.

Children attending Pre-School Centre do not automatically proceed into the King David School 3 Years Old Program (Junior Kindergarten at Kooyong Road and Gan Keshet at Alma Road). Although they do not have to complete another application form, they will be sent an offer of place at the same time as external applicants. They will also be required to pay a Holding Deposit to confirm the place in the 3 Years Old Program.

Bookings

Regular and Casual bookings
Weekly bookings are available for:
- Full-time – 5 days per week (whole days only)
- Part-time – minimum 2 days – Gan Dubi and Gan Osher (whole days only)
- Part-time – minimum 3 days – Gan Keshet (whole days only)
Casual bookings may be available for one or more days subject to availability of spaces.

Regular Attendance
It is very difficult for very young children to settle if they do not attend regularly. It also upsets the routine of other children. Whilst sickness is unavoidable, please try and attend regularly during the first few weeks to establish a routine.
Attendance & Absences

Public Holidays
Full fees are payable for all Jewish Holidays apart from Pesach when centre is closed for full week and no fees are charged. The same rule applies to public holidays as per standard industry practice, with the exception of the three public holidays falling within the period of Annual Closure (Christmas Day, Boxing Day and New Year’s Day).

Holidays
There is no discount or fee reduction for private holidays.

Standard Absences
Under the Family Assistance Office guidelines, each child is allocated 42 days of standard absences per financial year, after which CCB will be paid only when a doctor’s certificate is supplied.

Absences due to Illness
The centre follows standard industry practice in that full fees are payable for any absences due to illness.

Absences due to Infectious Disease
Children diagnosed with an infectious disease will be excluded from care for the minimum period set by the Victorian Health Department. Full fees are payable and CCB applies.

Absences Due to Non-Immunisation
Children must supply a recent immunisation history statement with their enrolment forms to confirm immunisation status. If a child’s immunisations are not up to date, the child can attend the centre, but may be deemed ineligible for CCB by the Family Assistance Office and will be excluded from care during outbreaks of Measles and Whooping Cough as per the Victorian Health Department guidelines. Full fees are payable and CCB applies.
Parent Communication

Emails
Parent memos, statements, *The Harp* and *Mini Harp* are distributed via email. Please ensure that we have an email address that is checked regularly.

The Harp
An email bulletin is distributed every Friday to update you on the week just ended and the week ahead. The Harp is one of the method of parent communication.

Mini Harp Newsletter
A comprehensive Pre-School Parents Newsletter is published monthly to provide more in-depth information regarding curriculum, policy updates and upcoming events.

Pre Entry Information Session
This session is designed to make a first formal visit in order to get more familiar with a centre, Pre-School Director, Registrar, teachers. It will provide new and returning families with information regarding the Program, Jewish Studies curriculum, room routines, extra curricular sessions, centre events and policies, as well as the opportunity to meet one another and members of the 2012 staff team. All families are expected to be represented.

It also provides an opportunity to return all required documentation to the centre, to discuss the Orientation process and to ask questions as for some families it could be the first experience.

Daily Checklist
A daily checklist is completed in all rooms to record your child’s meals and nap times. The checklist is posted in each room on the white board.

Room Communication Book
A communication book is located in each on the top of the lockers where you can leave messages, comments and feedback for the teachers

Notice Board
The notice boards placed around Pre-School Centre provide you with information about the centre, the children’s programs, Pre-School Centre policies and general information.
Family Involvement

Parent Helpers
Notices are posted regularly at the centre calling for parent helpers to participate in different activities. Throughout the year you will be invited to special cultural events and class celebrations and can volunteer to spend time in the classroom sharing a special skill or just your enthusiasm. Please liaise with your Room Teacher.

Family Social Events and Celebrations
The year is full of festive occasions. Parents are invited to join us, for some of these, while others we celebrate within our groups. A social events are held a couple of times a year in order to provide an opportunity for children and staff to meet and mingle, together with their extended families. We hope that you will join us at our Family Picnic in January, for Chaggims, Mothers’ and Fathers’ Day Special Activities Grandparents and Special Friends’ Kabbalat Shabbat, Graduation Ceremony and End of the year concert. The support of parents and extended family members ensures these events are highlights of our year.

Special Occasions

Photographs
We ask parents to fill in a photo permission form regarding photographs taken by the staff for the sole use of display within the centre for viewing by children and their parents.

Birthdays
Children will celebrate their birthday at the Pre-School Centre during group time (e.g. singing songs and dancing). The children will be creating birthday crowns or other pieces of artwork along with special cake or biscuits which will be taken home at the end of the day. Party invitations may be handed out at Pre-School only if the entire group is invited. Otherwise, invitations must be posted.

Parents should consider carefully the day and venue of any child’s birthday celebrations. The School asks parents to ensure that parties conform to the guidelines, i.e. not scheduled on Shabbat or Festivals, and providing acceptable food. Invitations to birthday parties may be distributed at school only if the entire class is invited. TKDS Parents’ Association has developed a policy with regard to social occasions. Parents with queries about this should contact the Parents’ Association.

Please note that this event is for the children only.

Birthday Bookclub
Parents are encouraged to purchase and donate a book to the Centre (preferably about Jewish Festivals) in honour of their child’s birthday.
Excursions and Special Visits
The Pre-School Centre organises excursions and special visitors for the children. We try to organise people or activities which are interesting and enjoyable to children, and are related to the program eg: Mobile Farm, puppet shows, wild life animals, performers and drama groups. For the younger groups, visitors to the Centre are more appropriate.

All details will be given to parents through a newsletter or our notice boards, and parents are welcome to attend these special events.

The Orientation Process – Settling in New Children
The major aim of the first few weeks at the Pre-School Centre is to provide the children with a warm, secure and supportive environment outside the home. The children need time to establish relationships with new adults and children and become familiar with new equipment, routines and experiences. Children react to Pre-School in different ways. It is natural for your child to feel uneasy about Mum or Dad leaving and being in a large group of children.

When it is time to leave, please do so promptly, telling your child that you will be back.

Never slip away without saying goodbye as this encourages distrust and anxiety.

Staff will help with formulating strategies to ease children into the Centre beyond the settling in period if necessary. It is beneficial for:

- The child to arrive at the same time each day.
- The child to be physically handed to the care givers.
- The parent to have a routine for leaving – clearly verbalised.
- The parent to leave enough time each day for the daily “checking” with staff. This enables you to report any significant changes or events happening at home that may affect your child while they are at the Centre. Likewise, staff will report to you any events about the day when you collect your child at the end of the day.
- The parent to provide a transition toy from home.
- The parent to say goodbye and leave. Consistency in this area is important for a smooth transition.

Orientation for Pre-School Children
Child/parent play
Parent and child visit playroom for approximately an hour; staff and parent(s) discuss child’s needs, interests, diet etc; general routine of room, explained by staff to parent; next visit arranged.
Partial child care session
Child signed in for part session (two to four hours). Parent may leave the building for this time.*

Staff discuss visit with parents. Please note when you sign your child in the book it will be automatically become your first booked day and you will be charged for a partial child care session.

*For legal and security reasons children must be signed in if parents leaving the building.

Pre-entry information session for Parents of Pre-School Children
Prior to starting at the Centre, parents are invited for a pre-entry information session. This provides an opportunity for parents to learn about the general routines and activities at the Centre.

All children react differently to being in Pre-School. Separation is a different experience for each child. Some settle in quite quickly, others may take much longer. For each child it must be a gradual process.

Parents can help their child adjust by:

- Consistently reinforcing the positive aspects of Pre-School.
- Initially leaving the child for short periods of time.
- Being confident themselves (if parents are anxious they can easily influence the way a child feels).
- Ensuring that the child has his/her special “security object”.
- Always telling a child when you are going and that you will be back.
- Discussing any settling difficulties the child is having with the teacher.
- Helping the child establish an attachment to staff members.

Transition Between Rooms
Parents will be advised if their child is to move from one room to another throughout the year. As young children can become unsettled with changes such as this, parent/staff communications are vital to ensure that the child settles into their new environment. The child will progress from one room to the next depending on their readiness and their age and stage of development. This will be determined through discussions between Director, Staff and Parents.
Daily Schedule and Routines

The daily schedule provides a balance of quiet and active experiences, individual and group activity, indoor and outdoor activity, child-initiated and adult-directed activity, and transitional time between activities. Care routines (eating, toileting, nappy changing, sleeping and dressing) are an integral part of the daily schedule. Our routine provides structure to our day yet remains flexible so that we can take full advantage of changing weather, special visitors, birthdays or other unexpected events. The routine is designed to promote independence, allowing enough time for children to do things for themselves and ensuring that transition between activities is relaxed and unhurried.

Centre routine is adjusted according to the age group and individual needs of the children.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.00am</td>
<td>Pre-School Centre opens</td>
</tr>
<tr>
<td></td>
<td>Indoor planned developmental programs set up in each room.</td>
</tr>
<tr>
<td>9.45am</td>
<td>Pack up</td>
</tr>
<tr>
<td></td>
<td>Mat time/Group time</td>
</tr>
<tr>
<td>10.00am</td>
<td>Morning Tea.</td>
</tr>
<tr>
<td>10.20am</td>
<td>Indoor/Outdoor developmental programs. (Weather permitting).</td>
</tr>
<tr>
<td>11.00am</td>
<td>Mat time</td>
</tr>
<tr>
<td></td>
<td>Music and Movement</td>
</tr>
<tr>
<td>12.00pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>12.40pm</td>
<td>Children getting ready for sleep/rest time.</td>
</tr>
<tr>
<td>2.30/3.00pm</td>
<td>Children wake and dress. Quiet Activities</td>
</tr>
<tr>
<td>3.00/3.30pm</td>
<td>Afternoon Tea</td>
</tr>
<tr>
<td>3.40pm</td>
<td>Indoor/Outdoor developmental programs. (Weather permitting).</td>
</tr>
<tr>
<td>5.00pm</td>
<td>Free play</td>
</tr>
<tr>
<td>5.30pm</td>
<td>Pre-School Centre Closes.</td>
</tr>
</tbody>
</table>
Play — Children learn most from their own activity, so the daily schedule includes time for play each day.

Toileting & Nappy Changing — We provide disposable nappies for all children when they are at the Pre-School Centre. The staff will assist with the toilet training process, in consultation with parents and after children have settled in. Children always have access to the bathroom for toileting.

Nap & Quiet Time — Nap and quiet time is an opportunity for children to relax and take a break from active play. However, no child is forced to sleep and alternate quiet activities are arranged. A day at Pre-School can be very hectic and both children and staff appreciate a change of pace at some time during the day. Please refer to Rest and Sleep Time Policy.

Children will be assisted in removing clothing down to top and underwear. If the child does not want to remove clothing they do not have to. Quiet voices will reinforce this period, relaxing music will be played. Children are given the opportunity to choose a book or a comfort toy if they wish.

Bedding
Named bedding (2 cot sheets with elastic, and blanket) must be brought to the Pre-School Centre, regardless of sleep requirements. In accordance with regulations, the bedding is sent home weekly to be laundered. Please note we do not provide spare bedding due to a health regulations.

Children’s Clothing
Children are busy people. Children should be dressed in clothing that is suitable for play and preschool activities. It should be comfortable, weather appropriate and allow children the freedom to carry out the many activities, routines and tasks during the day as independently as possible and without fear of spoiling clothes. Messy activities are part of the developmental program and smocks are provided for these activities. Therefore remaining clean can sometimes be difficult. Staff will do their best to protect children’s clothing during art or other sensory play experiences with the use of smocks. But smocks do not guarantee that children will not get dirty and parents should dress children accordingly. Parents can assist by dressing children in clothes that are easily washed and that can cope with the demands of an active day. Children’s clothes that become soiled will be placed in a plastic bag ready for parents to take home at the end of the day. Children wearing inappropriate clothing may be changed into something more suitable from their own supply or that of the centre’s, or may be unable to participate in certain activities. If parents have specific clothing needs for their child/ren (health or cultural reasons), they should ensure that the staff and the child are aware of these requirements.
Staff will ensure that parent's requests are carried out unless it is deemed by staff to be inappropriate for the child's comfort. We recognise and respect children's choices to remove or put on clothes, unless staff believe it is unsafe and acknowledge that children vary in their sensitivity to hot and cold temperatures. Independence skills are encouraged and children learn to develop responsibility for weather appropriate dressing through discussion and education within the program.

Please refer to Dressing Policy with more explanation about the clothing we discourage and suggested alternatives.

**Smocks**
The centre provides children with protective art smocks for messy play and uses only water based paints and textas.

**Children’s Shoes**
Suitable footwear is essential in a Centre setting. Shoes are worn at all times unless for specific activities, i.e. sensory play or music and movement sessions. Please ensure shoes are named. Please avoid loose fitting shoes, slippers, gum boots, thongs and ill-fitting crocs are not permitted as these can be dangerous when running/ climbing/ dancing.

**Spare Clothes**
All children are required to bring several changes of clothes every day (including socks and underwear), in case of accidents or messy play. All clothing should be clearly named (full name or first name plus initial). The centre has a supply of spare clothes for emergencies, however many of the children do not feel comfortable wearing clothes that are ill-fitting or not their own so please bear this in mind. If centre clothes are sent home on loan, we ask that you launder and return them promptly.

Your child's spare clothes should be sent each day in a named bag/ back-pack and placed on the hook outside each room.

**Sunscreen**
Parents should apply sunscreen on child's arrival at the Centre . You can use the sun cream supplied by the centre or supply your own in case your child has a skin allergy or high sensitivity. Personal sun screen should be labelled with your child’s name and left with the staff.

**Sunsmart Clothing**
Children who are not dressed in suitable sun-protective clothing will be required to play in designated shaded areas only. Clothing should cover as much skin as possible. Singlets or strappy dresses do not offer protection and are not recommended.
**Hats**
Parents should provide each child with a legionnaire hat which is kept at the centre. These are worn outside during Quarters 1 and 4. During the colder months of Quarters 2 & 3 you are welcome to send a warm hat/beanie with your child for outdoor play.

**Toys from Home**
We are discouraging children from bringing their own toys to the Pre-School Centre. The exception is one soft toy or comforter per child to be used at sleep or rest time which should be labelled with the child’s name. In situations where a child may feel unsettled or sad we can give them their soft comforting toy.

The Centre provides a large range of educational toys and equipment for children’s programs.

Sharing is a problem with young children and arguments may arise over personal toys or they may get broken or lost. Staff will let you know when your child can bring a toy along for a ‘show and tell’ session.

On some occasions children bring inappropriate objects to the Centre, such as coins, small sharp toys, valuables, small jewellery, chains and necklaces, lipstick, nail polish etc. These items could be hazardous for themselves and others. Hair clips should not be worn in the Gan Dubi room as children are putting them in their mouths which is a choking hazard.

Persuading children to leave a favourite toy at home when you are in a hurry can be difficult and frustrating at times. If you have been unsuccessful, ask staff for assistance when you arrive. The burden of responsibility for any toys/property sent to the centre remains with parents.

**Behaviour Management**
The aim of The King David School’s Positive Behaviours Policy, in line with our Vision Statement, is to foster a co-operative, positive and supportive environment in which children feel safe. We aim to create an atmosphere of care and respect to foster positive self-esteem and a sense of belonging to the school community. This is achieved through modelling and discussion of friendly appropriate behaviours in our programming. The foundations for children to become independent learners and thinkers begins at this stage. We aim to help children become happy, reasonable cooperative participants in the program through positive and non threatening behaviour guidance techniques.

Staff actively encourage children to have a positive attitude to each other and empathy for other’s feelings, but expectations are always developmentally realistic. Staff encourage children to accept differences, appreciate the capabilities and limitations of children with special or additional needs and to actively support them.
We believe in guiding children to positive behaviour, in a way that respects their dignity and stage of development. Where a child exhibits challenging behaviour that is ongoing or puts other children or staff at risk, staff will consult with the parents to develop a plan for successful change. Please be aware when spending time in the room that you may observe these programs being implemented. Staff will be able to advise you that the child’s program is not part of our normal routine, but cannot disclose the details to you.

**Drop Off and Collection of Children**

**Attendance Book**
It is a legal requirement that children are signed in and out of the centre each day. Our attendance book is kept in the corridor to ensure that drop-off in the rooms can be made with minimal fuss. Please take care to announce your arrival and departure to staff on duty. For legal and security reasons children must be signed in if parents are leaving the building. Please ask staff for assistance if you, or anyone bringing or collecting children, has difficulty completing attendance records.

**Morning Drop Offs**
We ask for your cooperation in keeping drop-offs quick to avoid distressing your child or other children whose parents have just left. It also prevents congestion in the car park. If you are concerned at any time after drop-off you are welcome to call the centre for an update on how your child has settled in. Please use the room Communication Book for any messages to teachers, to ensure their attention is not diverted from the other children in their care and especially if they are running a mat session with the group. Staff are on hand to provide assistance in settling children into an activity, or helping them join a group activity that is underway. Children taking a long time to settle may be taken outside to avoid distressing the group. Say “Goodbye” to your child, give them a hug or kiss, tell them that you will be back soon, and leave. It is easier on you and your child if you are firm with this; hesitation such as starting to leave and then coming back causes uncertainty and confusion.

Never leave a child alone in an area where staff may not be aware of your child’s presence.

**Departure**
Allow at least 10 minutes for the staff to tell you what he/she has been doing and give you any other information on planned activities.

Parents need to check their child’s locker for completed activities ready to go home.

Please check your child’s locker and bag before leaving the Centre. If any items are missing please check with the staff. It is much easier to locate a lost item on the day, than at a later date.
If you realise that you will not be able to collect your child at the time nominated in the attendance book, please phone us. This allows us to explain the delay to the child.

If you are going to be very late it may be preferable to make arrangements for one of the people nominated on the enrolment form to collect the child.

Parents must be aware of the danger your child faces if they walk/run out of the front door when you are leaving the Pre-School Centre. Please ensure that when you open the front door that you are holding your child’s hand.

**Parents are responsible for their child’s care and welfare once they have removed the child from the activity room at pick up time.**

**Authorised Collections**

When signing in your child, you are required to indicate when your child will be collected and by whom, using full names and not descriptions like “myself” or “dad” or “nana”. If during the day these collection details change and the child will be collected by someone other than a person listed on your Child Collection Authority form, please leave a message by phone or email. You will always be called if an unauthorised person arrives to collect your child, or an authorised person arrives whose identity cannot be established.

**Collection by Either Parent**

Children will be allowed to leave with either parent, whether or not they were listed in the Attendance Book that day, unless a court order is on file.

**Collection by Siblings**

Children will not be allowed to leave with any sibling under the age of 15, provided they are listed on the Child Collection Authority in your enrolment form.

**Collection by Emergency Contact Persons**

Children. Only people you nominate in writing will be able to collect the child. Where we do not know one of your nominated people we will ask for ID. This must match the name and address you have given us.

**Late Pick Ups**

The centre closes at 5.30pm Mon – Thur and at 5.00pm on Fri. If you arrive after this time you will be asked to counter sign a late collection form. Applicable penalty fees will be added to your next monthly statement.

Two staff members will remain with any uncollected child.

**Admission before 8.00am**

Children can not be accepted before 8.00am. This is a licensing and insurance requirement.
Emergency Contacts
As part of the enrolment process we require you to nominate 2 emergency contacts. These people are not authorised to collect the child (unless you have also approved this in writing) but they may be able to help in an emergency if we are unable to contact you.

Custody/Access Orders
Director of Pre-School must be notified in writing of any legal requirements concerning access to your child. Parents are required to provide the Centre with certified copies of all court orders relating to the child. Parents are required to inform the Centre immediately of any changes to custody or access arrangements.

Without copies of court orders or custody orders, staff cannot restrict access of either parent, regardless of a parent’s request that the child not be handed over to the estranged partner. If there is a court order, staff must read it thoroughly and ensure that they understand it. Staff should not place themselves or other children at the Centre at risk of harm by restricting the access/custody of an angry or upset, estranged partner.

Food
The standard of kashrut in the School is consistent with that of the Progressive Movement. We therefore request that parents respect the following Kashrut guidelines:

- There is a complete separation of meat and milk.
- Students are not to bring meat to Pre-School Centre.

We aim to facilitate the child’s development of independence through self-help skills and routines.

To this end we suggest lunches be brought to Pre-School Centre in lunch boxes easy to open and clearly named as well as a clearly named drink bottle of water. For safety reasons, no plastic bags please.

A morning snack of milk, water and fruit is provided by the Pre-School Centre.

When preparing children’s lunches, give consideration to nutrition and care of teeth. We believe that now is the time to develop and encourage healthy eating habits. No lollies, chocolates, cakes, sweet biscuits, fruit juice or sweetened drinks, or any kind of chips should be brought to school. The only exception to this is on special occasions such as birthdays, when children are allowed to celebrate with a special birthday cake that will be baked at the Centre. Please refer to Nutrition and Food Policy.

Please provide a healthy snack for afternoon tea every day, Cheese, yoghurt, dry fruit is acceptable, but due to allergies NO PEANUT PRODUCTS please. Parents are not permitted to enter the kitchen. If assistance required, please see staff.
Health & Safety

Illness Management
The centre is not equipped with separate facilities and staff to care for children who are unwell. Parents are expected to keep sick children at home to ensure a healthy environment for all. Please see Appendix E for Symptoms of the most common childhood illnesses.

Symptoms include: Fever, Diarrhoea, Vomiting, Conjunctivitis, School Sores, Cold Sores, Head Lice, Rashes, Spots, Swelling, Weeping Sores and Nose/Ears Discharge.

Sending Children Home
When children become unwell whilst at the centre, staff will contact parents to discuss their concerns and will require the children’s collection if they display symptoms as per the Table of Symptoms, are unable to cope with the daily routine, or present a risk of cross infection. The decision to send a child home is never made lightly, and staff draw on many years experience, and may consult with one another, before a parent is called or a child turned away upon arrival. Sick children will be isolated from the group until your arrival.

Returning After Illness
A copy of the Table of Symptoms will be given to you if you are called in to collect your child indicating when you can return to the centre. Please understand that by bringing your child back to the centre any earlier, staff are placed in a very uncomfortable position when having to send your child back home (unless you have a Doctor’s Certificate specifying they are able to return).

Sick Siblings
If you must visit with sick siblings, please make drop-offs quick and supervise to ensure your sick child is not in contact with other children or centre staff.

Infectious Disease
If your child is diagnosed with an infectious disease, you are required to notify the centre immediately to enable us to implement extra infection minimisation strategies and advise all families, especially pregnant parents or team members, as the consequences of some infectious diseases can be severe. Your child will be excluded from care for the minimum period set by the Victorian Health Department and notice of the infectious disease placed at the centre entrance. Infectious diseases include: chicken pox, measles, whooping cough, meningococcal, diphtheria and mumps. Non-immunised children may be excluded from care in some instances.
Prescription Medication
If your child requires medication you will need to complete a Daily Medication Authority Form with clear instructions of what dosage is required and when. Dosages are checked by two staff members before being administered. On pick up you will need to sign off that your instructions were followed correctly. If someone else is picking up your child please ensure that you have notified them of this requirement.

Non-Prescription Medication
Non-prescription or naturopathic medication needs to be accompanied by a letter from a doctor or naturopath if it is to be administered for more than three consecutive days.

Storage of Medication
Medication must be supplied in the original container with a valid expiry date and name of the child. Please hand medication directly to staff and never leave in a bag/locker. Medication is stored out of children’s reach in the bathroom First Aid cupboard or in the kitchen fridge.

Children’s Panadol
If your child is hurt or develops a fever, you will be called to collect your child. Please note Panadol is not provided by the Centre.

Accidents
Even in the safest environments accidents do happen. Staff members with First Aid training are on duty at all times. If your child is involved in any accident you will be asked to sign off on an Accident Report that records how the injury occurred and how it was treated. If the accident involves the area above the shoulders you will be notified immediately by phone. If an ambulance is needed, a staff member will remain with your child until your arrival (travelling in the ambulance if necessary).

Head Lice
You will be advised every time there is an incidence of lice at the centre. Where the child is seen to be scratching their head/ hair excessively or lice is detected, parents will be called to collect their child and may return after treatment has commenced. The child will be separated from the group with their hat kept on until collection.
**Immunisation**
We believe it is in the best interests of the child that they be immunised against the common infectious childhood diseases. If your child has not been immunised when a particular disease is notified to us, we will notify you and ask that you keep your child away from the Centre until the infectious period has passed. It is therefore important that we be aware of the immunisation record of your child. Please provide copy of immunisation record of you child and update it on a regular basis. Please refer to Immunisation Policy.

**Fire Drills & Evacuations**
If an emergency evacuation is required and we are unable to return to the centre you will be contacted to collect your child. An evacuation procedure manual (DISPLA) is displayed throughout the centre and we conduct an evacuation and containment drills once a term. If you are at the centre during a drill please follow staff instructions. Written notification will be given of the occurrence of evacuation procedures being practiced in the Pre-School Centre.

**Security**
The King David School contracts security to a private company and every effort is made to ensure that the guards provided have a high degree of familiarity with the school community and up to-date security information. The security company has a presence at each of our campuses – both discreet and obvious. Guards are on duty at the main gates in the morning and afternoon and visitors may be required to show photo identification. Part of their role is to check all buildings thoroughly before and after use. Entry to the KDS Pre-School Centre at Alma Road is only through use of the security buzzer.

**Cleaning**
A professional cleaning service is engaged to clean the Centre each night. A daytime cleaning routine in the children’s areas is also implemented by staff during the day.

**Hand Washing**
Posters and signs are placed throughout the centre to remind staff and children when to wash hands and how to do so correctly. Hands are washed regularly and always: after toileting, before and after meals, after handling rubbish or animals, and after playing outside.

**Maintenance & Gardening**
Professional maintenance and gardening services visit the centre on weekly basis throughout the year. Internal audits are conducted each month. If you notice any items and/or areas needing attention that we have overlooked, please notify our OH&S officer.
General Information

Personal Information
By law we are required to have on record for each child the phone numbers and addresses for home, business, family doctor and emergency contact people. Parents are requested to notify staff of any changes to their child’s records, for example, change of address, change of work or home phone number, medical conditions, immunisation, custody orders, allergies, etc. In an emergency, details which are not current make contact with you difficult or impossible and may cause your child, you or us undue distress. Illegible or incomplete paperwork will be returned and your child may be unable to attend until completed correctly.

Class Lists
Class lists are distributed by mail along with other documentation during Summer mail out and thereafter upon request. If your details change, please let us know so we can update the list and advise families. Details published are as per the Class List Authority in your enrolment form.

Notification of Absences
Please let our office know by phone, email or in person if your child will be absent for any reason. This ensures that we do not worry, allows us to adjust group activities if necessary, and enables us to help other families who need extra casual days.

Fee Statement Queries
Fee Statements are distributed by email on weekly basis. The centre does not issue individual reminders to pay. Please note that fees are charged to your accounts on 30th of each months by Finance department.

Parent Feedback
We appreciate your feedback on all aspects of our program and service. Formal surveys are distributed during the year and at any other time we welcome your constructive input.
Complaints
If you have any grievances about the care, protection and safety of your child, or the management of Centre, please raise it with the staff member in your child’s room, then the Director of Pre-School Centre, or, if necessary, the Principal of the King David School. Please put your concerns in writing in Compliments, Complaints and Comments form which are located on notice boards in each room or in the corridor. Attempts will be made to resolve the problem cooperatively and quickly, and if necessary, a time will be made to meet in the privacy of our office. All complaints are managed with discretion, and confidentiality is observed. If after discussions with us you feel that your complaint has not been adequately addressed, you may wish to contact a Children’s Services Adviser at the Department of Education and Early Childhood Development on 9096 9595.
Appendices
Appendix A – Programming Policy

Introduction

The King David Pre-School Centre offers developmentally appropriate programs for children based on the EYLF (Early Years Learning Framework) and focusing on the individual child's strengths, interests and needs. The programs provide for all areas of development creating opportunities for children to enhance their social, language, physical and learning skills.

We believe feeling safe and secure in their environment and developing strong relationships is critical for children's development and success. Programs provided are respectful and inclusive of diversity including culture, gender and additional needs.

The program in each section reflects the philosophy of the Centre that children learn through play and their best learning is achieved when parents and carers work together in partnership.

“Children need years of play with real objects and events before they are able to understand the meaning of symbols such as letters and numbers. Learning takes place as children touch, manipulate and experiment with things and interact with people.”

(Bredekamp S. ‘Developmentally appropriate practices’, 1986 page 4).

Aims

- to provide opportunities for children to reach their full social, emotional, intellectual and physical potential
- to provide children with a stimulating environment to enhance their learning
- to enhance and promote children’s self-esteem
- to build trusting relationships between children and carers
- to reflect an inclusive society/community and teach anti-bias principles
- to allow staff to utilise their knowledge and skills
- to allow staff to reflect on their practices
- to promote the importance of brain development in the early years
- to work in partnership with parents
- to provide information to parents in areas of child development.

Strategies

All staff are involved in this ongoing, evolving process. As all programs are based on the Centre philosophy and the strengths, interests and needs of individual children, the principles are similar but with quite different applications in each age group. They are all based on the EYLF framework for children 0-5 years. The framework describes childhood as a time of ‘belonging, being and becoming’
Forming attachments and developing relationships form a basis for all our programs and planning throughout the Centre. To enhance this aspect each child has a primary carer. The primary carer works hard on developing a meaningful relationship with both the child and the parent/guardian and will provide the majority of the day to day care and is the major point of contact for parents.

Play is a large part of all programs. Current research supports that children learn best through play. Uninterrupted blocks of time are offered to promote the many opportunities for skill and relationship development. Routines are flexible and integrated into the overall program and are incorporated as essential learning experiences.

Learning Stories
The Staff use Learning Stories to provide a way of documenting or recording children’s learning. Instead of using a type of checklist of what a child can or cannot do, story telling (or narrative) is used to identify children’s unique interests and record challenges and achievements in a way that is positive and meaningful to children, families and carers.

“The child becomes the subject of the story and his learning journey is captured through a description of what he is doing, as well as what he may be feeling. The stories focus on what children can do as opposed to what they can’t, and in this way they provide insights into children’s strengths, interests and learning dispositions”. (Ryan, Kate Jigsaw Issue 41)

The focus is on the positives. Children are recognised and respected as capable learners who are actively involved in their own learning, with individual interests and characteristics. What children think and feel about what they are doing is also acknowledged, recorded and valued.

Learning is recognised and understood as:

• being different in different situations
• holistic – involving the whole child, not just their intellectual capacity
• enhanced when the carer is responsive to the child’s interests
• a process
• a joint accomplishment between the child and the carer.

Children are viewed as active learners who are supported in their learning by the carer who responds to the child’s interests. Using Learning Stories allows carers to plan experiences that are focused on the child, that come from the child’s lead and are based on children’s observed interests.

Reporting on the process of children’s learning, and learning outcomes:

• uses stories to describe children’s learning (learning stories)
• involves observing and listening over a long period of time – trying to find the child's point of view
• is based on observations and interpretations made by the carer
• enhances children's sense of themselves as competent learners in partnerships with carers
• helps to identify a child's particular interests, and helps carers build experiences that build upon this interest.

Carers create portfolios (or a special collection) for each child, and these are individualised with photos, examples of the child’s work, stories that record special interests, challenges and achievements.

In this way, Learning Stories provide the basis for a meaningful connection (or bridge) between home and care environments. Parents and other family members gain insight into what happens when their child is in care. This bridge between home and care contexts is two-way, allowing carers to learn more about what happens when the child is with their family and at home.

**Communication with Parents**

In support of our philosophy we acknowledge that the parents/family are the primary carers of their child and the most important influence in their child’s life. Developing respectful, supportive relationships with children, siblings and parents/guardians is crucial in providing quality care. We welcome and respect any information that parents are willing to share with us, maintaining confidentiality at all times. Communication with parents is vital to ensure we support the child and their family effectively. Information from parents regarding their child's interests and developments at home allows us to extend, support and follow through with them in the program.

The Australian Government has a long list of policy agenda’s and as a result the Education system within Australia is getting a revamp. This is just one of the documents that is being implemented nationwide to ensure a more unified schooling system within Australia. This document is to ensure that all children are receiving high quality care and is working towards providing better teachers to provide this care.

The *Early Years Learning Framework* (EYLF) will be used within child care based settings providing care from birth to five years. Within Victoria it is being implemented across birth to eight years (K-2). It is not a syllabus document; it does not dictate how to teach or what to teach children, it is a document that ensures that the children within these prior to school settings are developing a holistic sense of themselves, their community and the bigger world around them. It replaces the other curriculum documents that were in place in each state and aims to ensure that children are being given the highest quality early childhood education.
“Belonging, Being & Becoming” is the title of the document and details the learning that takes place in early childhood.

Belonging acknowledges that each child’s identity is moulded from their family and cultural background, the wider community and the formation of these relationships.

Being recognises that learning needs to be within the present, and that the teachers and children need to be co-constructing their knowledge, skills and attitudes.

Becoming acknowledges during early childhood children learn and develop quickly as they develop new understandings, skills and information through life experiences.

The document is then looked at through practice, learning outcomes and principles. Which then show how the principles support the practice which guides and assists children in making progress towards the learning outcomes.

Current early childhood theories are reflected within the principles. They include:

- Having secure, respectful and reciprocal relationships
- Developing partnerships with families
- Having high expectations and wanting children to succeed and being equitable to all children
- Respecting diversity
- Early childhood professionals engaging in ongoing learning and reflective practice

(Taken from EYLF, p.12)

The use of teaching techniques is where the practice is implemented. Some of the techniques that the EYLF details are:

- Having holistic approaches
- Being responsive to children
- Planning and implementing learning through play
- Intentional teaching
- Creating physical and social learning environments that have a positive impact on children’s learning
- Valuing the cultural and social contexts of children and their families
- Providing for continuity in experiences and enabling children to have successful transition
- Assessing and monitoring children’s learning to inform provision and to support children in achieving learning outcomes

(Taken from EYLF, p.14)
The five learning outcomes are highlighting the integrated and complex learning and development that takes place from birth to five years. The outcomes are:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators

(Taken from EYLF, p.19)

As this is a new document, it is still being rolled out within early childhood settings across Australia and is used in conjunction with the other practices currently in place and will work with the new developments that are being developed.
Appendix B – Behaviour Guidance Policy

The aim of The King David School’s Positive Behaviours Policy, in line with our Vision Statement, is to foster a co-operative, positive and supportive environment in which children feel safe. We aim to create an atmosphere of care and respect to foster positive self-esteem and a sense of belonging to the school community. This is achieved through modelling and discussion of friendly appropriate behaviours in our programming. The foundations for children to become independent learners and thinkers begins at this stage.

We aim to help children become happy, reasonable cooperative participants in the program through positive and non-threatening behaviour guidance techniques.

Staff actively encourage children to have a positive attitude to each other and empathy for other’s feelings, but expectations are always developmentally realistic. Staff encourage children to accept differences, appreciate the capabilities and limitations of children with special or additional needs and to actively support them.

Children who display unacceptable behaviour will be redirected to a more constructive activity. They will be guided towards acceptable behaviour and will be given a clear example of how conflicts can be resolved.

The words “no, don’t, naughty” are avoided. Children are encouraged to use language to resolve confrontations. All conversation with children is affirmative. Encouraging terminology builds self-confidence and enables the child to learn and behave in a co-operative manner.

Behaviour Guidance strategies used to help build positive self-esteem and encourages a child to learn to be responsible for their behaviour.

Behaviour guidance strategies will vary according to the goals of children’s behaviour, the nature of behaviour and the age of the child.

The Pre-School Centre provides an adequate number of toys which are the same or similar and the program is designed to provide a variety of spaces and activities for smaller groups of children to reduce the likelihood of conflicts.

Staff develop trusting relationships with children and knowledge of each child as an individual.

Children will accept guidance better from those they know and trust.

Older children are encouraged within the program to talk about conflict which arises and how they can solve problems. This helps children to begin to deal with conflict independently and appropriately.

Child guidance is an approach that helps children learn how to gain self-control. It involves teaching children how to solve problems and take responsibility for their actions and feelings.
Child guidance results in developing a healthy sense of self-esteem. We, as educators, are sensitive to varying child-rearing approaches and always respect the family’s input. Please ask staff if you require more information on Guiding Children’s behaviour.

Parents will be consulted should the intervention of the School Counsellor be required. At the preschool level we aim to work in partnership with parents in formulating strategies for individual children. Parents are encouraged to discuss any concerns regarding behaviour at any time.

Centre supports families by providing clear expectations of the different roles, rights and responsibilities of children, their families and centre staff.

We ensure that all children are treated fairly and that they are supported to develop and practice their problem solving and negotiation skills and to interact positively with their peers.

**Conclusion**

By working together and recognising that challenging behaviour is a normal part of each child’s development, families and centre professionals play an important role in supporting children to develop their social skills in ways that responsive to individual children’s strengths and interests.
Appendix C – Biting Policy

Rationale
Reasons for biting and ways of dealing with it differ with children under 3 years and those over 3 years. Children under 3 years may bite because

- They are teething
- They are being impulsive
- They have been bitten by other children and are passing on the same behaviour
- It causes an instant reaction from the other person
- They are frustrated and cannot use words to describe their feelings.

Children over 3 years, usually have more understanding of how hurtful and unacceptable biting is, and they should be able to control their urges to bite.

Each situation needs to be handled carefully and with the reason for biting taken into consideration.

Staff will provide an environment that discourages biting incidents through allowing and offering choice, close supervision of children and appropriate expectations for children.

Staff will encourage and role model appropriate anger management skills and encourage children to deal with their frustration in an appropriate way.

Aim
To provide direction and guidance to staff, parents and students on how best to handle the situation where a child is bitten or where a child bites.

Implementation
Staff will manage biting behaviour by:

- Thorough supervision of children
- A calm and patient approach
- Not giving a big reaction when a child has bitten
- Through observation and planning, trying to determine what triggers the biting
- Setting up an appropriate environment that encourages the sharing of toys as well as individual experiences to reduce frustration.
- Consistent reactions of disapproval to biting by saying in a firm tone, “Biting hurts,” rather than saying, “No”.


Staff will follow the procedure below when biting has occurred:

1. Remove the biter from area immediately to protect the other children

2. Administer first aid to the child who has been bitten
   - Wipe the bitten area with water
   - Apply a cold compress while comforting the child

3. Encourage the biter to show empathy to the child who has been bitten

4. Complete an incident report (injured party) for the child who has been bitten, ensure parents sign the report at the end of the session

5. Discuss with the biter’s parents the planning strategies being put in place to prevent further incidences

6. If there are continual biting incidents from one child, a written action plan is developed by staff and the parents. When required, help and advice is sought from outside agencies.

7. File the planning strategies in the child’s file

8. UNDER NO CIRCUMSTANCES will the staff inform parents the name of the other child involved in the incident.

9. Staff will regularly seek up to date information and resources on biting. This information is shared with parents when required
Appendix D – Delivery & Collection of Children Policy

Policy Statement

Values
The King David Pre-School Centre is committed to:

• The delivery of a program which ensures the safe delivery and collection of children being cared for or educate by the centre.
• Fulfilling our duty of care to all children.
• Encouraging families to deliver and collect their child/ren on time, for the programs in which they are involved.
• Recouping all additional costs incurred due to the late collection of a child, by the imposition of a late collection fee on their parents/guardians.
• Complying with all legislative requirements.

Purpose
To provide clear guidelines for parents/guardians, authorised persons and staff in relation to their responsibilities for the delivery and collection of children at the centre.

Scope
This policy applies to all parents/guardians, authorised persons, staff, volunteers and students working within the centre.

Definitions
Authorised person: A person for whom the parents/guardians have given written authority to the centre to collect the child. This person must be aged 15 years or more

Delivery: Delivery of the child at the centre begins once the child and parents/guardians, or authorised person, arrive on the premises and enters the time and signs the attendance book, or when the parents/guardians or authorised person leaves the child at the centre.

Collection of the child: Collection of the child from the centre occurs once the parents/guardians or authorised person has entered the time and signed the attendance book prior to their departure with the child from the premises, or when the parents/guardians, or authorised person, leaves the premises with the child.

Late collection: When a parent/guardian or authorised person collects their child/ren from the program after the designated time for the program to end
**Attendance book:** The book provided by the proprietor for the person who delivers and collects the child from the centre, or a staff member, to sign and record the time of arrival and departure of each child being cared for, or educated by the centre.

**Late collection fee:** A fee imposed by the King David School when parents/guardians are more than 15 minutes late to collect their child/ren from the program in which they are participating.

**Licensee representative:** The person who exercises control over the operation of the centre.

**Procedures**

The Pre-School Director responsible for:

- Providing parents/guardians with a copy of this policy, when their children commence at the centre and ensuring a copy is available for inspection at all times.
- Ensuring staff are provided with an attendance book for use in the program which meets the requirements of the Children’s Services Regulations 2009.
- Being available to assist in the situation of the late collection of a child (refer to procedures in this policy).
- Developing and implementing a late collection fee.

**Delivery of the Child to the Centre**

Ensuring the attendance book is available in the main entrance for parents/guardians or carers to sign in their child/ren on their delivery to the centre and to record the time of delivery.

Checking the attendance book periodically including when the door is locked and when additional children arrive by the person in charge and, if required, completing the entry(ies) as per the requirements of the Children’s Services Regulations 2009. This includes checking that children who are signed in are in attendance.

Reminding parents/guardians/authorised persons/or carers, who continually do not complete the attendance book, of the centre’s procedures for the delivery of children.

Note: Once the attendance book has been signed and time of delivery entered by the parents/guardians, carer, or authorised person or the parents/guardians, carer, or authorised person leaves the centre, the supervision of children on the premises becomes the responsibility of the staff members at the centre.

**Collection from the Centre**

- Ensuring the attendance book is available at the main entrance for parents/guardians or authorised person to sign out their child/ren on collection from the centre and to record the time of departure.
• Checking the attendance book periodically, including as soon as is practicable after all children have departed and, if required, staff will complete entries as per the requirements of the Children’s Services Regulations 2009. The staff check and initial that all the children have been signed in and out.

NOTE: Once the attendance book has been signed and the time of collection noted, the children’s supervision is the responsibility of the parents/guardians or authorised person while they are still on the premises.

Late collection of a Child
In the situation where the parents/guardians or authorised person is 15 minutes late in collecting their child/ren and has not notified the centre that they will be late the qualified staff member is responsible for:

• Contacting the parents/guardians, and if they are not available contacting the other persons authorised to collect the child/ren on the child/ren’s enrolment form, requesting that they collect the child/ren.
• If a staff member needs to leave, contacting the nominated licensee representative(s) or staff members to relieve staff. Centres need to ensure that two staff members (one qualified and one unqualified) remain in attendance.
• Continuing to attempt to contact the parents/guardians and authorised persons.
• Notifying the regional Children’s Services Adviser (CSA) of the current situation and informing the CSA of the procedures being undertaken. If the CSA is not contactable, documenting the date, time, and reason for the call, and contacting the CSA as soon as is practicable.
• Contacting the Child Protection Crisis Line on 13 12 78 (this operates 24 hours, 7 days a week) if the parents/guardians/authorised persons are still not contactable after 45 minutes.
• The licensee representative/staff will follow the advice given to them by the Child Protection Crisis Line.

The parents/guardians/authorised persons/carers are responsible for:

• Ensuring the child/ren’s enrolment form includes details of persons who have lawful authority to collect the child/ren (usually the parents/guardians) and any other persons authorised to collect the child/ren.
• Completing the attendance book on arrival and departure as per the requirements of this policy.
• Ensuring staff are aware that the child has arrived/or been collected from the centre.

Late Collection
• Contacting the centre as soon as practicable if the person collecting the child will be late.
• Paying the late fine as outlined in the Terms & Conditions of Enrolment.
Appendix E – Illness and Emergency Care Policy

The well being of the children is of the highest priority at our Centre. There are many factors involved in ensuring a child’s optimum growth and development; good health is a particularly important one. If children are ill, the active environment of the Centre is not the place for them. They require a more relaxed atmosphere and more individual attention than a Centre can provide. Sick children should not be sent to the Pre-School centre. Whilst we understand that an ill child may present difficulties for working parents, we ask that you are considerate of the health of your child and others at the Centre. The Co-ordinator will keep parents informed about the occurrence of any infectious disease in both children or staff at the Centre.

If your child is unwell they will not cope with activities and demands of a busy day at the Centre.

**What Happens If Your Child Falls Ill**

A child is too sick to be in child care if he or she feels too ill to take part in the planned activities or if he or she needs more care than we can give without spreading the illness to other children.

Staff are alert to any signs of child being generally unwell – e.g. lethargic/unusually tired, complaints of pain, unexplained irritability, breathing trouble – and will contact parents to consult about their concerns. If staff believes that a child is not well enough to cope with the daily routine or requires a level of care or supervision beyond the centre’s normal staffing previsions, staff will request that the child be kept at home, notwithstanding the supply of a Medical Certificate. Staff will consult with one another before a parent is called or a child turned away upon arrival. Parents are required to respect and accept staff decisions as final.

If you are unable to collect your child, you will need to organise for someone else to do so, so we urge you to have these backup plans in place in advance.

Parents should take a sick child to a health care provider and follow medical advice before the child returns to child care.

**When Should You Keep Your Child At Home**

If any of the following symptoms are present within the past 24 hours, please do not bring your child into the centre and let us know as soon as possible that they will be absent:

- Fever or temperature of 37.8 degrees or higher
- Diarrhoea, loose bowel motions, vomiting or an upset stomach
- Severe or constant coughing, or signs of a newly developing cold
- Discharge from the eyes, nose or ears
• Open or weeping sores
• Any unusual rash, spots or swelling until examined by a doctor (Clearance certificate required)
• Breathing trouble
• Complaint of pain, lethargy, distress or unexplained, abnormal behaviour
• If your child has just started a course of antibiotics and has been on this medication for less than 24 hours.

If you have any doubts about whether you should bring your child to the Pre-School Centre, please telephone and discuss your child’s symptoms with us.

Parents are required to keep their child at home if the following symptoms are present, to ensure a healthy environment and keep cross infection to a minimum. If the symptoms appear whilst the child is in care, staff will contact the parents to arrange a for immediate collection.

<table>
<thead>
<tr>
<th>INFECTIOUS ILLNESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHILDREN WITH THESE SYMPTOMS CANNOT ATTEND THE PRE-SCHOOL</td>
</tr>
<tr>
<td>TEMPERATURE OF 37.8 DEGREES or higher, particularly associated with nasal discharge.</td>
</tr>
<tr>
<td>DIARRHOEA</td>
</tr>
<tr>
<td>Gastric infections are easily spread amongst children and staff. If the child has an allergy or medical condition, which regularly causes diarrhoea, please discuss with staff on enrolment.</td>
</tr>
<tr>
<td>VOMITING</td>
</tr>
<tr>
<td>Micro organisms which cause vomiting are highly contagious and will spread to others very quickly.</td>
</tr>
<tr>
<td>HEAD LICE (PEDICULOSIS)</td>
</tr>
<tr>
<td>Children arriving with head lice will be asked to leave immediately as this ailment is very easily transferred.</td>
</tr>
<tr>
<td>RUSHES, SPORT, SWELLING, WEEPING SORES OR NOSE/EARS DISCHARGE that has not been identified, diagnosed and treated by a doctor.</td>
</tr>
</tbody>
</table>
### CONJUNCTIVITIS (DISCHARGE FROM THE EYES)
is especially contagious and requires specific medical attention.

<table>
<thead>
<tr>
<th>Condition</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child has been on medication for at least 24 hours and the discharge has cleared, supported by a Medical Certificate</td>
<td></td>
</tr>
</tbody>
</table>

### STARTED A COURSE OF ANTIBIOTICS
(e.g. For an ear or throat infection)

<table>
<thead>
<tr>
<th>Condition</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must be on the medication for at least 24 hours.</td>
<td></td>
</tr>
</tbody>
</table>

### COLD SORES
(Herpes Simplex). Painful sores, usually around the mouth.

<table>
<thead>
<tr>
<th>Condition</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate treatment is being applied and sores are properly covered, supported when requested by a Medical Certificate.</td>
<td></td>
</tr>
</tbody>
</table>

### SCHOOL SORES (IMPETIGO)
Shows as red pimples which may become weeping sores when the blister breaks. Occurs most frequently in moist areas of the body, e.g. Neck, groin, mouth/face, etc.

<table>
<thead>
<tr>
<th>Condition</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate treatment is being applied and sores are properly covered, supported when requested by a Medical Certificate.</td>
<td></td>
</tr>
</tbody>
</table>

### HAND FOOT MOUTH INFECTION
This is a highly contagious infection which consists of small lesions which tend to spread quickly on the side of the tongue or inside the mouth around the cheek region. Lesions may also occur on the hands, feet and occasionally on the buttocks.

<table>
<thead>
<tr>
<th>Condition</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children should not return to the Centre until they have recovered from the infection.</td>
<td></td>
</tr>
</tbody>
</table>

### ANY INFECTIOUS DISEASE
Measles, mumps, chicken pox, etc. Please notify us immediately so we can implement infection minimisation strategies.

<table>
<thead>
<tr>
<th>Condition</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>The minimum exclusion period prescribed by the Victorian Health Department has passed.</td>
<td></td>
</tr>
</tbody>
</table>

Please respect not only your child’s room peers and staff, but their families as well. If you bring your child in with a contagious ailment it will spread. We aim to keep the Centre free of infections.

### Collection of Sick Children

As the Pre-School has no separate facilities to care for a sick child, it is important that any child observed to be unwell or with an infectious illness whilst at the Centre, must be collected by the parents/caregivers.

**Parents are required to collect their child immediately of the Centre’s request to ensure minimum stress on both the sick child and the other children in the room.**
Appendix F – Medication Policy

The King David Pre-School Centre has a duty of care to ensure that all persons are provided with a high level of protection during the hours of the service's operation.

The service's Medication Policy reflects the following principles:

- safe principles and practices to administer medication;
- hygiene practices;
- an acute attention to detail;
- the maintenance of accurate records;
- up to date professional development knowledge of administering techniques;
- first aid qualifications;
- licensing and/or legislative requirements;
- recommended advice and practices from a medical source;
- open communication between staff/carers, families and children; and the accountability of staff/carers when administering medication. The basic principles of medication administration will be adhered to at all times in the service.

The six principles are the right:

1. child
2. medication
3. dose
4. method
5. date and time
6. expiry date of the medication.

If child requires medication parents should advise the staff member on arrival and complete the Medication authorisation form. We are only authorised to administer medication provided by parents with their written approval except in an emergency.

Staff will administer prescribed medication to children if requested to do so by parents. The procedure is as follows:

- An authorisation for dispensing medicines form must be completed with parent’s signature for each medicine dispensed.
• Written instructions on medication must be supported by verbal consultation between parents and staff.
• Parents must physically hand the medication to staff (i.e. it should not be left in child’s bag, locker, bench).
• Medication must be that which has been prescribed for that particular child and must be in the original container. The name of the child must be on the bottle.
• If medication is intended for siblings, the doctor must be asked to include both names on the label.
• Staff will place medication in the designated place in the bathroom or fridge as required.
• Parents need to complete the Medication authorisation form detailing the name of the medication, dosage, time, circumstances it is to be administered and your signature authorising us to give it to the child.
• All medication must be checked by two staff members before being given. The qualified person delegated to give medication must sign the form. This should then be co-signed by the second staff member.
• In the case of multiple medication being administered, a separate entry must be used for each medicine to ensure that time, dose and medications do not get mixed up.
• If details in the Medication authorisation form are inconsistent with the original label on the medication, parents will be phoned and asked to verify them. In most cases parents will be phoned by qualified staff for verbal authority to administer provided medication and parents will be required to complete the Medication authorisation form when collecting the child.
• At the end of each day Medication authorisation forms will be filed in the office after being signed by parents.

Please note Panadol is not provided by the centre. So If your child is not well please provide your own medication.

In an emergency where medication is required and provided by you we will seek your verbal approval, with your confirmation in writing as soon as possible.

Non-prescription and Naturopathic medication may only be given at parent’s request and parents must complete the usual authorisation form.

Staff will have to wash before and after administering of medication and wear gloves id required.

Parents should remember to ask staff for medication when collecting children.
Appendix G – Food Allergies Policy

The King David School is committed to the health and safety of all students and staff. To these ends the school has constructed this policy to ensure that all students with a food allergy are protected at all times. The school’s policy has been developed in line with the guidelines stated by The Australian Society of Clinical Immunology and Allergy (2004).

Policy Statement

The King David Pre-School Centre aims to provide an environment that is safe and allows any child with allergies to participate in the daily routine of the centre without the risk or fear of being exposed to risks or traces of their allergen.

The King David Pre-School Centre recognises that an allergy is a life threatening condition and follows best practices to reduce risk of exposure and puts procedures into place to ensure professional management of allergic reactions.

The King David Pre-School Centre works in partnership with families, following the recommendation of medical professionals in ensuring the management of children’s allergies within the Centre showing its commitment to:

- Raising the awareness of allergies amongst those involved with the Children’s Service
- Providing the necessary procedures to ensure the health and safety of all persons with allergies involved with the Pre-School Centre
- Providing an environment in which children with allergies can participate in all activities to their full potential.
- Providing a clear set of guidelines and expectations to be followed with regard to the management of allergies.

Rationale

ASCIA tells us that the majority of food and anaphylactic reactions occur in preschool age children. Peanuts and other nuts are the most likely form of anaphylaxis.
It is important to recognize the difference between an allergy and an intolerance. Around 1 in 20 infants and 1 in 100 adults are allergic to food. Severe reactions result in difficulty breathing, severe rashes, swelling of the face or throat, dizziness, stomach upset or a drop in blood pressure (shock) and loss of consciousness.

Other people complain of symptoms after eating like headaches, bloating or mouth ulcers that are not caused by allergies. Some of these result from enzyme deficiencies or food intolerance.

**Scope**

This policy applies to all families who attend the Centre and all staff including volunteers and students.

**Strategies And Procedures**

**Education Of Staff**

Any staff member (teacher, teacher assistant) who is likely to be in a position of care with a child who has a food allergy must undergo training in the following topics.

- What is allergy?
- What is anaphylaxis?
- What are the triggers for allergy and anaphylaxis?
- How is anaphylaxis recognised?
- How can anaphylaxis be prevented?
- What should be done in the event of a child having a severe allergic reaction?
- Instruction on the use of an EpiPen.

It is essential that the Centre:

1. Identify children at risk due to allergy and anaphylaxis
2. obtain documentation and information about the child’s allergy from a medical professional
3. consider elimination of the allergen if recommended by medical professional and if possible
4. develop of a management plan in conjunction with medical professionals instructions
5. provides opportunities for relevant staff training on allergies and Anaphylaxis

**Centre Responsibilities**

1. To request information on Enrolment forms regarding known allergies of children being enrolled.
2. To discuss these allergies and their treatment with the parents/carers and ensure that staff have been given relevant information.
3. To ensure that parents/carers have provided documentation from a medical professional and completed an Illness/Condition Management Plan,
4. To ensure that staff are aware of the plan and put appropriate strategies in place.

5. To check that medical and personal information in relation to any child with known allergies is updated annually or more often where necessary.

6. To develop an emergency action plan for each child with allergies in conjunction with parents/carers and the child’s doctor.

7. To ensure that some staff in each room are trained and current in the recognition of a severe allergic reaction and the procedure to take when they suspect a child is having an allergic reaction.

8. To put procedures in place to exclude food which is known to cause an anaphylactic reaction in any child enrolled at the Centre.

**Staff Responsibilities**

1. To be aware of allergies of children in their care and to maintain a copy of Illness/Condition Management Plan and Emergency Action Plan in the child’s illness and accident register.

2. To display information regarding children with known allergies, including name, photograph, list of foods which cause allergic reaction and relevant emergency information.

3. To ensure food is not contaminated or cross contaminated with any product known to cause an allergic reaction with any child currently in care.

4. To discourage and prevent children sharing food while in care and to encourage awareness and acceptance of inclusive practices for the different needs of children.

**Responsibilities Of Parent Of Child With Known Allergy**

1. To provide information regarding any known allergies on the Enrolment Form.

2. To complete an Illness/Condition Management Plan in consultation with the Director and Room Leader.

3. To provide medical information relating to their child who has a known allergy,

4. including a recommended emergency action plan from the child’s doctor.

5. To update the Illness/Condition Management Plan and Emergency Action Plan when necessary.

6. To provide clear and consistent information to staff regarding the requirements of their child in relation to allergic reactions
7. To assist staff to manage situations where food is shared by children (eg special events), it would be helpful if parents/carers provide food that can be stored at the centre and used as alternative treats for their child when necessary.

Responsibilities Of Other Parents At The Centre
1. To read carefully and adhere to the policies regarding the exclusion of food which is known to cause an anaphylactic reaction in any child enrolled at the Centre.
2. To be aware of the information regarding children with known allergies displayed, particularly in their child’s room.
3. It would be helpful if parents can provide a list of ingredients used in home cooked food they bring to the centre and to include packaging with other food so ingredients can be checked.

Food Policy Measures Specific To Pre-School Aged Children
Where meals are brought from home
The centre works in co-operation with families to minimize the risk of exposure to an allergen. In order to minimise allergy risks it becomes parents responsibility to provide meals for their children apart from morning tea which is provided by the centre.

Centre also bake Birthday cake to minimise risk of allergies across the centre.

Measures should be taken to remove highly allergenic foods where transfer from one child to another is likely (e.g. whole eggs or egg containing foods and peanut products). Parents of all children should be asked not to send meals containing highly allergenic foods such as egg and nut products to the Pre-School Centre where there is a child at risk of anaphylaxis to these foods.

It is realised that it is not possible to eliminate all food products such as milk products in bread or margarines from the foods brought to kindergartens and preschools.

In some circumstances it may be appropriate that a highly allergic child does not sit at tables where the food to which they are allergic is being served.

Where meal preparation is undertaken at child-care centres and Pre-Schools.
For severely allergic children the best option may be to bring meals prepared from home.

If it is decided to provide meals prepared at the centre to a child at risk then the meal prepared for all children should not contain the ingredients such as milk, egg and nut products to which the child is at risk.

Meals prepared at preschools which contain ingredients with “May contain traces of nuts” on a label should not be given to nut allergic children.
Food removal from preschool settings should only occur following recommendation by a relevant specialist and the provision of documentation of this recommendation.

When packing meals for a child to consume at the centre parents need to ensure:

1. enough food is packed for the day – lunch desert and afternoon tea
2. food is packaged in a lunch box with all items clearly labelled with the child’s name
3. the meal does not contain nuts
4. the lunch is placed in the refrigerator so that it is stored at a safe temperature
5. Parents have discussed with staff the need for heating any part of the meal.

When meals are provided for the children by families staff ensure:

1. that they are available to provide information to families about what foods their child has eaten from their lunch box or any issues arising from the food supplied.
2. that the child does not share food from other children
3. that the Illness/Condition Management Plan is followed at all times.

**General Food Policy Measures**

There should be no trading and sharing of food, food utensils and food containers.

It is ideal that children with severe food allergies should only eat lunches and snacks that have been prepared at home.

Bottle, other drinks and lunch boxes provided by the parents for their children should be clearly labelled with the name of the child for whom they are intended.

The use of food in crafts, cooking classes and science experiments may need to be restricted depending on the allergies of particular children. The preschool does not use food for art and craft activities.

Food preparation personnel should be instructed about measures necessary to prevent cross contamination during the handling, preparation and serving of food preparation areas after use and cleaning of utensils when preparing allergenic foods. Preschool staff should have at least one staff member who has accredited Food Handling training.

The risk of a life threatening anaphylaxis from casual skin contact even with highly allergenic foods such as peanuts appears to be very low. On occasions casual skin contact will provoke urticarial reactions (hives). Simple hygiene measures such as hand washing and bench-top washing are considered appropriate.
Food removal from preschool settings should only occur following recommendation by a relevant specialist and the provision of documentation of this recommendation.

**Review Process**
Through frequent conversation staff and families work together to ensure that meals for a child with allergies are managed professionally and in the child’s best interest.
Appendix H – Pre-School Asthma Policy

Rationale
Asthma is a chronic health condition affecting approximately 15% of children. It is one of the most common reasons for childhood admission to hospital. While an average of two people die in Victoria each week from asthma, many of these deaths are thought to be preventable. Community education and correct asthma management will assist to minimise the impact of asthma.

It is generally accepted that children under the age of six do not have the skills and ability to recognise and manage their own asthma effectively. With this in mind, Preschool Centre recognises the need to educate its staff and parents/carers about asthma and to promote responsible asthma management strategies.

Aims
This Asthma Policy aims to:

- Raise the awareness of asthma amongst those involved with the Children’s Service
- Provide the necessary strategies to ensure the health and safety of all persons with asthma involved with the Children’s Service
- Provide an environment in which children with asthma can participate in all activities to the full extent of their capabilities
- Provide a clear set of guidelines and expectations to be followed with regard to the management of asthma.

Our Commitment
Asthma management should be viewed as a shared responsibility. To this end each of the key groups within Pre-School Centre give the following undertakings:

The Management will:
- Provide all staff with a copy of the Asthma Policy and brief them on asthma procedures upon their appointment to the Children’s Service.
- Provide parents with a copy of the Asthma Policy upon enrolment.
- Identify children with asthma during the enrolment process.
- Provide an Asthma Action Plan to all parents of children with asthma upon enrolment. The completed Asthma Action Plan is to be returned within 7 days.
- Store Asthma Action Plans in the child’s enrolment record.
- Ensure that all staff are informed of the children with asthma in their care.
• Where appropriate, organise information sessions on asthma for parents/guardians.
• Encourage open communication between parents/guardians and staff regarding the status and impact of a child’s asthma.
• Promptly communicate any concerns to parents should it be considered that a child’s asthma is limiting his/her ability to participate fully in all activities.

Staff will:
• Ensure that they are aware of the children in their care with asthma.
• Ensure, in consultation with the parent/guardian, the health and safety of each child through supervised management of the child’s asthma.
• Identify and, where practicable, minimise asthma triggers.
• Where necessary, modify activities in accordance with a child’s needs and abilities.
• Ensure that all regular prescribed asthma medication is administered in accordance with the information on the child’s written Asthma Action Plan.
• Administer emergency asthma medication if required according to the child’s written Asthma Action Plan
• Promptly communicate, to management or parents/guardians, any concerns should it be considered that a child’s asthma is limiting his/her ability to participate fully in all activities.
• Ensure that children with asthma are treated the same as all other children.

Parents/guardians will:
• Inform staff, either upon enrolment or on initial diagnosis, that their child has a history of asthma.
• Provide all relevant information regarding the child’s asthma via the Asthma Action Plan.
• Notify the staff, in writing, of any changes to the Asthma Action Plan during the year.
• Ensure that their child has an adequate supply of appropriate asthma medication (including reliever) at all times.
• Ensure that their child has their own spacer device.
• Ensure that they comply with all requirements and procedures in relation to the Medications Book.
• Communicate all relevant information and concerns to staff as the need arises e.g. if asthma symptoms were present last night.
• Ensure, in consultation with the staff, the health and safety of their child through supervised management of the child’s asthma.
Children will:

- Wherever practical, be encouraged to seek their reliever medication as soon as their symptoms develop.
- Every student with Asthma attending the school should have a written Asthma Management Plan filled out by their family doctor or paediatrician, in consultation with the student’s parent/guardian. All staff will follow the Emergency Asthma Management Plan as outlined by Asthma Victoria.
- This four step action plan is as follows:
  1. The child will be reassured to remain calm.
  2. He/she will be given four separate puffs through a spacer, and asked to take four breaths from the spacer after each puff.
  3. Wait four minutes, if there is no improvement repeat step 2.
  4. If there is still no improvement after four minutes, we will call an ambulance immediately.

A parent/guardian will be contacted. Steps 2 and 3 will be repeated continuously whilst waiting for the ambulance.
Appendix I – Anaphylaxis Risk Minimisation Plan

The following procedures should be implemented to help protect the child at risk of anaphylaxis from accidental exposure to food allergens:

In relation to the child at risk:

- This child should only eat food that has been specifically provided by parents/guardians for him/her.
- Where the service is preparing food for the child, ensure that it has been prepared according to the parent’s instructions.
- All food for this child should be checked and approved by the child’s parent/guardian and be in accordance with the risk minimisation plan.
- Bottles, other drinks and lunch boxes, including any treats, provided by the parents/guardians for this child should be clearly labelled with the child’s name.
- There should be no trading or sharing of food, food utensils and containers with this child.
- In some circumstances it may be appropriate that a highly allergic child does not sit at the same table when others consume food or drink containing or potentially containing the allergen. However, children with allergies should not be separated from all children and should be socially included in all activities.
- Increase supervision of this child on special occasions such as excursions, incursions or family days.

In relation to other practices at the centre:

- Ensure tables and bench tops are washed down after eating.
- Ensure hand washing for all children upon arrival at the service, before and after eating.
- Restrict use of food and food containers, boxes and packaging in crafts, cooking and science experiments, depending on the allergies of particular children. Staff should discuss the use of foods in such activities with parents/guardians of this child and these foods should be consistent with the risk minimisation plan.
- All children need to be closely supervised at meal and snack times and consume food in specified areas. To minimise risk children should not ‘wander around’ the centre with food.
- Staff should use non-food rewards, for example stickers, for all children.
- Food preparation personnel (staff and volunteers) should be instructed about measures necessary to prevent cross contamination between foods during the handling, preparation and serving of food – such as careful cleaning of food preparation areas and utensils.
- Where food is brought from home to the centre, all parents/guardians will be asked not to send food containing specified allergens or ingredients as determined in the risk minimisation plan.
Enrolment Checklist for Children at Risk of Anaphylaxis

- A risk minimisation plan is completed, which includes strategies to address the particular needs of each child at risk of anaphylaxis, and this plan is implemented
- Parents of a child at risk of anaphylaxis have been provided a copy of the service’s Anaphylaxis policy
- All parents/guardians are made aware of the Anaphylaxis policy
- Anaphylaxis action plan for the child is signed by the child’s Doctor and is visible to all staff
- EpiPen® (within expiry date) is available for use at any time the child is in the care of the service
- EpiPen® is stored in an insulated container, in a location easily accessible to adults (not locked away), inaccessible to children and away from direct sources of heat
- Staff responsible for the child/ren at risk of anaphylaxis undertake anaphylaxis management training, which includes strategies for anaphylaxis management, recognition of allergic reactions, emergency treatment and practise with an EpiPen® trainer, and is reinforced at yearly intervals
- The service’s emergency action plan for the management of anaphylaxis is in place and all staff understand the plan
- Parent/guardian’s current contact details are available
- Information regarding any other medications or medical conditions (for example asthma) is available to staff
- If food is prepared at the service, measures are in place to prevent contamination of the food given to the child at risk of anaphylaxis.
Appendix J – Nutrition Policy

Since the children will be spending long hours at the Pre-School Centre parents are required to provide a balanced, nutritional food for growing, healthy, active bodies. It is our aim to help develop good eating habits in our Pre-School Centre and hopefully some of these good habits will stay with them forever.

We will ensure that a nutritious diet will be provided by parents each day from a variety of foods, chosen from the basic food groups.

Introduction

- Mealtimes provide an important social development activity for the children.
- Children learn and practice a variety of skills when they are eating together. We endeavour to make mealtimes as comfortable and relaxed as possible.
- Gan Dubi children are served by staff and assisted as necessary.
- Gan Osher & Gan Keshet children are encouraged to help themselves.
- Hand washing and hygiene practices are encouraged.

Goal

To make sure that parents provide children at the Pre-School Centre with meals and snacks that are appetising, consistent with the Dietary Guidelines for Children and Adolescents. To provide an eating environment that promotes family and multicultural values.

Procedure

- All parents will be supplied with a copy of the latest Nutrition Policy.
- The Pre-School Centre provide a nutritional food to share for morning tea (e.g. fruit, vegetable or cheese).
- Lunch and afternoon tea is provided by the families.
- Cows milk as well as filtered water is provided by the Pre-School Centre.
- Water is available all day.
- The Pre-School Centre has 3 refrigerators and 3 microwave ovens.
- Parents are specifically asked to provide a healthy, nutritional meal.
- Sweets, cakes, biscuits and other ‘junk food’ are NOT permitted and will be placed in the child’s bag with a reminder note.
- Suggestions are available on handouts located in the breezeway or from staff.
- All food should be packed in a labelled lunch box or bag.
  Uneaten portions will be sent home at the end of the day for the parents to see what the child has consumed.
• The Pre-School Centre observes a no meat Kashrut Policy, no meat may be brought to the Centre.
• Meals and snack times are scheduled regularly and children are given adequate time to finish their meal.
• Meal times are flexible and responsive to the children’s needs.

Strategies
• Staff members will sit with the children and share the food as often as possible.
• Food will not be used as a form of punishment either by its provision or denial.
• Special occasions will be celebrated with culturally appropriate foods e.g. birthdays, cultural festivals.

Goal
• To teach children about food and nutrition.

Strategies
• Food awareness activities will be included in the centre program.
• Children will be encouraged to get practical experience in food preparation.
• The foods provided from home to children will be discussed with them.

Food Allergies
There is a no nut policy in place in the Centre (see Food Allergy Policy).

A list is posted in the kitchen and in each room of all names and allergies
Appendix K – Immunisation & Health Related Exclusion Policy

The King David Pre-School Centre has a duty of care to ensure that all persons are provided with a high level of protection during the hours of the service’s operation.

Protection includes:

- notifying children, families and staff/carers when an excludable illness or disease is present in the service;
- maintaining a record of children’s and staff/carers immunisation status;
- complying to relevant health department exclusion guidelines; and
- increasing staff/carers awareness of cross infection through physical contact with others.

The purpose of this policy is to manage and prevent the spread of infectious illnesses and diseases.

The policy assists the service to:

- notify families or emergency contact when a symptom of an excludable infectious illness or disease has been observed;
- notify stakeholders when an excludable infectious illness or disease has been confirmed by a medical practitioner;
- identify and comply to exclusion guidelines and timeframes;
- identify when an illness or disease is no longer excludable or infectious; and
- maintain immunisation records of children and staff/carers.

Families, staff/carers, students, volunteers and visitors can also display symptoms of an infectious illness or disease while in the service’s environment and as such, the service has an equal duty of care to all persons. The Immunisation and Health Related Exclusion Policy is applicable to children and adults.

The service prevents the spread of illness and disease by implementing the following strategies which:

- promote hand washing and other hygienic practices;
- identify and exclude children and staff/carers with symptoms of an excludable infectious illness or disease;
- maintain clean and hygienic environments; and
- encourage child and adult immunisation.

Please refer to the service’s Hygiene and Infection Control Policies.
It is understood by staff/carers, children and families that there is a shared responsibility between the service and other stakeholders that the Immunisation and Health Related Exclusion Policy and procedures are accepted as a high priority.

In meeting the service’s duty of care, it is a requirement under the Occupational Health & Safety Act that management and staff/carers implement and endorse the service's Immunisation and Health Related Exclusion Policy and procedures.

**Rationale**

There is a lot of evidence that children who attend child care centres are at increased risk of catching and transmitting infectious disease. The most important ways to minimise the spread of infectious diseases are hand washing, good environmental hygiene, and appropriate vaccination of children and staff.

**Procedure**

Details of the child’s immunisation should be recorded at the time of enrolment.

1. The child’s immunisation record must be checked regularly and updated when necessary.
2. The evidence produced by the parent regarding the child’s immunisation status must be signed and dated by their doctor, and must include information regarding the date and type of each immunisation received.
3. Such information can be found in the child’s immunisation record or can be in the form of a letter or report from their doctor. It is recommended that all children be fully immunised for their age before commencing at the Centre.
4. The risk of a child contracting the following diseases is greatly diminished by immunisation: Poliomyelitis, Diptheria, Tetanus, Whooping Cough, Rubella, Measles, Hemophilia Influenza Type B (HIB), Mumps, and Chickenpox.
5. If a parent chooses not to immunise their child, then the child must be excluded from care during an outbreak of any disease which is prevented by immunisation.
6. Immunisation schedules are available from the Health Department, local Councils and Health Centres.
7. If any child at the Pre-School Centre contracts an infectious disease, a notice will be displayed advising parents of the illness and the signs and symptoms.
8. Parents should refer to exclusion list.
9. For the Co-ordinator to keep a comprehensive Staff Immunisation Record and update these records on regular basis.
10. To make available information on vaccine-preventable diseases to parents and staff.
Appendix L – Sun Protection Policy

Rationale

The King David Pre-School Centre has a duty of care to ensure that all children, families, staff/carers, students, volunteers and visitors are provided with a high level of care during the hours of the service’s operation.

This policy will be followed from the beginning of September through to the end of April whenever the UV index level reaches 3 and above. The purpose of this policy is to outline the procedures the centre will follow during these times.

The policy will assist the service to:

Use sun protection procedures during peak UV times in order to protect children and staff from preventable skin cancers.

Aims

Evidence suggests that childhood exposure to UV radiation contributes significantly to the development of skin cancer in later life. Educating children and reducing their sun exposure is expected to have a major impact on the future incidence of skin cancer (Cancer Council, 2009). As children are generally at the Centre during peak UV times, it is our aim to ensure that Sun Protection practices are followed. This means that SPF 30+ broad spectrum, water resistant sunscreen, broad brimmed, legionnaire or bucket hats (bucket hat must have a deep crown and a minimum 5cm brim), protective clothing made of close weave materials (no singlets), and sunglasses that meet Australian standard 1067 (sunglasses – category 2, 3 or 4) are used and children are encouraged to seek shade.

Our Commitment

The Management will:

- Ensure that families are given a copy of the Sun Protection policy upon enrolment at the service, and that staff are given a copy upon commencement of employment.
- From the beginning of September through to the end of April: Provide SPF 30+ broad spectrum water resistant sunscreen at the centre for use by staff and children.
- Check UV levels each day to inform staff of times that children are not to be exposed to the sun (when levels reach above 5).
- Ensure that children are not exposed to UV levels above 5 according to the UV Index (see Bureau of Meteorology) and that Sun Protection procedures are put in place for times that the level is above 3 but below 5.
• Request that staff wear and parents dress their child in appropriate protective clothing.
• Maintain the existing sun shades to ensure adequate shade on the children’s play spaces.
• Ensure that extra care is taken between 10am & 2pm (11am & 3pm during daylight savings times).
• Have spare hats for when children have not provided their own hat and spare t-shirts for when children are not wearing appropriate clothing to ensure that the child can participate in the planned programme.

Staff will:
• Ensure they are familiar with the Sun Protection policy.
• Speak to the children about the importance of protecting their skin from the sun.
• From the beginning of September through to the end of April:
  • Model Sun Protective practices – wear sunscreen, protective clothing, hats and sunglasses and seek shade during peak UV times.
  • Encourage children to follow Sun Protection practices.
  • Follow advice by management to ensure children are not exposed to UV levels above 5 on the UV Index (see Bureau of Meteorology) and that Sun Protection procedures are put in place for times that the level is above 3 but below 5.
  • Position outdoor activities in shaded areas where possible and encourage children to seek shade for their play.
  • Apply sunscreen to children at least 20 minutes before going outside (done by parents in the morning) and reapply every 2 hours (all children to have sunscreen applied after their rest time at approx 2pm).
  • Ensure that extra care is taken between 10am & 2pm (11am & 3pm during daylight savings times).
• Children are encouraged to drink plenty of water during hot days.
• Learning about skin and ways to protect skin from the sun is incorporated into planned experiences.
• The Sun Protection Policy is reinforced in a positive way through parent newsletters, noticeboards and meetings.
• Staff and parents will be provided with educational material on sun protection.

Parents/guardians will:
• Ensure they are familiar with the Sun Protection policy.
• From the beginning of September through to the end of April:
  Apply sunscreen to their child before dropping them off at the centre for the day.
Provided a labelled broad brimmed, legionnaire or bucket hat (bucket hat must have a deep crown and minimum 5cm brim) hat to remain at the centre for their child to use during peak UV times. No caps are to be worn as they don’t protect your child’s ears and neck.

Ensure that their child wears adequate sun protective clothing to the centre. No singlet tops are to be worn as they don’t provide adequate protection from the sun.

Be encouraged to provide a pair of sunglasses that meet Australian standard 1067 (sunglasses – category 2, 3, or 4) appropriate for their child to wear at the centre.

**Children will:**
From the beginning of September through to the end of April:

- Wear:
  - hats,
  - sunscreen,
  - protective clothing and
  - sunglasses

- Seek shade

- Follow directions from staff in relation to Sun Protection.
Appendix M – Pre-School Rest & Sleep Time Policy

The wellbeing of children is of the highest priority in the King David Pre-School Centre.

Policy Statement

- Effective rest and sleep strategies are important factors in ensuring a child feels secure and safe in a child care environment.
- The service’s Rest and Sleep Policy is based on recommendations from the recognised national authority SIDS & Kids.
- The service consults with families about their child’s individual needs and to be aware of the different values and parenting beliefs, cultural or otherwise that are associated with rest.
- If a family’s beliefs and practices are in conflict with SIDS & Kids, then the service will not endorse an alternative practice, unless the service is provided with written advice from a medical practitioner.
- The service defines ‘rest’ as a period of inactivity, solitude, calmness or tranquillity, and can include a child being in a state of sleep.
- The King David Pre-School Centre has a duty of care to ensure that all children are provided with a high level of safety when resting or sleeping while in care.
- It is understood by staff/carers, children and families that there is a shared responsibility between the service and other stakeholders that the Rest and Sleep Policy and procedures are accepted as a high priority.
- In meeting the service’s duty of care, it is a requirement that management and staff implement and adhere to the service’s Rest and Sleep Policy.
- Effective rest and sleep strategies are important factors in ensuring a child feels secure and safe in a child care environment.
- Children experience very active days in Pre-School. Therefore, we believe that all children benefit from a sleep or rest during their day.

Rationale

- SIDS & Kids is considered the recognised national authority on safe sleeping practices for infants and children.
- The SIDS & Kids Safe Sleeping Practices are based on scientific research.
- Sudden Infant Death Syndrome (SIDS) is the leading cause of post neonatal infant death from one to twelve months of age in Australia. (ABS, 2003)
- The SIDS & Kids evidence-based health promotion program Safe Sleeping Education has saved over 4,000 Australian babies, which equates to a 90% decline in SIDS cases since the risk reduction campaigns began in 1989. (ABS, 2003; SIDS & Kids, 2005a)
• Encouraging babies to play on their tummy assists in the development of gross motor strength, especially for crawling. It also helps in the prevention of flat spots forming on the head. However, babies should be supervised at all times during tummy play. (SIDS & Kids, 2006a)

• A safe sleeping practice, which includes placing a baby on their back to rest, does not affect a child’s physical development and does not delay the age they begin walking. (SIDS & Kids, 2006b)

Strategies and Practices
The primary safe resting and sleeping practices for children in care at this service are:

• All children will be placed on their back to rest when first being settled for a rest. If a child turns onto their side or stomach during sleep, then allow them to find their own sleeping position.

• All children will rest with their face uncovered.

• Children’s rest environments are free from cigarette or tobacco smoke.

• The rest environment, equipment and materials will be safe and free from hazards.

• Staff/carers monitor resting children at regular intervals and supervise the rest environment.

• Rest strategies and practices are outlined in the Parent Handbook

We encourage all children to rest on their mats after lunch. Blinds are drawn, relaxing music is played, and children are given the choice of what clothing (if any) they want to remove. Helping children create their own special space during rest time is very important; we take special care to place mattresses in the same location each day and make up beds using familiar bedding that children are required to bring from home.

Safe resting practices for a child who is unwell
Refer to the service’s Illness, First Aid and Supervision policies for additional information.

• A child will be placed on their back to rest when displaying signs of being unwell. If a child turns onto their side or stomach during sleep, then allow them to find their own sleeping position.

• All children will rest with their face uncovered.

• Children who are unwell will be given the highest supervision priority and monitored constantly especially if the child has: a high temperature, vomited or received minor trauma to their head.
Protective behaviours and practices

Supervision of resting children

- All children who are resting will be supervised by staff/carers.
- Students or volunteers will not be left unsupervised when settling children for a rest.
- All children who have fallen asleep in the service will be monitored regularly with specific attention to breathing patterns.
- Adults will not rest or sleep in same environment as a child or group of children.

Bedding

Named bedding (cot sheet with elastic, and blanket) must be brought to the Centre, regardless of sleep requirements. In accordance with regulations, the bedding is sent home weekly to be laundered.

Each room has its own routine in regards to rest time.

‘Gan Dubi’ and ‘Gan Osher” rooms

- The routine is flexible to accommodate individual needs.
- If a child is tired before ‘rest time’ their bed is made up and placed in a quiet corner.
- Most children over 18 months can manage on one sleep per day after lunch.
- Security items are encouraged and given to children at rest time.
- The room is darkened and quiet.

Staff position themselves with the children and using techniques such as patting, massage and storytelling to help the children fall asleep.

‘Gan Keshet’

- The children participate in ‘imagination time’
- Staff continue to use music and storytelling to relax the children but rest time is more about solitary quiet play (reading, puzzles, listening stations, etc).
- Quiet activities are offered to those who no longer require a ‘sleep’ but rather a ‘rest’. After 30 minutes those children who are not asleep participate in quiet activities, or weather permitting, play outdoors
- Children who need a sleep may do so, but naps are progressively shortened.

As children wake naturally they dress, visit the bathroom and join in the quiet activities.
Appendix N – Clothing & Footwear Policy

Children are busy people. Children should be dressed in clothing that is suitable for play and preschool activities. It should be comfortable, weather appropriate and allow children the freedom to carry out the many activities, routines and tasks during the day as independently as possible and without fear of spoiling clothes.

**Policy Statement**

Effective clothing and comfort strategies, including sun protection clothing, are important factors in ensuring a child feels secure and safe in a child care service environment.

The service endeavours to consult with families about their child’s individual needs and to be aware of the different values and parenting beliefs, cultural or otherwise that are associated with clothing and footwear.

In meeting the service’s duty of care, it is a requirement that management and staff implement and adhere to the service’s Clothing and Footwear Policy.

**Strategies & Practices**

Messy activities are part of the developmental program and smocks are provided for these activities. Therefore remaining clean can sometimes be difficult. Staff will do their best to protect children’s clothing during art or other sensory play experiences with the use of smocks. But smocks do not guarantee that children will not get dirty and parents should dress children accordingly.

Parents can assist by dressing children in clothes that are easily washed and that can cope with the demands of an active day. Children’s clothes that become soiled will be placed in a plastic bag ready for parents to take home at the end of the day.

All children’s clothing **MUST** be marked clearly for easy identification.

A complete change of clothes is to be provided for each child. More than one change will be required for under three’s, especially for children currently learning to use the toilet. Items that children can manage themselves, with little or no adult assistance are most suitable.

The staff encourage independence and the development of self-help skills at all times.

Children should wear suitable hats whenever they are out of doors (Please refer to Sunsmart Policy). The style chosen should provide adequate protection of face, neck and ears (peaked caps and sun visors are not recommended). Those with a flap around the sides and back (legionnaire style) give good protection in summer. The King David School has suitable hats, which can be purchased from the Uniform Shop. Children without hats in summer will be asked to play in the shady areas.
Parents have to consider sun protection when choosing wardrobe items for Pre-School. Clothing that covers as much of the skin as possible is one of the best ways to protect against the sun. It is important to consider both fabric and design when choosing suitable clothing. Shirts with collars and sleeves that are at least elbow length, and longer style shorts and pants, are most suitable. Singlets and shoestring dresses are not permitted during hot months.

The school will provide sunscreen for all children.

If your child has an allergy to a particular sunscreen please see your child’s teacher.

Warm coats and hats need to be provided in winter.

Suitable footwear is essential in a Centre setting. We suggest shoes that are appropriate for indoor and outdoor play and easy for children to put on and take off. This means shoes need to fit properly and provide adequate support. In summer, children’s toes need to be covered to protect them from the sun and injury. Thongs, open toed sandals and fashion shoes (including crocs) ARE NOT PERMITTED.

If parents have specific clothing needs for their child/ren (health or cultural reasons), they should ensure that the staff and the child are aware of these requirements. Staff will ensure that parent’s requests are carried out unless it is deemed by staff to be inappropriate for the child’s comfort.

We recognise and respect children’s choices to remove or put on clothes, unless staff believe it is unsafe and acknowledge that children vary in their sensitivity to hot and cold temperatures.

Independence skills are encouraged and children learn to develop responsibility for weather appropriate dressing through discussion and education within the program.
Appendix O – Toilet Procedure Policy

Policy
The King David Pre-School Centre will minimise the spread and risks of infectious diseases between children, other children and children’s centre staff, by ensuring toileting and toilet training is conducted in an efficient way according to recommended guidelines and standards.

The staff are committed to providing a co-operative approach with families in toilet training children.

Staff follow families suggestions and process as being instigated at home

Background
Many diseases are spread by faeces, urine or other body fluids, and child care workers and children in care are at about twice the usual risk of diarrhoeal infections and increased risk of hepatitis A. Risk and spread of infectious diseases are significantly reduced by safe toileting and toilet training methods. Toileting facilities must be appropriate for the number and ages of children in care.

Practices
To minimise risks and the spread of infectious diseases that are transmitted by faeces and other body fluids or through toileting or toilet training of children, centres should:

- Have safe, well maintained, age appropriate toilet facilities, which comply with the Building Code of Australia.
- Be aware that transmission of infection is more likely to occur when infants and children who are not toilet trained are mixed with children who are toilet trained. However separating children by age group is not practical and it has the disadvantage of separating children from their siblings who also might be in care.
- Encourage children to flush the toilet after use, and assist or teach children to wash their hands after toileting using the guidelines on hand-washing technique.
- Place any soiled clothes in a sealed plastic bag for the family to take home, and keep inaccessible to children or animals.
- Use a toilet in preference to a potty-chair to reduce the risk of the spread of disease.
- Assist children to wash their hands, and ensure all children’s centre staff wash their hands, after any contact with faeces, urine, vomit or any other body fluids.
- Disposable materials such as gloves, nappies and paper should be disposed of at the end of the day in a sealed plastic bag. Children’s clothes, towels, toys that are soiled should be placed in a sealed plastic bag and given to parent.
- For children who have not fully learnt toileting or who have diarrhoea or have urinary or faecal incontinence, ask family to supply a clean change of clothing.
• Use the following guide for cleaning a child after toileting:
  • put on gloves (single use non-latex),
  • use damp paper towels, pre-moistened towels, or damp cloths (bottom cloths),
  • remove each towel after use and dispose of, or place cloths in sealed container for washing or returning to parent,
  • wet towels from a tap or bottle, not a bowl or sink full of water, and if using a tap, the towel should not be re-wetted as this will contaminate the sink,
  • remove gloves and wash hands afterwards,
  • preferably not use a bath or filled sink, and if using a bath ensure there is a temperature regulator on the hot water tap, use warm water and test the water before putting the child in, preferably use running water.
  • spray and no plug or ensure the water level is low

• Use the following guide for children learning to toilet:
  • ask families to supply a few clean changes of clothing,
  • put on gloves (single use non-latex),
  • place any soiled clothes in a sealed plastic bag for families to take home, and keep inaccessible to children or animals,
  • help the child use the toilet,
  • assist the child to wash their hands and children’s centre staff must wash their hands after assisting children with toileting,
  • remove gloves and wash hands afterwards.

• Ensure children do not have access to any plastic bags sealed or unsealed. If required mop the floor with disinfectant. Please follow Nappy Change Policy and Bathroom Cleaning Procedure if required.

• Separate children with diarrhoea (except for diarrhoea assessed by a doctor as being due to non-infective causes) from other children until they can be picked up by their family or nominated responsible person.

• Exclude from care, children with infective diarrhoea until their symptoms have ceased.

• Be aware of the diverse styles of toileting children due to cultural or religious practice), and ask families to inform the centre of any cultural or religious issues of toileting that staff might need to be aware of.

• Be aware of and accommodate the possible need to maintain privacy of toileting and dressing between male and female children due to cultural or religious practices of the family.

• The Pre-School Centre does not have facilities for dealing with cloth nappies during the day. If you would like your child to wear a cloth nappy home, please provide one for the last nappy change of the day.
Appendix P – Parent Concerns & Grievance Procedure

Aims
It is the aim of The King David School that the learning and working environment is positive and supportive for all members of the School community.

Therefore, The King David School is committed to ensuring that the process for dealing with parental complaints is transparent and does not have potential to prejudice the reputation of staff in the course of resolving parent complaints.

All employees of the School are required to engage with parents/friends/clients of the School in a courteous and constructive manner at all times and have regard to any obligation of confidentiality.

If parents have any grievances about the care, protection and safety of their child, or the management of the Centre, please raise these concerns and follow the process outlined below.

Process
The process for general complaints is:

• Parent speaks to the homeroom teacher. (Whenever possible, conversations with parents by telephone or in person should be conducted in the presence of the Pre-School Director or second in charge).

• If a parent refuses to speak to the above, or is not satisfied with outcome of discussion with above, he/she is directed to the Pre-School Director.

• If a parent refuses to speak to the above, or is not satisfied with outcome of discussion with above, he/she is directed to the Principal of The King David School Michele Bernshaw.

• The Meeting with the Principal or Pre-School Director

• If the meeting with the Principal or Pre-School Director occurs the following procedure is adopted.

• The Principal or Pre-School Director explains to the parent the process that has been put in place at the School to ensure that the management structure of the school is effective in dealing with parental complaints. If any person is excluded from this communication train then the system fails and parents, students and/or staff can be let down.

• Attempts will be made to resolve the problem cooperatively and quickly by encouraging the relevant parties to meet and discuss the issue themselves. If you have followed this course of action and are not satisfied that the issue has been resolved you may contact the Department of Education and Early Childhood Development Children’s Services Advisor on telephone 9096 9595.
The Role Of Teachers

- Whoever is contacted by the parent must deal with the matter within 24 hours and not allow the matter to develop more fully.
- A homeroom teacher is required to inform the Pre-School Director.
- In the absence of Pre-School Director, another teacher should be present during a telephone conversation or interview.
- Notes must be taken of any discussion regarding a parental complaint, copied to the Principal, and filed in the Central Student File in the office.

Appendix Q – Parking Protocol

This Protocol was designed in conjunction with Temple Beth Israel (TBI) and The King David School (KDS) to accommodate the needs of the families of the Pre-School Centre, TBI users and to ensure public safety.

Its aim is to ensure maximum safety of the children and families using the TBI car park during busy peak hour times.

- Families of The KDS Pre-School Centre will be able to use the eight parking spaces at the top end of the car park from 8.00 – 9.30 am and 3.30 – 5.30 pm for quick drop off and pick up times (5 to 10 minutes only!).
- If you arrive after the designated times or intend to stay for an extended period of time, you must park outside the TBI car park.
- Only clearly labelled designated bays should be used for parking by KDS families. No parking is allowed in reserved parking bays for rabbis or other special visitors.
- To ensure public safety no reversing will be allowed out of the car park into Alma Rd and no double parking will be allowed.
- Drive slowly as the car park is shared by pedestrians and vehicles.
- Our security guard will not control or direct any traffic in the car park or on Alma Road but will remind parents of the car park restrictions and safety.
- Please be mindful of pedestrians and cyclists when leaving or entering the car park.
- The car park will be closed to KDS families and TBI patrons during any special events. Exceptions will apply to people with disabilities, VIP guests and the Principal of The King David School.

Please Note:

- Please hold your child’s hand and ensure his/her safety in the car park at all the times.
- Please be patient and tolerant towards other users of the TBI car park. Allow extra time for travelling to avoid traffic congestion in the car park.
- By law, you (the driver) are responsible for ensuring that passengers under the age of
16 are restrained correctly. The restraint must be approved, match the child’s size and weight, be fitted correctly to the vehicle and adjusted to fit the child’s body.

• It is illegal in all Australian states and territories to use a hand-held mobile phone while driving. This includes talking, playing games, taking photos/video, using any other function on your phone. It is also illegal to use a hand-held mobile phone when your vehicle is stationary but not parked e.g. when you’re stopped at traffic lights.

• Under no circumstances may children be left unattended (e.g. left in the car in the hot weather)

• All users of the TBI car park must comply with this policy to ensure public safety.