

1. Delivery and Collection of Children

Policy NQS

QA2	2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
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National Regulations

Regs	99	Children leaving the education and care Gumnut Kindergarten premises
	158	Children's attendance record to be kept by approved provider

Aim

To ensure the safety and wellbeing of children at all times.

Related Policies

Child protection Policy

Enrolment Policy

Family Law and Access Policy

Incident, Injury, Trauma and Illness Policy

Implementation

The Nominated Supervisor, educators, staff and volunteers will adhere to the following procedure at all times to ensure the safety of children.

Children and families will not be allowed to enter our building for education and care prior to the advertised operating hours of the Gumnut Kindergarten as we are not licensed or insured to accept children before this time.

Arrival:

- All children must be signed in by their parent or person who delivers the child to our Gumnut Kindergarten. If the parent or other person forgets to sign the child in, they will be signed in by the nominated supervisor or an educator.
- An educator will greet and receive each child to ensure the child is cared for at all times.
- A locker will be made available to children and their families.

Departure:

- All children must be signed out by their parent or person who collects the child from our Gumnut Kindergarten. If the parent or other person forgets to sign the child out they will be signed out by the nominated supervisor or an educator.
- Children can only be collected by a parent, an authorised nominee named on their enrolment record, or a person authorised by a parent or authorised nominee to collect the child. Children may leave the premises if a parent or authorised nominee provides written authorisation for the child to leave the premises, including authorisation to go on an excursion (please refer Excursion Policy).
- No child will be released into the care of an unauthorised person. If the person becomes aggressive or violent and will not leave the premises the Nominated Supervisor or educator will:
 - ensure the safety of all children and adults at the Gumnut Kindergarten, and implement lockdown procedures if required
 - ring the police on 000.
- Nominated Supervisors will ensure that the authorised nominee pick-up list for each child is kept up to date. It is our policy that we do not allow anyone under the age of 16 to collect children.

- No child will be released into the care of anyone not known to educators. Parents must give prior notice where:
 - the person collecting the child is someone other than those mentioned on the enrolment form (eg in an emergency) or
 - there is a variation in the persons picking up the child, including where the child is collected by an authorised nominee who is unknown to educators.

If educators do not know the person by appearance, the person must be able to produce some photo identification. If educators cannot verify the person's identity, they will be unable to release the child into that person's care.

- If the person collecting the child appears to be intoxicated, or under the influence of drugs, and educators feel that the person is unfit to take responsibility for the child, educators will:
 - discuss their concerns with the person, if possible, without the child being present
 - suggest they contact another parent or authorised nominee to collect the child.
 - educators will inform the police of the circumstances, the person's name and vehicle registration number if the person insists on taking the child. Educators cannot prevent an incapacitated parent from collecting a child but must consider their obligations under the relevant child protection laws.
- If a child has not been collected by close of day, the Nominated Supervisor will:
 - attempt to contact the parents or other authorised nominees. (Earlier attempts may have also been made to contact the parents and nominees)
 - leave a voicemail or SMS message on the parent's phone if they do not answer advising he or she will wait up to 30 minutes before ringing the police or Child Protection Hotline
 - wait for 30 minutes and, if the parents or authorised nominee has not arrived, ring the police or Child Protection Hotline for guidance on the appropriate action to take.
- At the end of each day educators will check all beds and the premises including outdoors and indoors to ensure that no child remains on the premises after the Gumnut Kindergarten closes (refer Lock Up Policy).
- Children may leave the premises in the event of an emergency, including medical emergencies.
- Details of absences during the day will be recorded.

2. Positive Guidance of Children’s Behaviour Policy

The right for children to receive positive guidance in a supportive and respectful environment is protected in National Regulations. Children learn to face a variety of challenges throughout their lives. Learning the difference between acceptable and unacceptable behaviour assists children to regulate their own behaviour in different social and emotional environments as well as when interacting with peers and adults.

National Quality Standards (NQS)

Quality Area 5: Relationships with Children	
5.1.1	Interactions with each child are warm, responsive and build trusting relationships.
5.1.2	Each child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
5.1.3	Each child is supported to feel secure, confident and included.
5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.
5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
5.2.3	The dignity and the rights of every child are maintained at all times.

Education and Care Services National Regulations

Children (Education and Care Services) National Law	
155	Interactions with children
156	Relationships in groups

PURPOSE

We aim to create positive relationships with children making them feel safe, secure and supported within our Service. We will ensure children are treated with respect, consistency, fairness and equality as they are supported to develop the skills and knowledge required to behave in a socially and culturally acceptable manner.

Supporting children to develop socially acceptable behaviour is a primary goal for educators and families. This is embedded in fundamental documents including the Early Years Learning Framework (EYLF), The Education and Care Services National Regulations and the National Quality Standards (NQS).

SCOPE

This policy applies to children, families, staff, management and visitors of the service.

IMPLEMENTATION

The behaviour and guidance techniques used by staff and Educators at our Service are designed to give children the opportunity to expand their experiences of life in a productive, safe environment that allows individuals the right to safety, tolerance, self-expression, cultural identity, dignity and the worth of the individual.

Management/Nominated Supervisor/Certified Supervisor will ensure:

- Information is gathered from families about their children’s social skills and relationship preferences, which will be recorded in the child’s individual file. Our educators will use this information to engage

children in experiences that support children to develop and practice their social and shared decision-making skills.

- A partnership is developed with local schools and other professionals or support agencies that work with children who have diagnosed behavioural or social difficulties to develop plans for the inclusion of these specific children. This information will be kept confidential and in the individual child's file.
- Children are given the opportunity to make choices and experience the consequences of these choices when there is no risk of physical or emotional harm to the child or anyone else.
- Children are being acknowledged when they make positive choices in managing their behaviour.
- Positive strategies are being implemented to enable educators to encourage positive behaviour in children in order to minimise adverse behaviour. In addition, we will implement strategies educating children about developing behaviour limits and the consequences of inappropriate behaviour.
- Excessive behaviour is managed and communicated with families.
- We provide support to educators to enhance their skills and knowledge in guiding children's behavior.

Educators will:

- Encourage the individual social development in each child, striving to develop children's self-control and understanding the feelings of others
- Guide children's behaviour, teaching them how to be considerate of others – to think about the effects of their actions on others. It is important that children understand what acceptable and unacceptable behaviour is and how to manage their emotions.
- Use positive guidance through redirection. In the instance of adverse behaviour being persistently observed, Educators will evaluate their program, room set up, supervision etc. to reflect on inappropriate behaviour, triggers and sources.
- Role model appropriate behaviour and language, encouraging children to socialise with other children, including children of different cultural backgrounds as well as from different age groups and different sexes.
- Implement "Time with" an adult, which will be used when all other strategies (above) have been exhausted. "Time with," allows children time to reflect on their actions, assisting in fostering self-discipline and to acknowledge that there are consequences to actions. "Time with" will occur under the supervision of other educators.
- Take into consideration the child's past experiences as their behaviour could be a result from past trauma such as changes in routine, changes or losses within the family, placement in care, or more serious circumstances involving abuse, neglect, or family violence.
- Be responsive to these former experiences, designing and implementing behaviour plans with the individual child that include strategies which will assist alternative and positive behaviour.
- Ensure all strategies being implemented are appropriate to the child's age and developmental capacity.
- Adopt a positive approach, excluding cruel, harsh, humiliating or demeaning actions.
- Consult with industry professionals to support the child within the Service and implement techniques within the program to benefit all.
- Commit to professional development and keep up to date with industry information regarding behaviour management.
- Re-direct a child who may be causing or about to cause harm to himself or herself, another child or adult. Incidents may include a child who is kicking, spitting, biting, throwing furniture or toys, punching or hitting, or being disruptive. Redirection may also include an incident where a child places itself in a dangerous situation, for example, climbing a fence or hiding under furniture. Safety is a priority and this may mean using physical re-direction in which an Educator will actually remove the child from the harmful situation
- Complete a 'Behaviour Incident Report' with each incident that occurs. Families are to be notified where they will be required to read and sign in an instance where a child or children's safety has been jeopardised.

- Continue observing the child, where a similar incidence occurs three times the child's parents and Educators will meet to discuss the issue and create a behaviour management plan of action to support the child in the environment.
- Exchange information with families on the subject of behaviour management which is encouraged both on an informal and more formal basis, such as parent interviews and through newsletters.
- Be sufficiently informed, trained and supervised to implement the behaviour management plan created, ensuring that information is composed and recorded for reflection on its effectiveness for the individual child.
- Support children to explore different identities and points of view and to communicate effectively when resolving disagreements with others.
- Discuss emotions, feelings and issues of inclusion and fairness, bias and prejudice and the consequences of their actions and the reasons for this as well as the appropriate rules.
- Encourage children to listen to other people's ideas, consider pro-social behaviour and collaborate in problem solving situations.
- Listen empathetically to children when they communicate their emotions, provide encouragement as they reassure the child it is normal to experience positive and negative emotions.
- Guide children to remove themselves from situations where they are experiencing frustration, anger or fear.
- Support children to negotiate their rights and rights of others and mediate perceptively when children experience complexity in resolving dissimilarity.
- Learn about children's relationships with others and their relationship preferences they have and use this knowledge to encourage children to manage their own behaviour and expand on their empathy skills.
- Work with individual families and professional agencies to ensure that a consistent approach is used to support children with diagnosed behavioural or social difficulties.
- Use positive language, gestures, facial expressions and tone of voice when redirecting or discussing children's behaviour with them.
- Remain calm, tender and tolerant as they encourage children who are strongly expressing distress, frustration or anger.
- Guide children's behaviour with a focus on preserving and promoting children's self esteem as they learn to self-regulate their behaviour.

Families will:

- Be informed of behaviour management concerns we may have with their child, this includes: the positive and negative aspects of the day.
- Collaborate with Educators and professional agencies when required in order to develop a broader understanding of the child's developmental level, the child's family, the parent's approach, and any recent events, which may be influencing the child's behaviour.

Children will

- Learn to respect the rights and needs of others by anticipating the result and consequences of their behaviour.
- Be given positive guidance towards acceptable behaviour so they learn what acceptable and unacceptable behaviour is.
- Need to learn to be responsive of their actions and how their behaviour impacts on others.
- Be encouraged to use their words rather than actions to resolve conflicts.
- Build on strengthening their communication through intentional teaching moments which will include:

- Greeting others when they arrive and depart from the Service
 - Sharing resources
 - Assisting when it is time to pack away the indoor and outdoor environment
 - Using manners such as please and thank-you
- Learn to wait for their turn for an appropriate period of time. This will depend on age and development.
 - Learn about the feelings of others throughout the program in order to assist children to understand the consequences of their actions.
 - Be encouraged to engage in cooperative and pro-social behaviour and express their feelings and responses to others' behaviour confidently and constructively, including challenging the behaviour of other children when it is disrespectful or unfair.

GUIDELINES FOR DIRECTOR INTERVENTION

If a child's behaviour is continually anti-social or aggressive and is putting other children's or staff's health at risk, then the following procedures will be followed:

- The child's parents will be continually informed of the incidents.
- A time will be made where it is appropriate for the Director and parent/carer to discuss the issues.
- The behavior management program will be evaluated by carers, Director, support agencies and parents.
- It may be necessary for the parent/s to collect their child early if other children or staff are put at risk of harm.
- If after a reasonable period of time the child's behaviour is not improving, the Director and staff will consult with parents in supporting them to find a more appropriate service.

The Licensee/Director/Supervisor will ensure that this policy is maintained and implemented at all times.

Source

- Australian Children's Education & Care Quality Authority. (2014).
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2015,
- ECA Code of Ethics.
- Guide to the National Quality Standard.
- <http://raisingchildren.net.au>
- www.napcan.org.au
- www.cyh.com
- www.acwa.asn.au
- www.community.nsw.gov.au
- www.kidsmatter.edu.au
- Louise Porter
Developing Responsible Behaviour

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 - discuss their concerns with the person, if possible, without the child being present
 - suggest they contact another parent or authorised nominee to collect the child.
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- Details of absences during the day will be recorded.

4. Health and Safety at Gumnut Kindergarten (Please see detailed policies for more information)

This policy is to guide teachers and educators in dealing with infectious diseases and the appropriate action to take to prevent the spread of disease. The health and wellbeing of all at the kindergarten is of utmost importance and guidelines need to be in place to govern the provision of health care provided by the staff at Gumnut Kindergarten. We follow the NSW Department of Health recommendations on immunisation and the exclusion of those with infectious diseases. Guidelines need to be set to govern why children may be required to be excluded from the kindergarten and when a doctor's certificate will be requested.

Medication

Gumnut Kindergarten will only administer prescribed medication from its original container, with the child's name and the use by date on the label. This excludes herbal medicines prescribed by a naturopath or other alternative medical person. Medication will only be administered to the child for whom it has been prescribed in accordance with the instructions that have been provided on the label by the doctor. However, 'without authorisation' administration of asthma or anaphylaxis medication in an asthma or anaphylaxis emergency is allowable.

Medical forms need to be completed, signed and given to the class teacher along with the medication to be administered while at preschool. Medication will be stored in a locked box in the kitchen either in the fridge or the first-aid cupboard.

Parents who prefer to administer herbal medicines to their child, will need to administer it to their child themselves while their child is in attendance at preschool as per regulations- Preschool staff are unable to administer nonprescribed medications.

Medication under no circumstances is to be left in a child's Preschool bag. Parents should always inform staff when their child is on medication even if it is not being taken at Preschool.

Infectious Diseases

If an outbreak of an infectious disease occurs at kindergarten, a note will be posted in the foyer to notify parents. Please ensure you contact the Preschool as soon as you find out your child has contracted any infectious disease. The Department of Health guidelines will be the final advice for children with any infectious disease and exclusion will be in accordance with "Staying Healthy in Child Care" (Department of Family Health and Services 5th Edition 2013).

Children who are not immunised, will be sent home or be required to stay away from the Kindergarten until vaccine preventable disease outbreaks have passed. Children who have been affected by an infectious disease and have been excluded will stay away from the Preschool until a medical clearance has been provided by a doctor.

Children Who Are Unwell

The centre is unable to cater for children who are sick. We will do everything we can for the comfort of children who become sick at Preschool. To prevent children from incurring an infectious disease we ask you to monitor your child's health and watch for any of the following symptoms which could be the onset of an infectious disease the morning

- severe cold symptoms i.e. green runny noses or continual sneezing
- irritability or lethargy
- vomiting

- loose bowel movements
- red swollen and discharging eyes
- rashes or irritation that cannot be identified
- if your child does not seem themselves e.g. unusually tired
- lack of interest in eating /drinking
- withdrawn or upset

If a child exhibits any of the above symptoms and cannot manage their sneezing, coughing or runny nose, then they will be sent home.

Parents Note: Please do not bring your child to Preschool if they are unwell. If you need to give them Panadol in the morning then they are too unwell to attend preschool. Sickness at Kindergarten If a child becomes unwell at preschool, parents will be contacted and asked to collect their child. If parents cannot be contacted the nominated emergency carer will be contacted for the comfort of the child and protection of other children and staff.

Parents will be contacted if:

- a child vomits or has diarrhoea
- a child has conjunctivitis
- a child develops a high temperature (38 degrees or more)
- a child exhibits a significant cough with wheezing and or green discharge from their nose that they are unable to hygienically manage

While a sick child is at Kindergarten, they will be isolated to the best of our ability, kept under adult supervision and made to feel as comfortable as possible until they are released into the care of a parent or nominated emergency carer. We strongly urge you to collect your child immediately or as soon as possible. If your child becomes unwell or breaks out with a high temperature you will be contacted and be asked to collect your child and permission gained to administer paracetamol.

If your child wakes up ill and requires Panadol please do not bring your child to preschool, as it is not allowing them sufficient time to recover and your child could have a contagious infection which can affect other children and staff, thus causing future breakouts of the infection.

Head Lice at Gumnut Kindergarten, we adhere to the NSW Department of Health regulations:

- If your child is found to have head lice you will be asked to collect your child.
- Your child may recommence kindergarten once their hair has been treated and no further live lice are present.
- Other parents will be notified to raise awareness and will be asked to check their children's hair for head lice.
- Staff will check children's hair for head lice as required.

Exclusions As part of our health policy, we request the following:

- To not bring your child to preschool until they have stopped vomiting or diarrhoea for 24 hours.
- If your child requires prescribed medication to ensure they have been taking the medicine for 48 hours before returning.
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To follow the exclusion guidelines as indicated by the Department of Health guidelines published along with the Parent Handbook on the Gumnut Kindergarten website.

Allergy Awareness

Gumnut Kindergarten promotes itself as an allergy-aware kindergarten as we usually have children attend who have allergies. Anaphylaxis is a severe allergic reaction that can be potentially fatal. Children may show an intolerance or life-threatening allergic reaction to various types of food.

The following foods tend to pose the highest risk for allergies to occur:

- Tree nuts (cashews, walnuts)
- Eggs
- Peanuts

It is not always known or evident that a child is allergic to specific allergens as described above. The most common allergens for 3-5-year olds are peanuts and nut-based products. Therefore, we ask if you could assist the Preschool staff to reduce the risk of potential allergic reactions by not sending any of the above foods for morning tea or lunch. These foods also include peanut butter, muesli bars, egg and Nutella.

The kindergarten has staff trained in emergency anaphylaxis health care should a reaction occur. We aim to reduce the risk of exposure and subsequent reactions through educating the children in eating routines and procedures. Parents will be notified of any outbreaks of infectious disease and of any illness or reactions affecting their child while at Preschool. We ask that you please refrain from sending nuts and nut-based products to preschool to ensure the safety of all children.

5. Immunisation at Gumnut Kindergarten

The Facts

Immunisation programs in NSW have been extremely effective in reducing the risk of vaccine preventable diseases. However, diseases such as measles and whooping cough continue to occur in the community, indicating that immunisation levels are not optimal. To control these and other diseases, very high immunisation rates are needed.

Why Vaccinate?

- Vaccination is the best way to protect your child from serious disease.
- By vaccinating you are protecting your child as well as the broader community.
- The more people who vaccinate their children, the greater our ability to control serious vaccine preventable diseases.

When to Vaccinate

The NSW Immunisation Schedule recommends that children are vaccinated at the following ages:

- Birth
- 6 Weeks
- 4 Months
- 6 Months
- 12 Months
- 18 Months
- 4 Years
- Adolescence
- Adult

Where to Vaccinate Vaccinations are provided by:

- GPs
- Aboriginal Medical Services
- Some local councils
- Some community health centres

If you're unsure about what services are available in your area, you can contact your nearest Public Health Unit on 1300 066 055 for more information.

Reminders: Parents can download a 'Save the Date' App for their phone to receive reminders of their child's vaccinations at <http://www.immunisation.health.nsw.gov.au/>

In an effort to improve childhood immunisation rates, the NSW Government has amended the Public Health Act 2010 whereby an early childhood education and care service cannot enrol a child unless their parent/guardian has provided one of the following:

- An original of your child's Immunisation History Statement showing your child's immunisations are up to date (including if your child has a medical contraindication or natural immunity to some or all vaccines) or Page 46
- An Immunisation History Form where an immunisation provider has certified vaccines given by another immunisation provider (i.e., vaccines given overseas) and/or organised to commence your child on a catch-up schedule for any overdue vaccines.

Please note, the AIR Immunisation History Form – Catchup Schedule must be less than 6 months old when it is provided with your enrolment forms. Other immunisation records, such as the Interim NSW Vaccination Objection Form, Blue Book, a GP Letter or an overseas immunisation record are not acceptable. Immunisation History Statements are sent to each parent/guardian after their child has completed their 4-year-old immunisation, but parents/guardians can also obtain a statement at any time (up to the child being 14 years of age) by:

- Calling the AIR General Enquiries line on 1800 653 809
- using their Medicare online account through myGov at <https://mygov.au/>
- using the Medicare Express Plus App via the App Store or Google Play Please note, due to the Education and Care Services National Law and National Regulations, and the NSW Public Health Act 2010, your child will not be able to start preschool until the above information has been provided prior to their first day at Preschool.

Many children will not have had their 4-year-old vaccination prior to enrolling at Gumnut Kindergarten. NSW Public Health allows 1-month grace from a child's 4th birthday for them to be vaccinated. This means that children must receive their 4-year-old vaccination no later than 4yrs, 1 month of age. The Immunisation Register maintained by the NSW Public Health unit is updated within 1 day of a child receiving their vaccinations and therefore Gumnut Kindergarten requests an up-to-date Immunisation History Statement no later than 1 month and 2 days after the child's 4th birthday.

This can be downloaded as per the information above, so parents do not have to wait for it to be posted out. Source: <https://www.health.nsw.gov.au/immunisation/Pages/default.aspx>