



**BCYF**   
barwon child, youth & family



## Education and Care Services Family Handbook

## BCYF Education & Care Services

### Colac



**Colac East  
Kindergarten**



**Winifred Nance  
Kindergarten**



**Wydinia  
Kindergarten**

### Geelong



**Belmont  
Kindergarten**



**Flinders  
Kindergarten**



**Greenville  
Kindergarten**



**St Albans Park  
Kindergarten**

This handbook has been developed to assist you with your child's entry into the Education and Care Service. BCYF is an Approved Provider for education and care services in the Colac/Otway Shire, City of Greater Geelong and Surf Coast Shire. Each service will provide you with information relevant to your specific service, which will include the service philosophy, hours of operation and educational program structures.

Please ensure you keep this handbook handy as it will become a useful reference tool for you throughout your child's time with us.

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Dear Parents and Carers,

We would like to welcome you to BCYF (Barwon Child, Youth & Family) and thank you for choosing to send your child to one of our Kindergartens.

We know the importance of a child's early years and that providing families with access to high quality, early childhood educational programs will help children achieve better outcomes for their future.

It is our hope that your child and family will develop a strong sense of belonging to their early childhood service, build warm relationships with educators and other families and enjoy an educational experience that is inspiring, innovative and inclusive.

BCYF's values of integrity, commitment and inclusion are visible in all that we do in the programs we deliver in the community, including in our early childhood settings. Our staff are respectful and professional, committed to achieving high quality outcomes for your child and will include you in your child's educational journey in a variety of ways.

We trust that your family will have a positive and enjoyable association with BCYF.

Sandy Morrison  
CEO

Barb Hayes  
Director Early Years

## BCYF (Barwon Child, Youth & Family)

BCYF is an independent, not-for-profit community service organisation, governed by a Board of Directors and managed by a skilled and experienced executive team. The entity was launched on 1 July 2015 as a result of the merger of Glastonbury Community Services, Barwon Youth and Time for Youth.

BCYF operates in the Barwon South West Region of Victoria, responding to the needs of communities in six municipalities; City of Greater Geelong, Surf Coast Shire, Golden Plains Shire, Colac Otway Shire, Borough of Queenscliff and Corangamite Shire. BCYF delivers services in co-located and community-based environments across the catchment areas and via outreach.

### BCYF is committed to:

- maintaining the dignity and rights of each child at the service
- encouraging children to express themselves and their opinions, and to undertake experiences that develop self-reliance and self-esteem
- considering the health, safety and wellbeing of each child, and providing a safe, secure and welcoming environment in which they can develop and learn
- maintaining a duty of care towards all children at the service
- respecting the diversity of individual children at the service, including family and cultural values, age, and the physical and intellectual development and abilities of each child
- encouraging positive, respectful and warm relationships between children and educators/staff at the service
- building collaborative relationships with families to improve learning and developmental outcomes for children

Early childhood tertiary qualified teachers plan and deliver government subsidised 3 & 4 year old programs in Colac, government subsidised 4 year old and unfunded 3 year old programs in Geelong in collaboration with early childhood educators. An educational program will be developed to extend your child's learning, skills, independence, communication and social relationships with others. The program will also encourage your child to be independent, to show initiative, self-regulate and have an inquiring mind.

Parent(s)/guardian(s) and families play an important role and we encourage their involvement and participation. The options include assisting through the daily roster, supporting the program, providing feedback on the program, fundraising or being a member of the Committee/Parent Advisory Group (PAG). Committees/PAGs are responsible for maintaining the garden, fundraising towards the purchase of additional equipment for the children and organising social events in consultation with BCYF.

### BCYF Child Safe Statement of Commitment

BCYF is committed to providing a safe and friendly service for all children and young people; including those who are of Aboriginal and Torres Strait Islander descent, from culturally and/or linguistically diverse (CALD) backgrounds, and those living with a disability.

BCYF will not tolerate any form of child abuse and will do everything it possibly can to prevent or minimise harm to children and young people accessing BCYF services.

BCYF will endeavour to actively listen and respond to the voices of children and young people, and will have in place the necessary policies, procedures and practices to support the safety of children and young people under BCYF's care.

## Getting started

The experience of starting at a kindergarten or early learning service setting can be an overwhelming one, so please give your child time to adjust. Be patient and understanding while they learn to adjust to this new situation.

“

**From the beginning, children demonstrate that they have a voice, know how to listen and want to be listened to by others.**

Carlina Rinaldi

”



Participation in the orientation program at your kindergarten is important in supporting every child's different responses. Some children may be anxious, while others are quite happy to stay. The setting may appear to be a new world with exciting possibilities or a little confusing and distressing initially.

Some children may immediately find a friend to share the experience with, whereas others might find unfamiliar children overwhelming and prefer to observe or play alone until they feel comfortable. It may take time for some children to see staff as someone to rely on for support and guidance. Others adapt immediately. Regardless of your child's response, it is important you always talk to them (or in front of them) about the service in a positive manner.

If your child is experiencing difficulty in adjusting to the service or feeling some anxiety, please consult the teacher and early childhood educators who will support and develop strategies to ease your child's transition into the setting.

NB: Children who have not turned 3 by the start of the kindergarten year are not able to attend until their 3rd birthday.

## Arrival and departure

To allow staff time to prepare materials and set up equipment, the service doors may not be opened until each session commences. Once opened, please come inside, with your child, and encourage your child to become involved in a learning experience before you leave. Staff are always available to support you when you need to leave your child.

As children arrive and depart it can be a busy time with a number of parent(s)/guardian(s) and children arriving and departing at the same time. Staff must maintain adequate supervision of children and also be available for greeting and exchanging information with carers. Please arrange a time to discuss any matters requiring a detailed conversation.

Please note:

- Parent(s)/guardian(s) are required to sign their child in and out of service in the attendance book recording the actual time of arrival and time of departure.
- Parent(s)/guardian(s) are not to sign a departure time until they have collected the child.
- Full signatures are to be recorded when signing rather than initials or generic terms like 'mum' or 'dad', 'friend' or 'grandma'.

Only those people nominated by parent(s)/guardian(s) and recorded on the Enrolment Form can collect your child. Parent(s)/guardian(s) must provide in writing the name of any person who will be collecting their child from the service who is not listed on their enrolment record. This person must be aged at least 18 years and may be required to provide identification eg Drivers Licence or photographic identification eg; Keypass or Photo ID card.

Verbal authorisation can be given in an emergency for an additional person to collect your child but this must be followed by written permission from the parent/guardian when they next attend the service. People unfamiliar to staff will be required to provide photo identification before they can assume care of your child.

## Late collection of children

- If an emergency arises which prevents you from collecting your child on time please notify the staff at the service immediately.
- If a child has not been collected from the service at the conclusion of a session, the following action will be taken:
  1. Ten minutes after the end of the session staff will attempt to contact the parent/guardian by telephone
  2. If unsuccessful in contacting the parent/guardian, staff will contact "emergency contacts" as listed on your child's enrolment form and request that they collect the child
  3. If more than 30 minutes has elapsed since the end of the session, and there has been no success in contacting a parent/guardian, emergency contact or authorised persons, staff will contact Orange Door or the local police
  4. A late collection fee may also be charged (refer to fee policy).

**Please notify staff of any changes to your contact details.**

## Arrival and departure safety

### Front door

The front door may be locked during session or operational times. Please ring the bell to enter during the session. For the safety of all children, please only let your child out of the front door or gate when leaving.

### Road safety

Instruct your child to exit from the kerb side of your vehicle and cross the road only with a parent, guardian, family member or carer.



## Closure days

BCYF has a responsibility to ensure all staff are provided with professional development opportunities throughout the year. All staff undertake an appraisal system which identifies a professional development plan. The services may close for two days per year to allow for staff to attend professional development training. You will be provided with at least 4 weeks notice of closure in each instance.

## What does my child need to bring?

- A named bag large enough for your child to take their work home.
- A named sun hat which is required for outdoor play when UV is higher than 3. (Refer to SunSmart - page 5).
- A complete set of spare clothes clearly labelled with your child's name.
- Your child's snack, lunch and drink bottle (refer to Food at the Education and Care Service and Food Ideas appendix).
- A warm coat for outdoor play during cooler weather.

Please clearly label any articles, with name labels or permanent marker including items of clothing that may be removed or changed during the day.

## What should my child wear?

- Play is an essential part of the educational program so please ensure that your child is dressed appropriately for the weather and in clothes that are suitable both for indoor and outdoor experiences. The clothes should be easily washed. Although art smocks are provided for messy experiences, we cannot guarantee that your child will not come home dirty.
- To support your child's independence when going to the toilet, we recommend you dress your child in clothing that they are able to manage independently.

## Footwear

- Sandals, runners or shoes are recommended. These types of shoes ensure stability and greater safety when running, jumping and climbing outdoors.
- Thongs and "Croc" style shoes are not suitable. Children have great difficulty climbing and running in these shoes.
- Gumboots are recommended during the winter months.

“

To be loved, to be valued and to be listened to ... to have the space and time to play and explore ... then children will learn.

Suzanne Axelsson

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## Sun Smart

All BCYF Kindergartens and Early Learning Services are part of the SunSmart achievement program, as recommended by the Cancer Council of Victoria ([www.cancervic.org.au](http://www.cancervic.org.au)). All services are recognised and are members.

BCYF will require children and staff to wear appropriate clothing and will provide programs and activities that are well protected from exposure to ultraviolet (UV) radiation from the sun.

UV radiation levels begin to rise in spring and stay high until the end of autumn, so skin should be protected throughout this period, not just during summer. We ask parents to apply a 30+ broad spectrum, water resistant sunscreen to their child before they arrive at the service. Staff will reapply 4 hourly.

Where possible, excursions and other outdoor activities will be scheduled to minimise time in direct sun particularly during peak UV periods when the UV rating is 3 or higher. The availability of shade will be considered when planning outdoor activities and excursions. You may wish to download the SunSmart application on your phone.

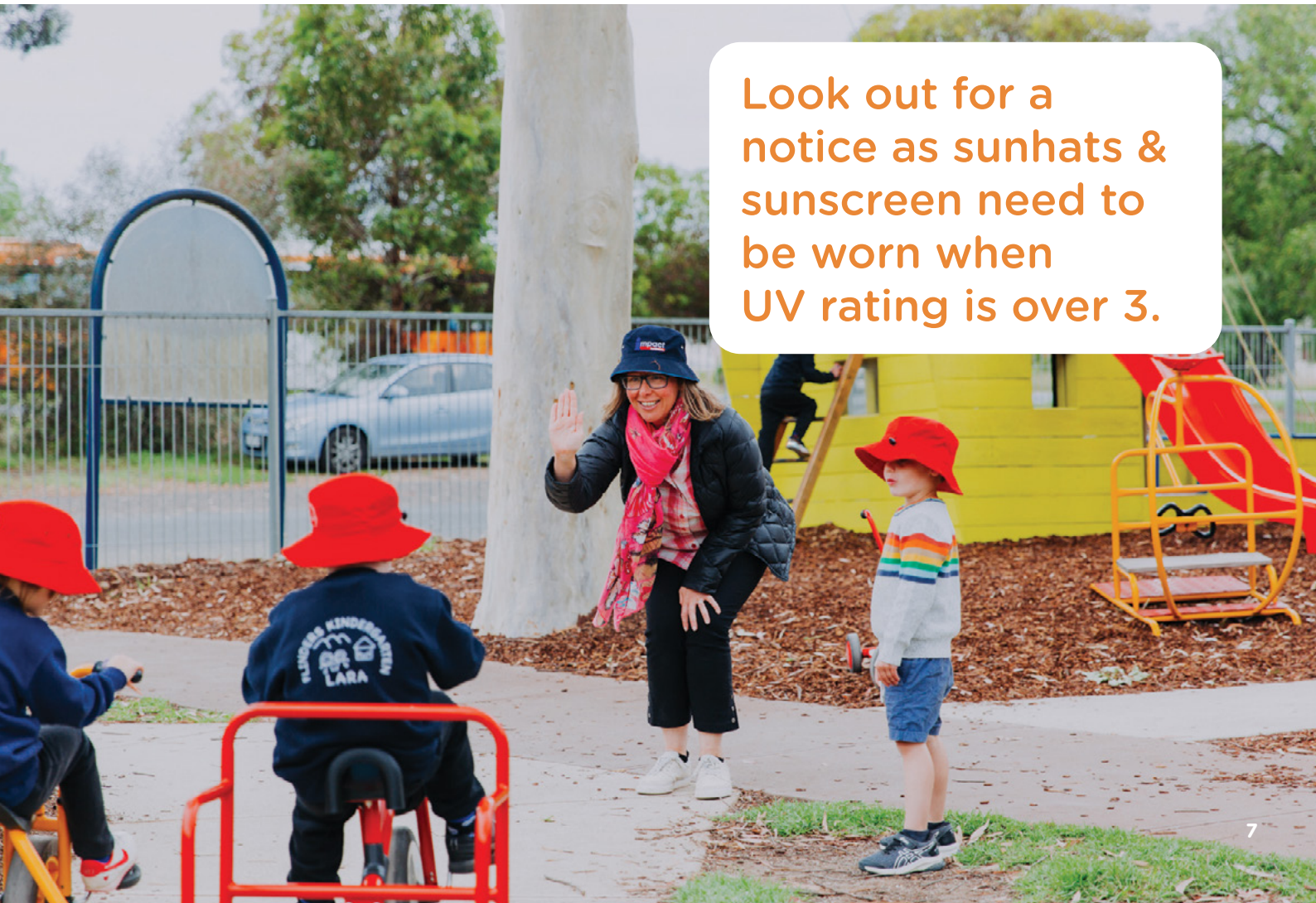
### Appropriate hats and clothing

Bucket, broad brimmed or legionnaire style hats with a flap covering the back of the neck and ears are required to be worn by children. Baseball caps are not appropriate.

Clothing that is loose-fitting, made from cool, densely woven fabric and covers as much of the skin as possible is encouraged to be worn. Tops with elbow-length sleeves and, if possible, collars and knee length or longer shorts and skirts. Singlet tops, dresses and clothing with shoestring straps do not provide adequate protection in the sun.

### Planning for extreme weather

When extreme weather events occur during the year, we will reassess the program to ensure the children's comfort and wellbeing. Parent(s)/guardian(s) may prefer to keep children at home on extreme weather days. You may wish to download the VicEmergency application on your phone for notifications regarding extreme weather events.



Look out for a notice as sunhats & sunscreen need to be worn when UV rating is over 3.





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The wider the range of possibilities we offer children, the more intense will be their motivations and the richer their experiences.

Loris Malaguzzi

”

## Lunch & snacks

BCYF, as a health promoting organisation, recognises the importance of nutrition for children's growth, development, good health and wellbeing now and in the future

BCYF is committed to:

- promoting nutritious food and eating habits that will contribute to healthy growth and development in children
- providing a safe, supportive and social environment in which children can enjoy eating
- consulting and working collaboratively with families in regard to their child's nutrition and dietary requirements, including responding appropriately to food allergies and recognising cultural and religious practices and lifestyle choices
- providing children and families with opportunities to learn about food, nutrition and healthy lifestyles
- ensuring adequate health and hygiene procedures, including safe practices for handling, preparing, storing and serving food.

Parent(s)/guardian(s) and/or carers are responsible for:

- complying with the requirements of the Nutrition Policy
- providing details of specific nutritional, dietary and/or cultural requirements, including the need to accommodate cultural or religious practices or food allergies on their child's Enrolment Form, and discussing these with your child's teacher prior to the child's commencement at the service and if requirements change over time
- providing healthy, nutritious food for snacks/meals, including fruits and vegetables
- providing healthy, nutritious food, including fruits or vegetables for sharing at morning or afternoon tea
- providing nutritious food and drinks for celebrations, fundraising activities and service events consistent with service policies.

**Please send all food to the Education and Care Service in an insulated lunch box. Please label your child's food storage containers with their name and pack a cool pack in the lunch box if food requires refrigeration.**

## Nude foods

We want to show our support for a cleaner, greener earth and to be an environmentally friendly service. Each service may encourage 'nude food' (e.g. no packaging or plastic wrap). Please refer to appendix for ideas and suggestions on lunch and snacks.

## Water

Children have access to water throughout the session whether it is from a water container with cups provided by the service or their own drink bottle. We would ask that water is the only drink to be provided in drink bottles. Naturally parents may supply breast milk or formula for infants and toddlers attending the Early Learning Centre if required.

## Breastmilk and formula

Information regarding preparation, storage and heating of breastmilk and formula available on request or can be viewed at <https://www.nhmrc.gov.au/sites/default/files/documents/reports/clinical%20guidelines/ch55-staying-healthy.pdf>.

## Food allergies

Please inform staff if your child is allergic to any particular foods. Some food allergies are life threatening so it is for this reason that nuts are not allowed at any BCYF service. This means nuts, peanut butter, Nutella, muesli bars or any products containing nuts and by products of nuts should not be brought into the service. Thank you for your understanding.

## Celebrating birthdays

Birthdays are an important occasion for children and we enjoy celebrating these occasions with the children; however, due to the increasing number of children suffering severe allergic reactions, food products must be limited.

Please discuss your child's birthday with the staff at the service.

To distribute invitations to other children please use the notice pockets or speak with the staff about an appropriate process. We understand that not all children in the group can be invited to all parties and some children may become upset if they do not receive an invitation so please be considerate and respectful.



“

Our image of the child is rich in potential, strong, powerful, competent and, most of all, connected to adults and other children.

Loris Malaguzzi

”



## National Quality Framework

In January 2012, a National Quality Framework (NQF) was implemented by the Australian Government. The National Quality Framework is an important reform which delivers a higher standard of care for children in the critical areas of education, health and safety. It provides clear and comprehensive information for families so they can choose the best services for their child. The new National Quality Framework helps 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 also gives services and families confidence in understanding what distinguishes high quality or excellent services.

The NQF includes the National Quality Standards which are 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
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Governance and Leadership

The Department of Education and Training will carry out an assessment periodically and publish a rating of the service against these Standards.

## The educational program

An Education and Care Service is an important foundation for your child's education. The program is planned by tertiary qualified teachers and early childhood educators, and guided by both a National Framework (Belonging, Being and Becoming; Early Years Learning Framework for Australia) and the Victorian Framework (Victorian Early Years Learning and Development Framework). Educators plan the program based on observations of children, their interests, strengths and abilities. The educational program respects and celebrates the cultural heritage of families and reflects the context of the local community.

The program, which will be displayed, reflects sound research that children learn and develop best through play and by engaging in experiences that interest them and challenge their learning and development. The educational program is developed within the curriculum framework. The program builds on each child's strengths and includes: fostering strong, supportive relationships; literacy and numeracy within a play context; inquiries and investigations; considered attention to sustainability, the environment and nature; aesthetically thoughtful learning spaces; intentional and spontaneous learning opportunities; community engagement and purposeful attention to each child's social, emotional and physical wellbeing.

Family involvement and input is sought through a variety of means: volunteering in the educational program; participation in excursions; parent/guardian/educator discussions; as a PAG/committee member; professional development forums; newsletters and when educators make requests for resources or assistance.

A photograph of three children playing outdoors. On the left, a boy in a dark blue sweatshirt with a 'GREENVILLE' logo is looking down at something in his hands. In the center, a girl with long, curly brown hair is seen from the back, looking towards the right. On the right, a girl in a dark blue sweatshirt is looking into a large metal pot and stirring it with a wooden stick. There are colorful toys, including a red and yellow striped tube, on the ground in the foreground. The background shows a garden with trees and a fence.

“ Play is the highest expression of human development in childhood, for it alone is the free expression of what is in a child's soul. Friedrich Froebel ”



The program is planned around the five Learning Outcomes identified in the curriculum framework:

1. **Identity** - Children have a strong sense of identity
2. **Community** - Children are connected with and contribute to their world
3. **Wellbeing** - Children have a strong sense of wellbeing
4. **Learning** - Children are confident and involved learners
5. **Communication** - Children are effective communicators

Specifically the program provides opportunities for the children to continue to develop:

- Their confidence and independence
- The use of their body skilfully
- Communication with others
- Self-expression and creativity through speech, movement, music, drama and art
- Their ability to observe, question, investigate and organise their thinking
- Their eagerness to undertake new experiences
- Their ability to accept and understand differences (anti-bias approach)
- Self regulation and self control
- Their interests, strengths and capabilities

Within the Education and Care service environments, the children are encouraged to make independent choices where they will play and learn. The children's learning, interactions, responses and participation is recorded through written observations, work samples and photographs.

## Appointments with teachers and educators

Teachers and educators are available during their preparation time should you wish to make an appointment to discuss your child's development or any other issues related to the program. During session times, teachers and educators are required to supervise and interact with children in order to ensure that a high quality program is maintained.

## Transitioning to school

For children accessing 4 year old kindergarten and moving on to primary school, educators will develop a transition to school statement. Information on transition statements will be provided along with the statement for your comments prior to it being finalised and shared with the nominated primary school. This important document will support your child's transition to school by providing the school with a summary of their abilities, skills and interests, and identify their individual approaches to learning.



## Information about your child

For an Education and Care Service to function well, it is necessary to collect certain information about your child (refer to Enrolment Form).

Names and emergency contacts of an enrolled child will be forwarded to BCYF in case of an emergency during a session and parent(s)/guardian(s) or carers need to be notified.

The Department of Education and Training (DET) requires BCYF to provide data about your child including name, address and date of birth. This data is required for State funded kindergarten programs.

It is also necessary for some of this information to be passed onto Education and Care Service PAG/committee members, who may be required to assist BCYF in contacting parent(s)/guardian(s) mainly in the event of a service closure or emergency event.

## Update your enrolment information

Parent(s)/guardian(s) should ensure that BCYF has current information regarding changes of address and telephone numbers (home, mobile and emergency numbers). If there is an emergency it is vital that you or your nominated emergency person can be contacted. Please advise the EYM enrolment officer in writing at [kindergarten@bcyf.org.au](mailto:kindergarten@bcyf.org.au) and the teachers and educators at your child's service of any changes so that they can update your personal information details on file.

It is a regulatory requirement that a copy of custody orders are given to the teacher.

## Excursions and special events

We recognise that excursions are a worthwhile extension to the educational program and provide children with opportunities to be involved in the broader community. Parent/guardian and/or family members' participation in these events is critical to ensure safety of children.

Prior to an excursion or event staff will complete a risk assessment and risk management plan to assess:

- The educational value and benefits to the children
- Staffing requirements and the number of required parent(s)/guardian(s) to attend the excursion
- The safety of children and parent(s)/guardian(s)
- Attendance of siblings
- That the Education and Care Services National Regulations are met
- Transportation requirements, pedestrian traffic safety and controls in crowded areas
- The site, venue or location, including emergency evacuation plans and hazard avoidance

## Cultural and religious diversity

BCYF is committed to delivering a service that embraces cultural and religious differences. Throughout the year, the educators incorporate experiences that reflect this, using materials and language that recognise and value the varying backgrounds of our families. We welcome and encourage any contribution you may wish to make in a voluntary capacity e.g., explaining a religious festival, singing a song, bringing in items such as traditional clothing or artefacts from home, and so on. Please speak to educators at your child's service to share your culture.

## Toys

Children's toys are encouraged to be left at home to avoid them becoming broken or misplaced. Staff cannot take responsibility for children's toys. There may be opportunities for children to bring a special item or something of interest to share if related to a significant experience or the educational program. The service will inform parents of these particular procedures. If your child requires a special comfort item to be brought to the service please discuss with your child's teacher or educators.

“

When children experience acknowledgement of and respect for diversity, their sense of identity becomes stronger.

Victorian Early Years Learning and Development Framework

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## Children with additional needs

BCYF offers an inclusive service for children with additional needs to experience a high quality educational program. Please notify staff of any matters you would like considered to assist your child with their additional needs.

We recommend reports and information prepared by Specialists in relation to your child be given to your child's teacher/educator to assist with developing the most appropriate educational program and care for your child. All programs are designed in consultation with parent(s)/guardian(s) and other agencies working with the child in order to support the child in developing their full potential and to maximise their inclusion in the program.

To support the inclusion of children with additional needs, educators and families have access to the following services:

- Preschool Field Officer (Four Year Old Program)
- Inclusion support program (Commonwealth funded programs)
- A variety of Early Intervention support agencies that will work closely with educators to support an eligible child's inclusion into the program. This may include Speech Therapist, Psychologist, Occupational Therapist, and Paediatrician where eligible.

Occasionally some children may be identified with developmental delay or they may experience difficulty learning and retaining new skills. We believe it is important to support these children as early as possible. Following an open discussion with parents, the teacher may recommend contacting the local Early Childhood Partner to discuss a possible referral to the Early Childhood (EC) team.

The EC approach is designed to support families and children to receive the information, supports and possible linkages required to best suit the needs of the child. This can be done through activities within the home, by supporting and making linkages to other services in the community, or, if the child is best supported with an NDIS plan, by supporting the family through this process.

## Interactions with children

BCYF is committed to the safety and wellbeing of all children, educators and volunteers. We believe all children need to experience a safe and secure environment, and positive interaction with adults and other children. We recognise that all children and individuals develop at different rates.

### Positive guidance

Children will be assisted to self-manage and practise self-regulation, of their behaviour and emotional responses. This differs from traditional 'behaviour management' or 'discipline' which generally implies that an adult is 'managing' children's behaviour or using punishment to control children. Behaviour guidance applies to all forms of behaviour, including socialisation, building self-reliance, sharing in small and large group settings, appropriate emotional responses and empathy towards others, not just behaviours labelled as 'negative'.

### Strategies to achieve positive behaviour guidance

The staff are committed to working with families to achieve positive behaviour within the education and care environment. Support meetings can be arranged to discuss the issues and strategies based on the individual child's behaviour. This will enable all parties to understand what the issues are and how these issues can be supported by the service and program offered. Further support services where necessary can be accessed with parent/guardian permission. The following steps will be applied:

#### Step 1 – Observe

- Observe children exhibiting challenging behaviour, including in the broader context of their environment, the culture of the service and the interactions of the whole group and other educators working with the child.
- Identify, based on observations, whether there is a need to develop an individual behaviour guidance plan for the child.

#### Step 2 – Discuss

Invite parent(s)/guardian(s) to a meeting to discuss:

- The ongoing behaviour displayed by the child, including highlighting improvements and celebrating successes
- Their aspirations, as well as the service's aspirations for the child
- The child's individual characteristics including interests, temperament, dispositions, age and cultural background
- Recommended strategies to support the child's development and how these strategies will be reviewed and evaluated
- Resources or changes to the environment/program that may be required for a behaviour guidance plan to be implemented e.g., changes to routines and transitions

- The support already accessed by the parent(s), guardian and/or family to assist with managing the child's behaviour
- Other support available such as a Preschool Field Officer referral for specialist assessment and additional adult support (written consent is required from parent(s)/guardian(s) before any intervention/assessment is undertaken). The Preschool Field Officer is a trained early childhood professional who is able to support the participation of children within the program
- Any other matter that will assist with the development of a behaviour guidance plan.

### Step 3 – Consult

If appropriate and with the permission of parent(s)/guardian(s), consult with other support agencies or service providers who are already working with the child to assist with the development of a behaviour guidance plan.

### Step 4 – Develop

Develop an individual behaviour guidance plan based on consultation with the child's parent(s)/guardian(s) and other support agencies, that is:

- Appropriate to the needs of the child and accepted/agreed to by parent(s)/guardian(s) and other professionals involved in the education and care of that child
- Clear and easy to follow for all educators, parent(s)/guardian(s) and/or volunteers/students working with the child.

### Step 5 – Monitor and review

- Continually review, reflect, evaluate and revise the strategies that have been implemented.
- Communicate with the parent(s)/guardian(s) regarding the child's progress and involve them in evaluating and revising the strategies.

## Health and wellbeing

For conditions that require ongoing care such as asthma, anaphylaxis, diabetes or epilepsy, etc., a Medical Management Plan must be completed and signed by the child's doctor to ensure that your child obtains the correct care in the event of symptoms occurring during a session. The teacher/educator is required to complete a Risk Minimisation and Communication Plan and will arrange a meeting to discuss the individual care requirements of your child.

### Medication

You are required to notify staff if your child is either on or needs medication. An educator will provide you with a Medication Form. Please complete all information. Medication to be administered to children must be clearly labelled and state the child's name, be in date and be contained in the original bottle or container, with clearly labelled directions for administration. No medication will be given unless this procedure has been followed.

**Never leave medication in your child's bag – always give it to a staff member.**

### Hygiene

Staff encourage children to develop autonomy with regards to personal hygiene under guidance.

Staff will ensure that:

- Appropriate hand washing is modelled
- Hand washing is done after toileting, before eating, after messy play, outdoor play and handling animals
- Appropriate 'social hygiene' is modelled in relation to coughing and sneezing (i.e. covering mouth when coughing and use of disposable tissues)
- Each child has their own drink bottle or cup at snack time
- The kitchen area is kept clean
- Tables are washed before and after food is served
- Cleaners are employed to clean the bathrooms, floors and general facilities.

### Laundry

If you are accessing one of BCYF's kindergartens you may be asked to wash smocks, hand towels or dress-up clothes. These items will be sent home with a different child each week. Parent(s)/guardian(s) and/or family members are asked to wash and return the items ready for the first session the following week. This may be required 2-3 times during the year.

## Illness and incidents

### Accidents

The Department of Education and Training (DET) requires parent(s)/guardian(s) to provide authorisation for services to seek emergency medical, hospital and ambulance services.

In the event of a serious accident or illness, staff will immediately seek urgent medical attention via 000 and you will be notified as soon as practicable thereafter.

Minor accidents will be reported to parent(s)/guardian(s) after the session at collection time. Staff record all accidents and parent(s)/guardian(s) are required to sign an incident form.

### Illness

Staff appreciate the difficulties which arise when your child is sick, but it is vital that infection is kept out of the service. If your child has obvious signs of infection, (ie. a heavy cold) the child needs to be kept at home even if they insist on going to the service. Time at home aids recovery and also prevents illness from spreading to the other children and educators.

Parent(s)/guardian(s) will be contacted immediately if a child is unwell. If unsuccessful, the emergency contact person nominated on the enrolment form will be notified. If they cannot be reached, the child will be cared for at the service until other arrangements can be made.

### Head Lice

BCYF is aware that head lice infestation can be a sensitive issue. Where live head lice is found parent(s)/guardian(s) will be notified and provided with information about the treatment of lice. The child will be excluded from care until the day after appropriate treatment has commenced.

### Infectious diseases

There are Department of Health & Human Services (DHHS) Regulations which exclude children with infectious diseases from attending Education and Care Services.

The Health Department Regulations determine the exclusion of children with infectious diseases. A copy of these is located at the back of this book. Parent(s)/guardian(s) will be notified by educators, through a sign placed near the 'Sign In/Out Book' if any infectious illnesses are present at the service.

Please inform the staff if your child has an infection or a disease so that they can watch for any further cases at the centre. In the event that your child has suffered from an infectious disease you are required to provide a clearance certificate from your child's GP before your child returns to the service.

### No Jab, No Play

From January 2016, Legislation was passed by the Victorian Government which requires all children enrolling in Early Childhood Education and Care Services to be up to date with their vaccinations or have an approved exemption. The educators at your service can provide you with further information regarding this legislative requirement. For more information visit <https://www2.health.vic.gov.au/public-health/immunisation/vaccination-children/no-jab-no-play>.





## Photographs/video at the service

Each of our services has a camera and iPad which is used to record observations of children and special activities undertaken. At times photographs will be displayed at the service and will also be maintained on individual children's observation records.

On completing the enrolment form parent(s)/guardian(s) are asked for consent for the use of images of their child:

- For educational assessment and documentation within the service programs
- For BCYF promotional purposes for marketing/advertising in print and online
- On special occasions such as birthdays/excursions/end of year events when other members of the service community may take a photo eg: end of year celebration with the whole kinder group singing.

## Parent/guardian and family involvement

Parent(s)/guardian(s) are invited and encouraged to be involved in all aspects of the Education and Care Service including:

- Participation in the program through the roster
- Events such as special person's day
- Sharing special skills with the children such as gardening, wood work, music or even bathing a baby
- Excursions and outings
- Joining the Committee/PAG
- Assisting with fundraising
- Attending working bees
- Sharing cultural and religious celebrations.

Parent(s)/guardian(s) and families will also be encouraged and invited to offer feedback, comments or ideas for curriculum programming and planning. You may have a particular skill, interest or passion for a topic relevant to the educational program. You will be invited to contribute to the program through a variety of ways.

All children enjoy having family members come into their service to participate. If you are unable to commit to regularly attending the program please feel free to drop in and visit at a time that suits you.

## Parent committees/Parent Advisory Groups

Each Education and Care Service has a parent group known as the committee or a PAG.

The responsibilities of the committee/PAG include:

- Representing the families of the service on the BCYF EYM reference group
- Fundraising and social events
- Responsibilities defined in the Service and Management Agreement/PAG guidelines.

## Fundraising

All parent(s)/guardian(s) and families can choose to participate in fundraising activities at their child's service. The committee/PAG at each service has responsibility for fundraising in consultation with BCYF. The funds are used to improve the service in the following ways:

- Purchase additional equipment and/or furniture
- Improve the outdoor area and playground
- Subsidise special events for the children that complement the program

## Working bees

Working bees are an opportunity for parents and carers to assist with the general maintenance and upkeep of the service. They are also a great opportunity to meet other families attending the service. Most services will arrange a working bee each term.

## Fee information for families

### Why fees are necessary

The Department of Education and Training (DET) provides per capita funding as a contribution toward the costs of providing a four-year-old kindergarten program. Services meet the balance of costs through charging fees and undertaking fundraising activities. Three-year-old kindergarten is funded exclusively by parent fees, with some communities also receiving funding for three-year-old kindergarten programs as part of the DET.

DET provides a Kindergarten Fee Subsidy for approved concession card holders that enables children from eligible families to attend a four-year-old kindergarten program free of charge, or at a minimal cost.

DET also provides funding to assist eligible three-year-old Aboriginal and Torres Strait Islander children and for children known to Child Protection, to access kindergarten programs.

Kindergarten fees are compulsory and must be paid by the due date. BCYF provides a range of support options to parent(s)/guardian(s) experiencing difficulty with payment of fees (see Fee Policy).

Fees set for the year will only be reviewed in extraordinary circumstances, for example, if attendance rates fall below the budget 'break even' point. Parent(s)/guardian(s) will be notified one term in advance of any fee increase and will be offered the option to request a payment plan.

## Kindergarten funding

The State Government in partnership with the Federal Government provide funding for services delivering a kindergarten program to children for 15 hours during the year before they commence school. In 2020 the Victorian Government also committed to investing 5 billion dollars over ten years so children across the state will have access to two years of funded kindergarten programs. This investment is being progressively rolled out across Victoria, starting in 2021 in Colac Otway Shire and 2022 in The City of Greater Geelong. There is also a Fee subsidy available for parents of children who hold an approved concession card.

### Early Start Kindergarten

Three-year-old Aboriginal and Torres Strait Islander children as well as children known to Child Protection are eligible to attend Early Start Kindergarten prior to their year before school funded program. This is an additional funded early childhood program that is planned and delivered by a qualified early childhood teacher free of charge. The service receives funding for children who meet the eligibility criteria. Contact the service or BCYF for further information.

## Second year of kindergarten funding (four year old program only)

### Second year of kindergarten

During the kindergarten year, the educators and parent(s)/guardian(s) work together to plan for a child's transition to school. A second year of funded kindergarten may be considered when a child is observed to display delays in key areas of development. A child is eligible for a second year of kindergarten if:

- The child is observed as having delays in at least two areas of learning and development; and
- A second year of kindergarten will help to strengthen the development of skills in these areas and better facilitate transition to school the following year.

To determine whether a child is eligible to access a second year of kindergarten, the staff will work in collaboration with the parent(s)/guardian(s) to develop a term three plan for learning and development.

This plan is then reviewed at the end of term three. If the term three plan goals have not been achieved, the educator will lead a discussion with the parent(s)/guardian(s) to determine whether a second year of kindergarten or transition to school will achieve better outcomes for the child. A review of the term three plan for learning and development will inform the decision about whether the child should transition to school or attend a second year of kindergarten.

If your child will turn six before or while they're in their first year or second year of funded kindergarten, you must get an exemption from starting school.

## Kindergarten withdrawal

Each eligible child attending a four year old kindergarten program is entitled to one funded year of kindergarten prior to attending school, therefore it is important to engage in conversation in term one with your educator to discuss options around withdrawing and recommencing the following year. Under the funding guidelines, this needs to occur by the end of term one.

Please refer to the BCYF Fee Policy on our website [www.bcyfkindergartens.org.au](http://www.bcyfkindergartens.org.au).

## Communication

Communication is critical in ensuring we are meeting the needs of you and your child in our programs. We strongly encourage you to discuss your child's progress with the staff.

Services regularly provide newsletters, emails and notices to families. These will be placed in individual family pockets or into children's bags. Please ensure you keep an eye out for these notices. From time to time the Early Years Management team will also provide newsletters, emails and letters to families.



“ \_\_\_\_\_  
When little people are  
overwhelmed by big  
emotions, it's our job  
to share our calm, not  
to join in their chaos.  
LR Knost  
\_\_\_\_\_ ”





“

Play is the work  
of childhood.

Jean Piaget

”

## Concerns, complaints and compliments

Feedback is important. Complaints regarding any aspect of your child's Education and Care Service experience should be dealt with in the first instance by approaching the educator to discuss the matter.

In the event that the educator cannot help you, or you do not feel comfortable discussing the concern with your child's teacher, you may contact the BCYF EYM Coordinator or Manager EY Education & Community. Please see the information service noticeboard for the appropriate person to contact.

Alternatively, feedback including complaints can be made via the BCYF website [www.bcyf.org.au](http://www.bcyf.org.au) or by contacting the BCYF Complaints Officer [complaints.officer@bcyf.org.au](mailto:complaints.officer@bcyf.org.au).

## Policies

All BCYF Education and Care Services are required under the Education and Care Services legislation to have certain policies and procedures to ensure that it operates within set rules and regulations.

Policies are available for viewing at each of the service sites and also at the BCYF Geelong and Colac offices or on the BCYF kindergartens website at [www.bcyfkindergartens.org.au](http://www.bcyfkindergartens.org.au). These policies provide practical methods to ensure the best quality service is available to children, staff, parent(s)/guardian(s), Parent Committees/PAGs and members of the local community.

## EMP - Emergency Management Plans

Each service has an Emergency Management Plan which has been developed by BCYF and the Early Years Management team.

The Education and Care Services National Regulations require kindergartens to practice emergency evacuations. The evacuation procedures are displayed at the service. Emergency evacuation and lock down procedures are practiced with the children once each term in case of a real emergency.

In the event of a severe emergency, for example bush fires, the service may be required to close. Notification will be made via email, phone and text.



## Smoke free signage & recent legislative requirements

A No Smoking Policy applies to all Education and Care Service buildings and playgrounds. Smoking is banned on the grounds of, and within four metres of an entrance to, hospitals and community health services, schools, childcare centres, kindergartens and preschools, and many government buildings including Parliament, courts and police stations.

People caught smoking in these off-limit areas risk on-the-spot fines.



## List of policies

Acceptance and Refusal of Authorisations  
Administration of Medication  
Anaphylaxis Policy  
Asthma Policy  
Child Safe Environment  
Code of Conduct  
Complaints and Grievances  
Curriculum Development  
Dealing with Infectious Diseases  
Dealing with Medical Conditions  
Delivery and Collection of Children  
Determining the Responsible Person Present  
Diabetes  
Education and Care Setting  
Occupational Health and Safety  
Emergency and Evacuation Policy  
Environment Sustainability  
Enrolment and Orientation  
Epilepsy  
Excursion and Service Events  
Fee Policy  
First Aid  
Food Safety  
Governance and Management of the Service  
Hygiene  
Inclusion and Equity  
Incident, Injury, Trauma and Illness  
Interactions with Children  
No Jab, No Play  
Nutrition and Active Play  
Participation of Volunteers and Students  
Privacy and Confidentiality  
Relaxation and Sleep  
Staffing  
Sun Protection  
Supervision of Children  
Water Safety Policy



## Infectious diseases exclusion table

The following table outlines a list of infectious diseases and your obligations as a parent to exclude your child from our services in the event of such illness.

In this Schedule, medical certificate means a certificate of a registered medical practitioner.

### **Schedule 7 — Minimum Period of Exclusion from Primary Schools and Children’s Services Centres for Infectious Diseases Cases and Contacts (Public Health and Wellbeing Regulations 2009).**

In this Schedule, medical certificate means a certificate from a registered medical practitioner.

Conditions	Exclusion of cases	Exclusion of Contacts
Amoebiasis (Entamoeba histolytica)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Campylobacter	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Chickenpox	Exclude until all blisters have dried. This is usually at least 5 days after the rash appears in unimmunised children, but may be less in previously immunised children	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded
Conjunctivitis	Exclude until discharge from eyes has ceased	Not excluded
Diarrhoea	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Diphtheria	Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later	Exclude family/household contacts until cleared to return by the Secretary
Hand, Foot and Mouth disease	Exclude until all blisters have dried	Not excluded
Haemophilus influenzae type b (Hib)	Exclude until at least 4 days of appropriate antibiotic treatment has been completed	Not excluded
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness	Not excluded
Hepatitis B	Exclusion is not necessary	Not excluded
Hepatitis C	Exclusion is not necessary	Not excluded
Herpes (cold sores)	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible	Not excluded
Human immuno-deficiency virus infection (HIV/AIDS virus)	Exclusion is not necessary	Not excluded
Impetigo	Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing	Not excluded
Influenza and influenza like illnesses	Exclude until well	Not excluded unless considered necessary by the Secretary
Leprosy	Exclude until approval to return has been given by the Secretary	Not excluded



Measles	Exclude for at least 4 days after onset of rash	Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of their first contact with the first case, or received NHIG within 144 hours of exposure, they may return to the facility
Meningitis (bacteria — other than meningococcal meningitis)	Exclude until well	Not excluded
Meningococcal infection	Exclude until adequate carrier eradication therapy has been completed	Not excluded if receiving carrier eradication therapy
Mumps	Exclude for 9 days or until swelling goes down (whichever is sooner)	Not excluded
Pertussis (Whooping cough)	Exclude the child for 21 days after the onset of cough or until they have completed 5 days of a course of antibiotic treatment	Contacts aged less than 7 years in the same room as the case who have not received three effective doses of pertussis vaccine should be excluded for 14 days after the last exposure to the infectious case, or until they have taken 5 days of a course of effective antibiotic treatment
Poliomyelitis	Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery	Not excluded
Ringworm, scabies, pediculosis (head lice)	Exclude until the day after appropriate treatment has commenced	Not excluded
Rubella (German measles)	Exclude until fully recovered or for at least four days after the onset of rash	Not excluded
Salmonella, Shigella	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Severe Acute Respiratory Syndrome (SARS)	Exclude until medical certificate of recovery is produced	Not excluded unless considered necessary by the Secretary
Streptococcal infection (including scarlet fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well	Not excluded
Tuberculosis	Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious	Not excluded
Typhoid fever (including paratyphoid fever)	Exclude until approval to return has been given by the Secretary	Not excluded unless considered necessary by the Secretary
Verotoxin producing Escherichia coli (VTEC)	Exclude if required by the Secretary and only for the period specified by the Secretary	Not excluded
Worms (Intestinal)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded

## Food at the Education and Care Service and food ideas appendix

BCYF wants to show its support for a cleaner, greener earth and to be an environmentally friendly organisation. Each service will encourage 'nude food' (eg no packaging or plastic wrap).

At every service the children have snacks, water and lunch. The snack procedure will be explained by the staff at individual services.

### Snack ideas

Fruit	Vegetables
A piece of fresh fruit	Cob of corn (small)
Fruit pieces: <ul style="list-style-type: none"> <li>kiwi fruit</li> <li>orange in small quarters</li> <li>mandarin</li> </ul>	Veggie sticks: <ul style="list-style-type: none"> <li>celery</li> <li>carrot</li> <li>snow peas</li> <li>capsicum</li> <li>broccoli bits</li> </ul>
Fruit balls: <ul style="list-style-type: none"> <li>watermelon balls</li> <li>rock melon balls</li> <li>grapes (red/green)</li> <li>cherry tomato</li> </ul>	A salad: <ul style="list-style-type: none"> <li>cherry tomatoes</li> <li>lettuce</li> <li>snow peas</li> <li>carrot</li> <li>capsicum</li> </ul>
Fruit salad: Bite size varieties of fruits (e.g. strawberries, rockmelon, watermelon, pineapple etc)	Sliced vegetables with dip

### Sandwich filling ideas

Vegetable Based Fillings	Protein Based Fillings	Combinations
Avocado, alfalfa sprouts and tomato	Cream cheese with celery	Baked beans (drained) with grated light cheese
Falafel, spinach and tomato	Ham, cheese and tomato	Ham, cheese and pineapple
Lettuce, cucumber dip spread	Cheese and vegemite	Vegemite and alfalfa sprouts
Salad – avocado, sliced lettuce, tomato, cucumber, grated carrot, light cheese	Turkey and cranberry sauce	Cheese with carrot and mayonnaise.
Hommus with alfalfa sprouts and tomato	Chutney and tasty cheese	Chopped chicken with spread of avocado and lettuce
Grated vegetables with avocado spread	Tuna / salmon with lettuce and mayonnaise	

### Other snack and lunch ideas

Bread and Cereal Based	Protein Based	Fruit and Vegetable Based
Weetbix / Vitabrits with margarine and vegemite	Tuna with wholegrain crackers (eg vita wheat)	Cold baked beans
Rice cakes with cream cheese	Cubes of cheese	Cold baked potato
	Slice of cheese on wholegrain crackers (eg vita wheat)	

### Food to be avoided at the Education and Care Service

We prefer that children do not eat 'sometimes' foods at the service. 'Sometimes' foods and drinks are food and drink items that are high in fat, sugar and salt, and contain minimal vitamins, minerals or fibre.

Examples of sometimes foods are:

- Biscuit and cheese dip packets
- Sweet Biscuits
- Chocolate
- Fruit roll-ups
- Lollies
- Muesli bars
- Packets of chips, Twisties and similar
- Plain or flavoured popcorn (eg butter, icing sugar, coloured popcorn, caramel)











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