



The Peter Toms Early Learning Centre



Parent Handbook 2020

The Peter Toms Early Learning Centre achieved an Exceeding in all 7 Quality Areas

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Introduction

At Brighton Grammar School we celebrate boys - their effort, independence, passion and achievements. With a history of more than 137 years devoted to teaching boys, we are well equipped to meet the developmental needs of boys at every stage of their education. We particularly understand that boys learn differently from girls and require a carefully structured context to optimise the learning experience.

The Peter Toms Early Learning Centre

In the ELC we know that the early years are vital in a boy's development. Our integrated 'play-centred' program provides each boy with time and opportunities to question, predict, explore, discover and imagine.

We aim to provide a program that supports and acknowledges the many different cultural backgrounds and experiences of our families. We acknowledge the importance of enhancing the self-esteem, self-confidence and self-worth of each boy.

Our excellent staff and facilities, combined with fun and exciting programs, provide a warm and nurturing learning environment and an excellent foundation, to ensure a smooth transition into primary schooling.

The ELC programs cater for young boys between the ages of three and five. We offer full day programs, five days a week, for both three and four year olds, and part time programs of three days a week for three year olds.

Our emphasis is on learning through play. We place great emphasis on facilitating learning experiences that allow hands-on exploration for the young learner.

Whole School Vision

We are a learning community passionate about developing, inspiring and guiding a boy on his journey to manhood.

Our ELC Vision

We are an enriched learning environment that embraces the unique strengths of boys in their early years by providing opportunities to challenge, inspire and promote each boy's potential.

Philosophy

Our Centre's philosophy is a statement of our beliefs and values concerning five basic elements in Early Childhood Education –boys, families, staff, the program and the environment.

Our Boys

We believe that...

- All boys are individuals with their own interests, strengths and variety of abilities
- Boys develop and learn in their own way and at their own pace
- Boys learn through doing and by being immersed in a play-based program
- All boys are considered equal regardless of their religion, culture, socio-economic background, or ability
- Positive behaviour guidance helps the boys to direct their own behaviour and develop an appreciation of other people's needs, rights and feelings

Our Families and Community

We believe that...

- Families are the child's first educators and, as such, the best source of information for our boys
- Families should feel that their son is in a safe, secure and supportive environment
- Each family has individual parenting and child-rearing practices which will be respected



- Through open communication, we foster positive partnerships between staff and families/caregivers
- Families are encouraged to actively participate in the implementation of the program
- We are an integral part of the Brighton Grammar School Community

Our Staff

We believe that...

- Staff members have the greatest understanding of early childhood development and the educational needs of boys
- Staff members are recognised as skilled professionals, and are aware of their duty of care requirements
- Staff encourage each child to see himself as valued and unique
- Each staff member has valuable skills, knowledge and ideas which contribute to the program
- Working as a team, staff are more likely to be motivated, positive and supportive
- Participation in Professional Development enables staff to update their knowledge and stay informed of best practice
- Through continual reflection and evaluation, the highest practice can be achieved

Our Environment

We believe that our environment should...

- Be boy friendly
- Be safe, secure and hygienic to allow the boys to feel comfortable and inspired to learn both indoors and outdoors
- Encourage social interaction
- Encourage independence and develop each boy's capabilities at his own pace according to his individual needs
- Encourage a positive atmosphere

Our Program

We believe that the program...

- Is child-centred, consistent and flexible
- is undertaken in accordance with the DEECD Regulations and incorporates the Early Years Learning Framework for Australia
- Allows access for all boys to participate
- Is specifically designed for the needs of boys to challenge, inspire and extend across all developmental areas
- Has experiences and expectations which are developmentally appropriate and achievable
- Has an anti-bias, multicultural and inclusive focus representing and advocating for all within the Centre and local community
- Provides opportunities for small and large group learning experiences
- Identifies that "school readiness" focuses on the social and emotional development of each child
- Acknowledges educators as facilitators who guide the boys' play with incidental and intentional teaching
- Promotes an awareness of the natural environment and how to care for it
- Promotes skin protection and healthy eating
- Is enriched by providing opportunities for family, school and community involvement
- Is constantly reflected upon to ensure best practice
- Supports each boy's successful transition to school



Privacy Policy

The Peter Toms Early Learning Centre is committed to protecting the privacy of the children, families and staff of the centre, in accordance with the Information Privacy Act (2000) and Health Records Act (2001).

Any person has the right to query the handling of information about their child or themselves. Queries should initially be directed to the Director. Any concerns or complaints will be endeavoured to be resolved quickly and simply.

Further avenues for information are available through:

DEECD Information Privacy Policy <http://www.education.vic.gov.au>

The Victorian Health Services Commissioner 03 8601 5222 <http://www.health.vic.gov.au/hsc>

The Victorian Privacy Commissioner 1300 666 444

Data Collection

Information collected by BGS ELC will only include that which is essential to the safety and effective care of the children.

The following information is collected upon enrolment of your son:

- Background information
- Childs' Personal Information form
- Immunisation records
- Custodial/access information

It is the parent's responsibility to inform staff of any changes to this personal information in order for files to be updated.

Confidentiality

All information will be treated as confidential unless informed otherwise. Such information may include family, social, health, staff and other issues. Relevant confidential information may be discussed for professional purposes only and in private. Information shared should only be that which is relevant to the care of the child. Care should be taken not to discuss a particular child's needs/issues in front of other parents/students/volunteers unless consent has been received. Written information about children i.e. developmental records, should not be left out where it can be read by persons other than relevant carers/staff. Breaches of confidentiality are grounds for disciplinary action up to and including termination.

Storage of current records in the ELC are held in either the lockable office, in the ELC's computer system or in the case of program and developmental records in the individual rooms to enable staff access and reference. Those records, which, according to regulation must be held for a period of time, are archived in the school storage area or computer system. Any records kept by the ELC staff are the property of the ELC. Staff are not to remove children's records from the premises.

Enrolment Requirement

ELC3 Boys must turn three years old by 30 April of their year of enrolment. They may commence in the centre on or after their third birthday. ELC4 Boys must turn four years old by 30 April of their year of enrolment.

Priority of offer

Siblings of children currently enrolled at BGS or Old Boys' sons will be given preference on enrolment if possible.

Commencement - Transition Program

On commencement into both the 3 and 4 year old groups, we operate a staggered intake for the first two weeks. This will provide the boys with the opportunity to establish themselves within the new environment, and become acquainted with their teachers and peers. Parents will be notified of these dates and times in the New Boys Information Packs sent out in October prior to New Boy Interviews in November the year before commencement.



Payment of Fees for 2020

Year Level	ELC 3 (PT)	ELC 3&4 (FT)
Term Time (daily rate)	\$131.00	\$125.00
38 Week LDC (daily rate)	\$145.00	\$141.00
48 Week LDC (daily rate)	\$142.00	\$140.00

Bank: Commonwealth Bank
Account name: Brighton Grammar School
BSB: 063-000
Account number: 00004857

Operating hours

The Peter Toms Early Learning Centre offers Long Day Care for 48 weeks, Long Day Care for 38 weeks and Program Only based on the Brighton Grammar School term dates as follows for 2020:

Term 1: 30 January – 27 March
Term 2: 15 April – 19 June
Term 3: 15 July – 18 September
Term 4: 6 October – 8 December

E-mail

All Early Learning Centre staff members have email addresses for parents to contact them on. You may wish to contact the Director Amelia Barrow via email on: abarrow@brightongrammar.vic.edu.au. Parents have the option to either have their newsletters, updates etc e-mailed to them or to have them printed. Please indicate your preference to your classroom teacher upon enrolment.

Delivery and Collection of Children

The Early Learning Centre's doors open at 7.30am. Parents/Guardians must sign their boy in and out daily using the Qikkids system. Boys will only be allowed to leave the centre with parents, unless written permission is given for another person to collect them. In an emergency, a phone call from parents will be accepted, but written permission must be given ASAP.

Structure of The Peter Toms Early Learning Centre

3 Bilby: children must be turning three years of age by 30 April 2020
3 Wombat: children must be turning three years of age by 30 April 2020
4 Bandicoot: children must be turning four years of age by 30 April 2020
4 Wallaby: children must be turning four years of age by 30 April 2020

Electronic media

An iPad is held in each classroom for the children's use. These are to be used in conjunction within the framework of programs to provide additional information and provide opportunities to develop observation and learning skills. A shared TV is utilised when researching emerging interests with the boys to project onto a larger screen.

Programming

All staff members in the ELC are actively involved in the planning process. Plans generally operate for a fortnight, but are evaluated on a daily basis. Planning is undertaken in accordance with the DEECD Regulations and incorporates the Victorian Early Years Learning & Development Framework.

Incorporating the Early Years Learning Framework for Australia

"All children have the best start to life to create a better future for themselves and for the nation".



The DEECD Framework is a view of children's lives as characterized by belonging, being and becoming. Childhood is a time to be, to seek and make meaning of the world.

Belonging – knowing where and with whom you belong is integral to human existence. Children belong first to a family, a cultural group, a neighbourhood and a wider community. Belonging acknowledges children's interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, relationships are crucial to a sense of belonging. Belonging is central to being and becoming in that it shapes who children are and who they can become.

Being recognises the significance of the here and now in children's lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also about the present.

Becoming reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasises learning to participate fully and actively in society. Children's identities, knowledge, understandings, capacities, skills and relationships change during childhood. They are shaped by many different events and circumstances.

The five **Learning Outcomes** are designed to capture the integrated and complex learning and development of all children across the birth to five year age range. The outcomes are:

OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY

Children feel safe, secure, and supported

Children develop their emerging autonomy, inter-dependence, resilience and sense of agency

Children develop knowledgeable and confident self identities

Children learn to interact in relation to others with care, empathy and respect

OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD

Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation

Children respond to diversity with respect

Children become aware of fairness

Children become socially responsible and show respect for the environment

OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING

Children become strong in their social and emotional wellbeing

Children take increasing responsibility for their own health and physical wellbeing

OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS

Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating

Children transfer and adapt what they have learned from one context to another

Children resource their own learning through connecting with people, place, technologies and natural and processed materials

OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

Children interact verbally and non-verbally with others for a range of purposes

Children engage with a range of texts and gain meaning from these texts

Children express ideas and make meaning using a range of media

Children begin to understand how symbols and pattern systems work

Children use information and communication technologies to access information, investigate ideas and represent their thinking



Our program is play-based - What is play-based learning?

A play-based program does not mean that the boys just do what they like all day. In a play-based program there will be times when the boys come together as a group, listen when others are talking, follow the rules of group living and begin to take responsibility for their actions and their environment. Children are offered choices that reflect their developmental stage. The choices are determined by adults and are provided within limits of safety and within the group setting.

In practical terms, a play-based program gives emphasis to encouraging children to express their own ideas in play, to represent their world in order to understand it better. In the process of representation, as they play with others, children's language and social abilities are fostered. They are encouraged to think flexibly and creatively as they seek solutions to problems and conflicts; they share their understandings with others and explore and experience the content associated with all the learning areas.

Why is play important?

Play is the way in which children learn. They learn most effectively when they are relaxed and having fun. Children's learning becomes meaningful when they are free to learn at their own rate and in their own way. It has previously been thought that teaching children earlier is better; that teacher directed work is the most efficient way for children to learn and play has little value. Research shows us that a work-oriented, rigid approach to learning is not likely to help children develop a love of learning or provide the skills and attitude they need to be life-long learners. Tension and anxiety can inhibit learning.

What are the benefits of play?

- Play enables children to develop all their skills, and as children develop so does their play.
- Play provides opportunities to improve small and large muscle skills and maintain physical health.
- Play helps to develop imagination and creativity, provides a context in which to practise social skills, acts as an outlet for emotional expression and provides opportunities to understand value systems.
- Play ensures that the child has opportunities, resources and time for play appropriate to each child's stage of development.
- Long periods of uninterrupted play build children's concentration and the inner motivation to take responsibility for their own learning. A positive sense of self is the most powerful tool for all learning.

What is the adult's role within a play-based program?

Within a play-based program, the adult's role is to guide, evoke and extend but not to dominate or dictate. Adults continually evaluate children's play to discover what it is children are learning and to then help shape and extend this learning. This involves adding materials (child initiated or adult supplemented), using questions to expand the play, interacting, participating, consolidating, observing and monitoring the play. The result is children learn to think, they are focused, can follow through with their ideas, discussions and negotiations. These skills transfer to working independently and in groups. Children develop inner motivation and readily take responsibility for their own learning, so are equipped for higher learning and life skills. The most important play for young children is with their parents/caregiver – make sure you make some time for play every day.

Programming Procedures - Observations

Staff members will undertake observations of all children in their care and document these in the provided format. Observations are to be of an objective nature and cover all areas of development in order to assess a child's developmental level.

Forms of observations will include –

- developmental checklists/learning stories
- anecdotal records/running records
- comments/feedback and conversations with parents
- group observations/photos

Observations on children are kept strictly confidential (see privacy policy) and remain the property of the ELC. They will all be placed into their portfolios which can be taken home by parents on request.



Child Portfolios

Child portfolios are a record of your son's learning throughout his year. It is a purposeful collection of his work that tells the story of his efforts, progress, and achievements in all developmental areas. It includes work samples, records of various forms of observations of what and how he has gone about his learning, how he thinks, questions and creates, and how he interacts intellectually, emotionally and socially with others. Portfolios enable children to participate in assessing their own work; keep track of development; and provide a basis for evaluating the quality of individual growth and development. The use of a portfolio ensures that classroom practice and policies meet the wide range of each child's developmental needs.

Individual Planning

Based on observations, staff will devise long and short-term Learning Intentions and Success Criteria for each child that will assist in their overall development. These goals will be shared with parents at Termly Parent Teacher Discussions. Experiences are then chosen that will enable the child to achieve the stated goals.

Group Planning

The group developmental program/plan incorporates children's individual planning as well as the developmental needs and interests of the group as a whole. The group plan will also take into consideration the following aspects:

- Emphasis on learning as an interactive process between materials, people and the environment
- Provide a balance of experiences – indoor/outdoor, quiet/active, individual/small group, child initiated/adult initiated, spontaneous/planned
- Allow children choice in experiences to participate
- Allow flexibility within the program to extend children's interests and play
- Provide and facilitate the incorporation of children with additional needs
- Reflect and represent cultural/religious/linguistic diversity
- Include greater gender equity

Outdoor Programs

The outdoor area is another equally important learning environment and experiences for this area need to be planned and implemented accordingly. Outdoor experiences will be planned to allow:

- Development of all areas
- Learning about outdoor environments through the provision of experiences which stimulate curiosity and avenues for experimentation
- Freedom of movement not possible indoors
- Active and passive areas – which extend from the indoor environment and experiences
- Flexibility to accommodate changes in routines

During outdoor experiences, staff will ensure children are adequately sheltered from weather and dressed appropriately. They will also ensure children are outside at the most appropriate times in respect to climate and seasonal changes, and in accordance with the BGS ELC SunSmart policy.

Program Evaluation

Individual child evaluations will take place in the allocated planning sessions. Group plans will be evaluated by staff on a daily/weekly basis and will be displayed in the reflection journal. As we are incorporating an emergent curriculum, modifications and extensions can be made at any time during the fortnightly plan. The effectiveness of the programs will be continually evaluated on the following criteria:

- achievement of goals – individual and group
- suitability of resources
- desired outcomes
- review of goals
- recording and evaluation of all experiences
- children's responses to experiences
- adults responses to experiences
- parent feedback



The planning process is a continual cycle, and is combined effort of staff, children and parents.

Specialist Classes

As part of our learning experiences we offer the boys Specialist classes in Health & Wellbeing, Creative Arts, Performing Arts, Library/Literacy, and a Cross Age Buddy activity time. These classes provide new and exciting experiences for the boys and an opportunity for lots of fun and adventures.

Behaviour and guidance

The aim of the ELC is to maintain an environment, which encourages children to be cooperative, fosters self-esteem and develops a child's ability to interact with others. Each group within ELC has Group Behaviour guidelines for indoor and outdoor. These are drawn up in consultation with parents and provide age/developmentally appropriate limits for the group. The guidelines are monitored and evaluated regularly to ensure they remain appropriate.

The establishment and observance of group behaviour will:

- Encourage cooperation.
- Encourage a child to accept responsibility for their actions.
- Assist the child to understand and appreciate the rights, feelings and needs of others.
- Help to develop respect for others.
- Help the child to learn the rules and limits of the group in which they live so they can enjoy interaction in their peer group.
- Support the child in developing positive and secure relationships with adults.

To meet these objectives the staff will encourage appropriate behaviour by:

- Avoiding conflict by distracting from a situation or giving another toy to play with.
- To encourage the child to accept responsibility for and the consequences of their actions.
- To understand and appreciate the rights, feelings and needs of others.
- To develop respect for others.
- To understand limits which are based on safety and concern for others.
- To learn rules and limits of the group in which they live so to enjoy interaction in the peer group.
- Develop positive secure relationships with adults.

The Children's Services Regulations states that no child may be subjected to any form of corporal punishment, immobilisation or any other humiliating or frightening techniques.

"The goal of effective guidance is to assist children in becoming confident, fully functioning individuals who can make decisions and direct themselves appropriately. Young children are enormously influenced by their social environment, giving those who interact with children a responsibility to create an appropriate atmosphere using sensitive and effective guidance skills." (Understanding Children, 3rd edition Jeanette Harrison)

Brighton Grammar School ELC believes that there are many steps involved in guiding children's behaviour.

1. Prevention: This involves assessing the child's level of development, looking at what is happening in the environment and planning accordingly. It is important to be positive and consistent. Clear realistic limits should be set for activities and behaviour, and there should be effective communication with children and other staff. Children should be aware of the consequences of behaviour both positive and negative.

2. Encouragement: Children should be given constant encouragement when they are displaying appropriate behaviour. Staff should avoid giving lots of attention for negative behaviour and just accepting positive behaviour. Staff need to acknowledge and encourage positive behaviour.



3. Recording: Adequate records should be kept on the children. In the case of children who consistently display challenging behaviours, it is important to observe situations in order to learn more about the behaviour.

4 Effective: Effective limits need to be developed with the children in mind and not for the connivance of the caregivers. Clear verbal and physical direction of what is acceptable rather than what is not. Limits need to be developmentally appropriate to children and take into account children's age and stage.

5. Redirection: Redirection of unacceptable behaviour is an effective method of positive guidance. It means attempting to turn the child's attention away from unacceptable behaviour towards an experience or behaviour that is acceptable. This alternative experience should be as interesting to the child, thus allows an outlet for their feelings.

6. Distraction: Distraction is a good guidance tool for younger children. It involves changing the focus of the child's attention.

7 Ignoring: Once a particular behaviour has been judged consistent and problematic, ignoring will be used as a technique to reduce the inappropriate behaviour. Points to consider when ignoring the behaviour - do not ignore harmful behaviour, the effects of ignoring are not usually immediate, behaviour may get worse before it gets better, ignoring needs to be verbal and nonverbal, any re-emergence of behaviour must be ignored, behaviour needs to be ignored by everyone, behaviour in another setting may be affected.

8. Use of consequences: The type of consequences used for challenging behaviours may vary according to the behaviour, the child and the environmental situation. See below for the different types of consequences. There are different types of consequences and it is important to focus on those that are most appropriate to the situation and child.

- **Behavioural Consequences** are ways of stimulating actions in children as they make decisions about particular behaviours. Children have the right to make choices about their behaviour and this technique allows children to take responsibility for their own behaviour and choices. Caregivers are to give children appropriate choices. For example a child is throwing sand. "When you throw sand I feel concerned because it might get into someone's eyes. You can either use the sand for digging and making things, or you can leave the sand pit and go and throw the ball".
- **Natural Consequences** occur as a result of the child's behaviour without intervention. For example, a child who refuses to eat, doesn't get to eat till the next meal and is therefore hungry. Natural consequences are not to be used in dangerous situations.
- **Logical consequences** require the intervention of the caregiver and acknowledge mutual rights, mutual respect and responsibility. To be effective, children must see them as logical, for example if you throw something, you need to go and pick it up.

Please Note: All guidance strategies need to be done in a positive manner, which avoids power struggles.

Some guidelines that can be used by staff:

- Establishing trust and respect for each child.
- Ensure that all children are treated equally.
- Plan a variety of quiet and active activities to prevent over excitement
- Give sufficient notice that a change of activity or routine is about to occur
- Avoid using 'don't' and 'no'.

All behaviour management techniques need to be discussed and developed in conjunction with parents. If the behaviour continues to be unacceptable, this should be discussed with the Director and parents with a view to seeking additional help and support from another service.

Sourced: *Understanding Children, 3rd edition Jeannette Harrison.*
Young children's behaviour Louise Porter June 2008



Routines and procedures

Routines are an integral part of daily programs and provide boys with a secure structure in which to learn. When formulating routines, consideration will be given to the child's developmental age/stage, and the needs of the child.

Rest time

This is a required component in our daily program, which provides each boy with the opportunity to learn relaxation techniques that transform stress into vitality. It is not essential that your son goes to sleep, and they are able to bring a soft cuddly toy for rest time. Please note that colouring books, game boys etc are not allowed as they can be quite disruptive. If you do not wish for your son to rest, he can be picked up after lunch at 12.30pm.

Allocation of a locker

All boys are allocated their own locker outside their classroom for the year. These are to store your son's school bag, morning tea and lunch boxes, and blazer (if in ELC4). Please note that artwork and parent information will be placed in your son's information box above his locker. We ask that these be cleared every day please.

School uniform for ELC boys

Striped Polo Top (striped with Logo)
ELC Trackpants
Stretch shorts with red/blue panelling
Rugby Top
Long Sleeve Crew T-Shirt
Ankle socks (navy with red, white and blue stripe)
Smock (navy waterproof lined)
Slouch hat (navy hat with logo)
School bag
Lite/Smart Pak S
Library Bag
Beanie (navy with logo - optional)
Gloves (navy – optional)
ELC Jacket
*please name all items

In accordance to the SunSmart policy, BGS requires parents/carers to supply their son with the SunSmart BGS hat and sunscreen, if allergic to school sunscreen provided at sign in book.

Toilet training and Spare Clothes

We encourage boys to be toilet trained upon entrance to the ELC. We understand they may have 'accidents' throughout the year, therefore we require a spare full set of your son's uniform in his school bag for accidents and experimental play! With our exciting program, sometimes it is impossible to stay clean and dry.

Home toys and trinkets

Toys and trinkets brought to the ELC from home can be broken or lost, so ideally these should be left at home. As mentioned previously, a special toy can be brought for rest time comfort. It should be noted that war toys such as guns are forbidden in the ELC. Interesting items such as flowers, books, shells, insects and the like are welcome.

Food

Eating times are seen as relaxed and happy occasions and staff are encouraged to sit and eat with the boys. Boys are encouraged but never forced to eat any part of their meal, and uneaten food will be sent home so parents can see what was eaten. Parents/guardians are asked to identify any food allergies or religious requirements in regard to our cooking program and celebratory occasions.



Due to the Department of Education and Early Childhood National Regulation 77 'Health, Hygiene and safe food practices, we are now required to store all food items such as dairy products, cold or processed meat, and items at risk of food poisoning, in the refrigerator. These items are in the 'danger zone' of food poisoning after four hours from being removed from the refrigerator at your home. This relates to your son's lunch transferred from home, not morning tea. If your son has a hot lunch in a thermos, we cannot be responsible for the food being served at the safe temperature of 60 degrees and above.

The following process has been implemented:

- Parents are asked each day to place all items for refrigeration in a brown paper bag (the ELC will supply) and label with your son's name
- We ask parents to place the labelled bag in the Blue Cooler Bag outside your son's classroom
- At 9.15am the Cooler Bags will be placed in the ELC refrigerator
- At lunch time the Cooler Bags will be collected and your son's lunch will be distributed

Please note that if you do not place your son's lunch in the Cooler bags we will not be responsible for food poisoning. We recommend ice packs and cooling devices in your son's lunch boxes as an alternative.

The Peter Toms Early Learning Centre is a NUT & SESAME FREE ZONE

Birthdays

Birthdays are a very exciting time for children, and the staff enjoy sharing these events with children. Due to our nut free policy, we require that cupcakes or other cakes **do not** contain traces of nuts. If your son is allergic to nuts, dairy or any other food allergy, we suggest you might like to bring along a 'treat' to be given to your son if he cannot eat the food provided. Please bring along a camera if you would like staff to capture your son's special day with his friends.

Parent/Guardian involvement

The ELC recognises the limits on parents/guardians time but we do encourage a partnership between yourself and the staff members caring for your child. Your involvement in your child's life at the ELC creates wonderful benefits for you, your son and the Centre. Parents/guardians are most welcome to participate in parent activities, but please note you will require a Working with Children Check – volunteer basis. Please let your son's teacher know if you are interested in participating in an activity.

Every year the ELC hosts a Mothers' Morning and a Fathers' Morning in which we invite you to join your son to experience a morning session. These dates, with others, will be given to you at the beginning of the year. Other opportunities for parents/guardians involvement include assisting with excursions, attending parent meetings and information evenings, and becoming involved in the JPG events.

We also ask for continual feedback on your and your son's experience, in writing or verbally. We will email policy updates, procedural changes, health alerts, DEECD parent information and QIP progress to you and ask for your feedback.

At the beginning of the year, staff will host a Parent information evening and discuss ways in which you can be involved in your son's learning.

Parent / Teacher communication

We strongly encourage parents to make an appointment with the teacher, if there are any concerns or matters to discuss about your son. We are always happy to chat, but please understand that **drop off and pick up times do not provide you with a professional and confidential environment**, therefore a private appointment would better suit your needs. Parent/Teacher Discussions will be scheduled for each Term to discuss your

The Transition Learning and Development Statements for both year levels

A child's Transition Learning and Development Statement summarises their strengths, identifies their individual approaches to learning alongside their interests and indicates how they can be supported to continue on their learning journey. Although this document has been developed by the Department of Education & Early Childhood Development for children entering Prep, we feel the transition into 4 year old kinder is just as important and requires similar documentation. The information in the Statement helps future teachers get to know the children



entering their classes and plan appropriate learning and teaching programs. It provides an opportunity for children, their families and all the professionals who work with them to support a child's transition to either 4 year old kinder or Prep. These Statements are written at the beginning of Term 4 and will be discussed in Parent/Teacher Discussions before being handed to your son's teacher for the next year.

Brighton Grammar School Website

It is vital that you access the Brighton Grammar School website regularly at www.brightongrammar.vic.edu.au . This website contains important information, newsletters, dates and events, policy and procedures documents, and school handbook.

Staffing

Director, Nominated Supervisor and Educational Leader

Amelia Barrow

Masters of Education (Melb Uni), Bachelor of Early Childhood Studies (Melb Uni), Post Grad Diploma in Impairments & Disabilities (Melb Uni).

Classroom Teachers

Liz Dendrinis

Bachelor of Early Childhood Studies

Melissa Manaras

Bachelor in Early Childhood Studies

Ebony Geilings

Bachelor of Early Childhood Studies

Felicity Jones

Diploma in Teaching (Early Childhood)

Assistant Teachers

Andrea McLennan

Diploma of Children's Services

Belynda Kennedy

Master of Teaching in Early Years & Primary

Marg Coyne

Certificate 3 in Children's Services

Christina O'Neill

Master of Teaching in Early Years & Primary

Specialist Teachers

Lucrezia Mecca

Bachelor of Early Childhood Studies

Megan Gibbs

Bachelor of Education (Early Childhood Teaching)

Lunch time reliever

Sandra Ellich

Diploma in Early Childhood

Diversity and Inclusion policy

It is our aim to have an Early Learning Centre where children can realise their full potential regardless of race, colour, or religion. To achieve this, the Centre will endeavour to ensure that:

- Children recognise and appreciate the diversity of cultures within Australia by providing access to information about these cultures.
- To plan programs that will actively attempt to counter much of the misinformation that can lead to racism and sexism.
- To provide experiences that, develop an awareness of Aboriginal and Torres Strait Islander heritage.
- To encourage all persons to communicate respectfully with each other.
- To ensure equality and a sense of belonging amongst all persons at the centre.
- To develop guidelines
- To recognize values and differences of all persons.

Multicultural policy

Multicultural education will be introduced, where possible through books, music and song, cooking, art and craft, clothing and play equipment. Parents from non-English speaking backgrounds will be encouraged to contribute knowledge of their culture to enhance the program. No activities at BGS ELC will contain negative or discriminating images of other cultures.

- Ensure that employees have an understanding of bilingual and multicultural issues
- Enlist the active support and participation of the school's ESL Department
- Encourage parent participation in the areas of language development and cultural awareness



- Encourage the maintenance and development of the primary language spoken at home
- Provide appropriate resources for staff, parents and children
- Advocate on behalf of bilingual families
- Encouraging parents to contribute knowledge of their own culture, whether it is through discussions, resources or materials.
- Providing a variety of cultural choices of books, pictures, puzzles, stories, music, dancing, cooking experiences, singing, play equipment, posters.
- Festivals are celebrated within the centre
- Informal discussions occur with children about valuing and respecting differences in others.

Anti-bias and Non-sexist policy

Programs will be developed by staff which allows for positive experiences for all children, ensuring programs are not based on sexual stereotypes. The promotion of the equality of both men and women in traditional and non - traditional roles will take place. Children will be encouraged to express emotions and display affection.

At BGS we will:

- Ensure that all children have equal opportunities to participate in all aspects of the program
- Encourage all children to actively participate in a wide range of learning experiences and activities that are physically challenging and that encourage nurturing and caring roles.
- Provide resources and materials (songs, books, posters, tapes, puzzles, etc.) portray women, men, girls and boys in diverse roles.
- Through resources and informing parents, children should feel comfortable to explore their own interests whether it is to play in the home corner, dress up, construct with blocks or play with trains.
- Ensure that activities and tasks are not gender bias
- Ensure that language used does not reinforce sexist stereotypes.
- Challenge sexist ideas and comments when expressed.

Individual Needs

Brighton Grammar School ELC believes that all children have the right to develop to their full potential. Children and their families who attend the centre are encouraged to accept differences, appreciate each other and adopt a positive attitude to people with different abilities. Staff are to ensure that resources: i.e. books/poster/puzzles on display reflect people with different abilities.

Before admission:

Our Individual Programs Coordinator will assess all applications for admission in accordance with the Commonwealth Government's and the Centre's Priority of Access Guidelines. There should be joint consultation between the Director, Individual Programs Coordinator, staff, disability resources worker and parents in regard to the child's needs and the services available and resources' available to support those needs.

After admission / actions to take:

- Ensure that the environment and experiences provided are modified in accordance to the child's abilities.
- Ensure resources and materials (books, posters, photos) show adults and children with different abilities.
- Adults need to challenge ideas, comments and behaviours that discriminate against others.
- Ensure all children have the opportunity and the encouragement to develop a positive self esteem.
- The relevant staff members' training and resource needs in relation to children with additional needs will be assessed and updated on a regular basis.
- Feedback and parent involvement will be sought in all aspects of the centres function: i.e. activities offered quality of program planning and equipment.
- The program will reflect the individual needs of the child and promote integration and acceptance within the group.
- Outside assistance and advice will be sought when required, in order to support the individual needs of the child with the rest of the group.

**Health and Safety**

The ELC believes that a sick child recovers best in the comfort of their own home. ELC Policy defines a sick child as one who cannot participate in the activities of the group, needs individual attendance and care, has a temperature above 38 degrees and a general unwell disposition.

An Infectious diseases exclusion chart is displayed in the foyer. We also alert parents to known health alerts currently identified in the ELC to reduce contamination. We will keep a child's health concerns confidential and ask that parents inform staff of any illness.

Illness

Where staff has a reasonable suspicion that a child is suffering from an illness or disease, BGS ELC reserves the right to require certification from a medical practitioner that a child is safe to attend the centre. In the case where a child has a condition or common infectious disease, as per the exclusion list from the Department of Education & Early Childhood Education, the child shall not be permitted to attend the centre.

Notwithstanding the above, children will not be allowed to attend the centre if, due to illness, they:

- are unable to cope in a group situation or the child care environment
- require an unmanageable level of staff time
- are, in the opinion of the First Aide Coordinator or Director, too unwell to attend the program

Management of illness

To ensure the best possible management in case of illness and to minimise the risk of cross-infection, parents are asked to advise the staff if their child is unwell. If parents notice any of the following they should take their child to a medical practitioner, to be advised whether there is any risk of infecting others. If any of the following symptoms are noticed by staff at the centre, they will contact parents or nominated contacts to collect the child:

- Inflammation or sticky eyes i.e. conjunctivitis
- Persistent green /yellow nasal discharge
- Severe diarrhoeal or vomiting
- Unusual skin rashes
- Fever at 38 degrees Celsius or above
- Persistent pain

If a child has suffered from vomiting, diarrhoea or fever at home, he must not attend the centre until the symptoms have ceased for 24 hours and normal eating habits have resumed.

Procedures for Unwell and/or Febrile Children

If a fever develops of 38 degrees Celsius or more the following will apply:

- Parents or nominated contacts will be required to collect their child as soon as possible. All non-pharmaceutical measures will be taken to lower the temperature or relieve pain by removing clothing, sponging, keeping the child quiet, giving fluids etc.

If non-pharmaceutical measures fail, the following will apply:

- Medical advice may be sought if fever persists and parents/contacts cannot be reached.

Accidents

In the case of an accident, staff will complete the Accident/Injury form which a parent/ guardian will be asked to read and sign. In the case of an accident, where the parent/guardian cannot be contacted and medical attention is required, then an ambulance will be called at the parent's/guardian's expense. Parents/guardians will be notified as soon as possible and informed of all actions taken.

Medication

There is a Medication Register for children in each room. This is a legal document and parents and staff must ensure all information is accurate and signed. The Medication Register is used to record medication needs of the child. The information, which must be recorded by the parent/guardian, must include:



- the name of the medication, when it should be administered and the amount to be administered
- the dosage and time the medication was last administered.
- the authorisation of the parent must also be recorded.

Instructions to give “only if required” or “when necessary” are not satisfactory. A permanent qualified staff member must record the name of the medication, when it was administered and the amount that was administered. In addition to this signature, the staff member who witnessed must also sign to acknowledge the administered medication was checked.

Written permission must be obtained prior to the administration of any medication, whether prescription or non-prescription. Only medication prescribed for that child will be administered. Medications should be kept in their original containers and bear original labels. Naturopathic medication must be labelled in the same manner as GP prescribed medication. An accompanying letter from the naturopath is also required.

Verbal authorisation may be given by a parent/guardian in an emergency. Two staff members must witness this authorisation. Prior to administering the medication, staff must check the expiry date, correct dosage and time and confirm that it is prescribed for the child. This is recorded in the Medication book and confirmed by parent/carer signature on the collection of the child.

Infectious diseases

In the case of your son contracting an infectious diseases, parents must inform the ELC as soon as possible. The ELC staff will then inform all facility users that this disease is present at the centre and parents can then check their own child for symptoms. A child with an infectious disease may not attend until fully recovered and with a medical clearance.

Parents / guardians should be aware that the infectious diseases HIV (the AIDS virus) and Hepatitis B may be present in the centre at any time without coming to the attention of the management as these diseases frequently have no symptoms. Parents / guardians are not required to disclose information about the presence of these diseases as appropriate infection control to prevent their spread is practiced in the ELC at all times. Should parents / guardians wish to disclose this information to ensure the best care for an individual child, they can be assured that such information will be kept confidential.

A schedule of the recommended minimum periods of exclusion from the centre for cases and contact with infectious diseases as determined by the National Health and Medical Research Council is included at the end of this information.

Immunisation

The centre must have current records of a child's immunisation details. Whilst immunisation is not an enrolment requirement, it should be noted that, if an infectious disease does occur at the centre, the Coordinator reserves the right to exclude the unimmunised child from attendance for the minimum time recommended by the National Health and Medical Research Council.

Staff members will promote and encourage good hygiene practices within the environment. The most effective method of the prevention of certain infections is immunisations as this protects the person who has been immunised. Parents must ensure that children receive the recommended immunisations for their age group.

Victorian Childhood Immunisation Schedule site: www.health.vic.gov.au/immunisation

SunSmart policy

This SunSmart policy aims to ensure that all children attending BGS ELC are protected from skin damage caused by the harmful rays of the sun. Sun exposure in the first 15 years of life contributes significantly to the lifetime and risk of skin cancer. It is to be implemented throughout the year, but with particular emphasis from September through to April when UV radiation is most intense in Victoria. The Centre will require parents/carers supply their children with BGS sun smart hats. Children are to wear their hats whenever they are outside. Children who do not have their hats with them will be provided with a loan hat, however the number of hats that the centre has is limited. If one is not available then the child will need to stay inside or under shade.



SPF30+, broad spectrum, water -resistant sunscreen will be provided for staff and children's use and applied at least 20 minutes before going outside. From September through to the end of April, parents/carers should ensure children have sunscreen applied prior to arrival at the Centre. If sunscreen has not been applied, the parent/carer must inform staff on arrival. Children will be encouraged to use available areas of shade for outdoor play activity.

Staff will act as role models by:

- Wearing appropriate hats and clothing outdoors
- Using SPF30+* sunscreen for skin protection
- Seeking shade whenever possible
- Learning about skin and ways to protect skin from the sun will be incorporated into programmed activities.
- The sun care policy will be reinforced in a positive way through displays, parent newsletters, notice boards and meetings.
- Routines may change to meet the needs of children

Sourced: *The cancer Council, SunSmart 3rd April 2008*

Child protection

Child abuse is an act that endangers a child's physical or emotional health or development. The abuse may occur as physical injury, sexual abuse, emotional abuse or neglect. Should a staff member have reason to suspect abuse of a child, they will work with the Director and the parent/guardian (if appropriate) to determine the validity of the concern. If the review of the situation identifies abuse is taking place, then the Director will refer the situation to the appropriate authorities. At all times the situation will be treated confidentially.

Emergency evacuation and Fire drill

Evacuation Procedures

Evacuation is an organised and controlled movement of personnel from a threatened or dangerous area, to a safe area, in the minimum possible time and exposing them to the least possible risk. Evacuation procedures are invoked for fire, flood, bomb threat, hostage, storm and cyclone, toxic emission, air and transport accidents and for any explosion or disruption to essential services. The evacuation of children will be practiced informally on a regular basis so that in an emergency the children will know exactly what is expected of them.

Fire Drill

Fire drill notices are to be displayed throughout the Centre close to fire extinguishers. Fire Exits will be prominently displayed. Evacuation is an organised and controlled movement of personnel from a threatened or dangerous area, to a safe area in the minimum possible time, and exposing them to the least possible risk.

Evacuation procedures are invoked for fire, flood, bomb threat, hostage, storm and cyclone, toxic emission, air and transport accidents and for any explosion or disruption to essential services.

Upon discovery of fire the finder will:

- Rescue any person in immediate danger and close the door.
- Call the Fire Brigade on 000 and state the exact location of the fire.
- Evacuate to assembly point and ensure everybody is accounted for.
- Attack fire with the appropriate extinguishers only if safe to do so.
- Remain at the assembly point until advised by the Fire Brigade to return.
- At all times during the fire drill the welfare and safety of the children are the primary responsibilities of the staff. The intent should be to avoid panic and suppressing undue alarm or excitement. No child shall be left unattended at any time.

Emergency Exits

Emergency exits are clearly labelled throughout the centre. We have also displayed a map of the centre with emergency exits in the foyer and individual classrooms.



Excursions

An excursion is defined as any activity in which children are taken out of the premises. Children learn from experience, therefore excursions are seen as a valuable part of the program. Careful planning is needed to ensure the success of an excursion.

Supervision on excursions

The minimum adult/Child ratios are:

Children aged 3-4 years one (1) adult to two (2) children

Children aged 4-5 years one (1) adult to three (3) children

When children with additional needs are taken on an excursion, additional adults will be included in the ratios as required. Accompanying adults should be assigned specific children to their care and explained the objectives of the excursion prior to leaving the Centre. Ultimately it is the Authorised Supervisor who is responsible for the care of all the children.

Child Records

In accordance with the requirements of Child Services the following records will be maintained confidentially in relation to each child enrolled in the Centre:

- Completed Enrolment Forms.
- Details of the period during which the child is in care at the ELC.
- Developmental records with up-to-date information on the child.
- Individual programs with specific objectives set for the child.
- Daily Attendance records.
- Details of any consent given to take the child on an excursion.
- Details of any court orders affecting the custody of the child of which the Director is aware.
- Medication forms and medical clearances.
- Letters of referral, assessments, or reports sent to the ELC.
- Where required, Special Needs permission forms.
- Accident forms.

All of the above records with the exception of the Daily Attendance Records are to be kept in the child's individual files. Children's individual files are to be retained at the ELC for a minimum of three years after the child has left the Centre. Accident and Medication Authority forms are to remain at the Centre for a period of twenty-five years.

Access to Individual Records

In order to maintain confidentiality, access to children's records is limited. Access to individual children's records will not be given to relief staff, student teachers and volunteers. All persons who do have access to children's records are informed at the time of receipt that any information contained in these records is strictly confidential.

The following access to records is allowed:

- Parents have access to their child's records on request. Access will be in consultation with the classroom teacher or Director.
- The Director has access to all children's records
- Staff have access to children's records that are relevant to his/her work only, unless specified by the Director
- Department of Education and Early Childhood Development. Officers of this department have access on request. Access will not be provided unless identification stating the position of the person is produced and the reason for the request confirmed in writing
- Other Authorised Officers – from funding bodies have access to all ELC records. Access will not be provided unless identification stating the position of the person is produced
- Any persons authorised by law to inspect the records in consultation with the Director



Policy and procedures

Brighton Grammar School ELC has a policy and procedures manual which contains policies relating to the National Quality Standard areas of:

- Educational program and practice
- Children's Health and Safety
- Physical Environment
- Staffing arrangements
- Relationships with children
- Collaborative partnerships with families and communities
- Leadership and service management

These policies have been developed by the ELC staff, families and boys, and copies of the policies are kept in the Director's office, foyer area and can be access on the BGS website: www.brightongrammar.vic.edu.au
We encourage you to read these and comment on them or any other aspect of the ELC.



**Brighton Grammar School looks forward to a long
and happy association with your family.**