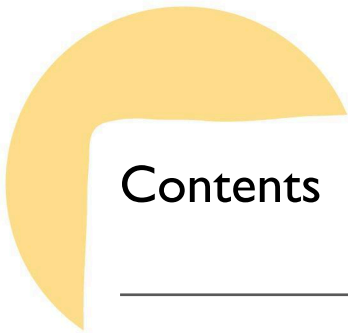




treehouse
early learning manly

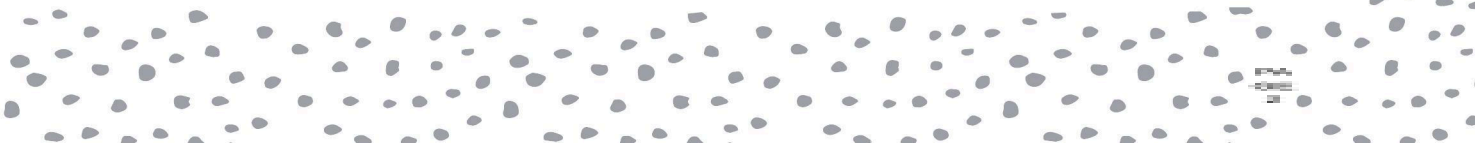
staff handbook

inspiring children
to branch out



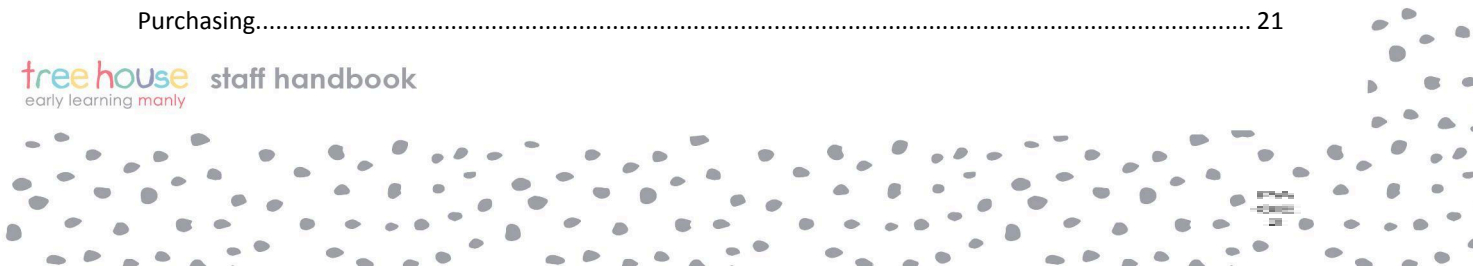
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Welcome

Welcome to Treehouse Early Learning Manly

Join us on an inspirational journey of “Inspiring children to branch out”


At Treehouse Early Learning Manly we value people – our team members, children, families and the wider community all have varying but vital roles to play. By working together, we can promote high quality care and education for young children.

This Handbook

We have developed this Handbook to assist you with any questions you have about the Service, to outline your rights and responsibilities as a team member, to help you with your role, and to ensure the guidelines contained within are complied with. It is to be read in conjunction with the policies, procedures and plans of our Service. You will be given a copy on engagement with us and a copy will be available in the staff room and on request.

The information contained within applies to all Treehouse Early Learning Manly employees, contractual





staff, students and volunteers. Adherence to the procedures contained in this handbook is mandatory. All team members are required to sign a letter acknowledging that they have read and agree to be bound by the sections of this handbook that relate to them in the performance of their duties

We welcome feedback and suggestions and are committed to providing accurate information and to continuous improvement. As such, the content of the handbook is subject to change as our business evolves – you will be informed of any changes through team meetings and notifications.

Whilst you may find this useful as a first point of reference, if you have any questions, just ask – we're here to support you in becoming an integral member of our team.

We look forward to working with you to operate a service we can all be proud of. We know you will enjoy being part of a team that strives for the highest standard for care and education.

Orientation

Our staff orientation has been developed to help you feel confident about our expectations, safety standards and your role whilst offering you the opportunity to ask questions, clarify ideas and share experiences. During this 'getting to know you' phase we will learn more about each other and how we will work as a team.

You will have time to work through the orientation process with the Nominated Supervisor or representative before work commences. As each element is addressed it will be dated and signed off by you and the Nominated Supervisor or representative to ensure you are well informed and equipped to perform your role.

Our Service

Centre Director: Gemma Green

Assistant Director/Educational Leader: Christine Dickson

Nursery Room:

Toddler Room:

Senior Toddler Room:

Pre-Kindy Room:

Kindergarten Room:

Centre Floats

Philosophy

Mission Statement

“Inspiring children to branch out”

We aim for children to be inspired by natural and comfortable surroundings which in turn, builds confidence and resilience, to help them branch out and reach for the stars!

We act with pride, energy and genuine positivity and we go out of our way to deliver value that goes above and beyond the ordinary. We will bring exciting fresh ideas and creativity each day, to help inspire your little ones so they can truly blossom in our care.

We are committed to making Treehouse Early Learning Manly a fun place, where we work together with our Treehouse community to create holistic, transparent learning, where we communicate and work in partnership with families.

Imagination and creativity and the children’s own ideas help to shape what we do and this helps to empower, inspire and engage our young people.

Our Philosophy

We believe in growing a love of lifelong learning, through our mission statement and Centre Philosophy. In every child, from birth to school age and beyond, we will nurture them to reach their full potential and inspire them to follow a continuous pathway of learning. We are passionate about providing foundational learnings that encourages physical health and wellbeing, build emotional confidence and resilience and support social connectivity.


To reach our full potential of providing quality early learning, we ensure that our qualified educators are passionate about delivering high quality and progressive education programs and care services and will integrate exciting fresh ideas and creativity every day to make learning fun and interesting.

We support and encourage our educators to further branch out along their own pathways of learning, through professional development and mentoring within the team.

Through our carefully planned programs, our children will:

- *Feel a sense of Belonging, because knowing where and with whom you belong is integral to early childhood development and ultimately, all human existence.*
- *Recognise how to simply “be”, present in the here and now. We will help build their confidence to be, seek, satisfy their curiosity and thirst for knowledge to make meaning of the world around them.*
- *Become their own identity, through growing knowledge, skills and understanding. By reaching new heights in personal growth and relationships, which ebb and flow during their childhood.*

The Early Years Learning Framework offers a vision where “all children experience learning that is engaging and builds success for life”. We have adopted that at the core of our learning programs, which are filled with inspirational and unique learning opportunities for the children. Our foundational



philosophies are then built upon and carried on through to the Kindergarten years. Our Kindergarten Program focuses on school readiness, both academically and emotionally, through the Queensland Kindergarten Learning Goals, with learning through play opportunities, providing a unique learning program, as we aim for all children to be fully prepared for school, in all areas of their development. We believe there are many benefits to learning through play-based activities. We are inspired to provide our children with abundant opportunity to learn in natural environments and will do so by providing a magical place for them to play outdoors and in nature, helping them develop their creativity, sensory awareness, concentration, problem solving skills and intellectual ability. Our outdoor play areas and learning spaces have been carefully designed and include our large Treehouse and water play area. Our learning programs will also take advantage of the wonderful seaside location of the centre, incorporating this natural “playground” in to our programs as well.

At Treehouse Early Learning Manly, we are committed to not only working as part of the Treehouse Family, but also as part of the local community. Working alongside our partners within the local community and surrounds, to enable our children, to develop a sense of belonging within their community and local environment, creating a sense of purpose for each and every one of us, within the Manly community.

Family cultural beliefs are acknowledged and celebrated throughout our centre, ensuring all children feel comfortable and secure in their surroundings, to maintain their beliefs. Children are encouraged to use their cultural influences, to educate and share that with others and to feel a sense of pride about their background, as they journey on into their schooling years. Children are continuously welcomed to share the wonderful delights from their culture and invite others to share in their unique experiences. Our educators are highly skilled, passionate, caring, loving and will treat all children equally, with kindness and compassion. We will provide an inclusive environment for all of our families, enabling everyone the opportunity to be inspired, branching out in to new pathways of learning, but most importantly, we want to build trusted relationships. You are placing your most precious children in to our care. We will take that responsibility very seriously. We want your child to come back each day, not because they have to, but because they simply love spending their time with us.

Aims

At Treehouse Early Learning Manly we will:

- provide a program that understands values and is sensitive to the needs of young children, families and the community.
- offer a welcoming, friendly, caring facility that is responsive to the needs of all who visit.
- work in partnership with families and children to develop meaningful relationships to ensure quality-learning outcomes and provide positive guidance.



Program

Our program identifies and addresses goals in all areas of development as well as the learning outcomes described in the Early Years Learning Framework (EYLF), the Queensland Kindergarten Guidelines (QKLG) and the National Quality Standard (NQS). The developmental areas addressed include:

Social Development	to help children feel comfortable, to trust their new environment, make friends and feel that they are part of a group. We will build a sense of security and enjoyment.
Emotional Development	to help children experience pride, self-confidence, develops necessary skills for independence, self-control, and takes a positive attitude towards life. Children need to feel confident to take on new challenges and try new skills.
Creative Development	to assist children to explore their world and the many materials, man-made and natural they find in it. Learning to think creatively will help children as they grow and learn in more formal settings and with many of life's issues.
Cognitive Development	to help children to become confident learners by allowing them to try their own ideas and experience success by helping them acquire new learning skills such as the ability to solve problems and ask questions.
Language Development	to assist children to acquire the language they need to effectively express their feelings, ideas, thoughts and observations.
Physical Development	to help children to increase their large and small muscle skills and feel confident about what their bodies can do.

Our facilities have been designed with the aim of offering a safe, secure and supportive environment for young children and their families. The experiences we plan for children, the way we organise the environment, select toys and materials, plan the daily schedules and talk with children are all designed to accomplish the goals of our programs and to help children celebrate the achievement of the learning outcomes. These are areas all team members are expected to be familiar with and to use as a regular part of program planning.



Service Details

Organisation Structure

Treehouse Early Learning Manly is privately owned and is operated by the Approved Provider Sarah Hayes.

Day to day management is the responsibility of the Nominated Supervisor. All issues to be discussed about the operation of the Service are to be presented to the Nominated Supervisor. Those needing further clarification will be brought to the attention of the Approved Provider by the Nominated Supervisor.

Each room is staffed by a combination of Teachers and Educators in accordance with the Education and Care Services National Regulations. All team members are employed in appropriate positions for their qualifications to meet legislative requirements of the *Education and Care Services National Law Act 2010*.

Our team participates in professional development opportunities, sharing information and knowledge gained with colleagues at our regular team meetings.

Detailed explanations of each team member's role and duties are included in your Staff Orientation Kit for discussion as part of the orientation process and as a basis for our initial discussions about team plans.



Licensing Details

We are licensed for children per day within our Service allocated as follows:

Age range	Group/Room	Number of children	Number of staff
6 weeks to 2 years	Nursery	12	3
15 months to 2 years	Toddlers	14	3
2 to 3 years	Senior Toddlers	15	3
3 to 4 years	Pre Kindy	22	2
3 to 5 years	Kindergarten	22	2

Ratios are maintained as per the Education and Care Services National Regulations at all times.

Hours of Operation


Our Service hours are:

Day	Hours
Monday	07:00am to 06:30 pm
Tuesday	07:00 am to 06:30pm
Wednesday	07:00 am to 06:30 pm
Thursday	07:00 am to 06:30 pm
Friday	07:00 am to 06:30 pm

Team Experience

Confidentiality

Effective partnerships with all stakeholders are central to the provision of high-quality education and care for children. These partnerships are based on trust and are demonstrated by open and honest communication that is respectful of, and sensitive to, cultural or other differences.



The communication needed in high quality childcare can only be achieved when stakeholders are convinced that the privacy and confidentiality of the information they provide are upheld.

Any breach of Treehouse Early Learning Manly team member, operational or family confidentiality may result in a verbal and/or written warning and may result in dismissal.

Remuneration

All team members are employed in accordance with the relevant award conditions and wages. A copy of the award is available in the office to for your perusal. The latest schedule of pay rates is also available from the Nominated Supervisor.

Wages

Wages are paid in accordance with the award/agreement advised on your Letter of Appointment. Our Service is kept current with all adjustments to the relevant award via our membership of Australian Childcare Alliance (ACA QLD).

Wages are paid fortnightly into nominated accounts. You are required to complete an Employee Details Form prior to commencement of work so that we can ensure prompt payment of wages owing from the first pay week.

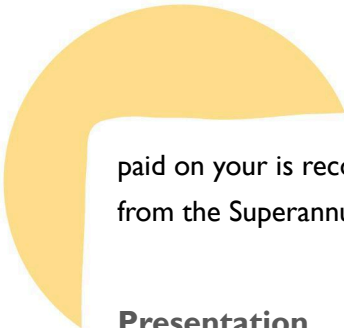
Pay slips are produced fortnightly and emailed to staff for their records. A printed copy is available on request. Pay slips will include details of gross and net income, tax paid, and superannuation contributions paid on behalf of individuals. We recommend that you retain these pay slips for your end of year tax records, although we will also issue Group Certificates at that time.

Sign In/Out Sheet

Team members are required to sign in and out each day on the sheet provided. You must also complete daily Rest Pause details on this sheet to maintain compliance with the Education and Care Services National Regulations. These details may be checked at any time by the Nominated Supervisor or Early Childhood Officers from the Department and as such must be up to date at all times. These are also important details as in the event of an emergency evacuation we need to know the whereabouts of each person to ensure their safe exit.

Superannuation

Superannuation is compulsory and is automatically calculated and paid to the Service's default fund (Child Care Super) unless you nominate a fund as per government requirements. The weekly amount



paid on your is recorded on your pay slip. The annual total will be shown on the report you receive from the Superannuation Fund.

Presentation

Dress Code

Uniform

Uniforms present a professional approach to parents and visitors to the service. They also provide an alternative to using personal clothing, which may not survive the experience with glue, paints, sand and other messy materials.

The following Uniform Policy, details the expectation of employees, at Treehouse Early Learning Manly:

POLICY **Employee Dress Code**

Brief

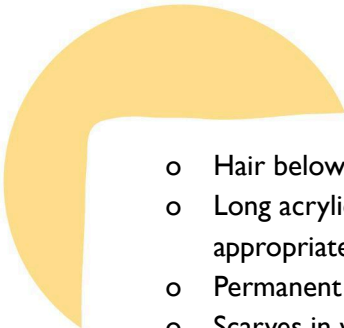
Our dress code policy outlines the expectations of our employees to dress in our Treehouse Centres. Employees should note that their appearance matters when representing our company in front of families, visitors, and other parties. An employee's appearance creates a positive or negative impression that reflects on our company and culture.

Scope

This policy applies to all Treehouse staff members, including casuals. The uniform does not apply to contractors such as cleaners. Different tops will only apply to the center director and chef.

Policy Elements

- o These dress code rules always apply:
- o All employees must be clean and well-groomed. Grooming styles dictated by religion and ethnicity aren't restricted.
- o All clothes must be work-appropriate. Clothes that are typical in workouts and outdoor activities aren't allowed. Leggings and bike shorts are not acceptable. Black slack pants, knee length shorts or skirts and closed in shoes are acceptable.
- o All clothes must project a positive nature. Clothes that are too revealing or inappropriate aren't allowed.
- o All clothes must be clean and in good shape. Discernible rips, tears or holes aren't allowed.
- o Employees must not wear clothes that are offensive or inappropriate. Writing your name on the outside of your hat, T-shirt or cardigan is prohibited. Wearing long sleeve tops under the Polo T-shirt are prohibited.

- 
- o Hair below shoulder length must always be tied back in ponytail during working hours.
 - o Long acrylic nails won't be acceptable. You are working with young children so long nails are not appropriate for interactions with young children or activities.
 - o Permanent Tattoos will be accepted however in appropriate graphics will have to be covered up.
 - o Scarves in winter will be acceptable only if they are plain black.

Exemptions:

- o Mid to late-stage pregnancy can swap out black pants for black supportive leggings.

What is the Treehouse Dress Code?

Our official dress code is smart casual. The following uniform applies at all times.

- o Treehouse Polo top w our embroidered logo (supplied by us)
- o Sun hat with the Treehouse Logo (supplied by us)
- o Black Cardigan with no logo (supplied by us)
- o Black casual pants, skirts or shorts (employees' own choice)
- o Flat Black Shoes (employee's own choice).

Please refer to the images for our uniform and how to wear it.



Please note the T-shirt preference is to be tucked into the bottoms however for those who feel uncomfortable with this, over the top will be acceptable.

The number of uniforms per staff will be as per the staff handbook. Uniforms will be provided each year. Staff who lose their uniforms will need to purchase new ones at their own cost as below

\$29.95 Hat

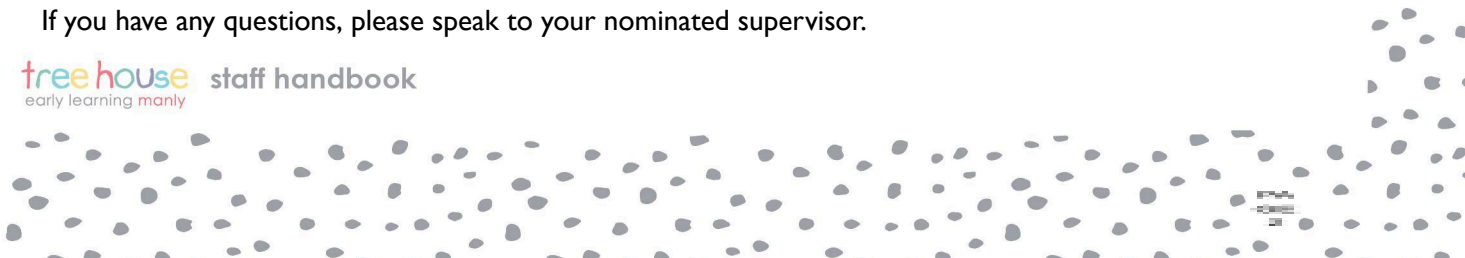
\$59.95 Polo

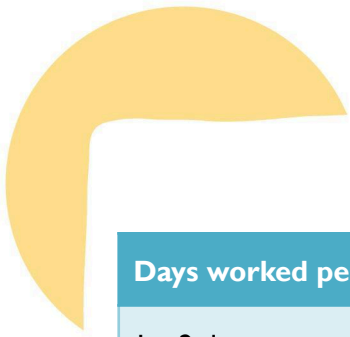
\$69.95 Cardigan

Wearing any item of clothing outside of the uniform policy will result in a written warning and may result in the termination of your employment.

Due to popular demand, one Indigenous T-shirt will be supplied to each staff excluding casuals and to only be worn one day each week that being Wednesday. Staff who don't work on this day will not be entitled to an indigenous Polo.

If you have any questions, please speak to your nominated supervisor.





Days worked per week	Initial number of shirts supplied
1 – 2 days	1 shirt
3 + days	3 shirts

A neat professional appearance is expected. Clothes should be clean and neatly ironed. Educators are to wear black pants, shorts or skirts, which are suitable to conduct daily activities in, involving the children and the Program. The length of shorts and skirts, should be at an appropriate length, for example knee length or just above the knee and suitable to conduct activities in, such as sitting on the floor, to engage with children.

Hats

Hats will be provided by Treehouse Early Learning Manly and must be worn as part of the uniform.

Footwear

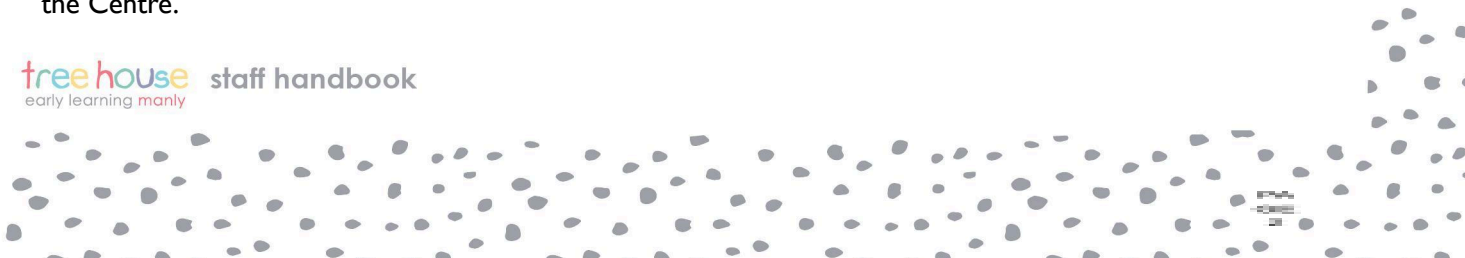
Shoes must be safe and allow for ease of movement in cases when quick action may be needed. Shoes must be fully enclosed, clean and in good repair. There is no set colour in regards to foot wear, worn at the Centre.

Appearance

Team members are expected to be conscious of personal hygiene and ensure they are showered and fresh. Hair is to be clean and, if long, tied back from the face so that positive face-to-face contact is easily made with children and families.

Team members, are permitted to have Tattoo's on display, providing that they do not contain inappropriate images or language, that are inappropriate to be on display within the Centre. Should an Educator be employed, who has a Tattoo, which has been deemed as inappropriate for display within the Centre, they will be asked to cover the area, with clothing or a dressing cover, whilst at the Centre and in uniform.

During special event days, where Educators may wear clothing such as Free Dress or Dress up Costumes, Educators are to ensure that all clothing being worn, is appropriate clothing to be worn at the Centre.





Work Schedule

Hours and Rosters

Hours of employment will be discussed with you upon appointment. Records are kept regarding all rosters and hours worked, including breaks and rest pauses, as part of our compliance requirements.

The roster is formulated as fairly with consideration given to external commitments and each team member's needs and circumstances. If the roster does not suit your needs an attempt will be made to rectify the problem, however this will not be done at the expense of another staff member. As with any occupation, it is a condition of employment that your first priority is performing the duties required as per your award and position description.

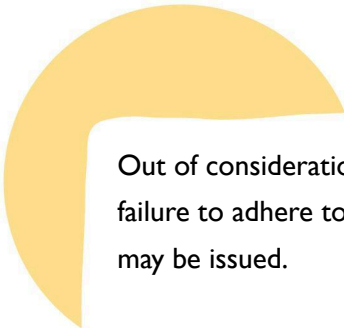
Roster hours are set to ensure compliance with National Care Regulations and a high standard of care. Changes in the roster may occur at the discretion of the Nominated Supervisor. This may include shortening of a shift if a casual staff member is no longer required on a particular day due to a drop in child numbers, or the brief extension of a shift if the numbers of children do not drop at the usual time. The correct ratio of staff to child must be maintained at all times in our service.

Punctuality

Please arrive at work 10 minutes before commencement of your shift. This will provide you with sufficient time to settle, sign in and store your personal belongings before being on duty. Please respect other staff that may be relying on your prompt arrival to relieve them.

Breaks

Your breaks must be recorded on the daily sign in sheets. Rest Pauses are 10 minutes duration, you are entitled to one rest pause in the morning and one in the afternoon. Rest pauses are not covered breaks, so it is vital to ensure that when leaving the room, to take a Rest Pause, it is an agreed time, between all room staff, so that the quality and care of children, is not compromised at any point. Staff members are not to leave the premises during a rest pause. Lunch breaks are a one hour (unless otherwise agreed) and relief staff are provided as required for these breaks, staff are free to leave the premises, during a covered lunch break, ensuring that you have signed in out and back into the premises, via the register for Emergency Situation's, where the whereabouts of everyone is needed for their own safety. Detailed time lines are developed to meet the supervisory needs of the groups in that area and these must be followed.



Out of consideration for colleagues, please do not exceed the times allotted for breaks. Continual failure to adhere to the break times will lead to a meeting with the Nominated Supervisor and warnings may be issued.

Absences

Where reasonably possible you are required to notify the Responsible Person of any absences in advance. If you are unable to attend work you must give a call the centre at 6.30am the morning of being absent, via the Centre Mobile 0409 645 119, speaking to a staff member in person. If you are feeling unwell and you are on an 630am/7am shift start the next day, please contact the Nominated Supervisor (0434 551 799) to alert them of this, so that a suitable replacement can be found for the next day. For all other absences, the Centre should be contacted at 630am. If you are off sick and going to be away longer than one day, please contact the centre before 3:00pm so we can arrange someone else to complete your shifts.

Please be aware that a continued pattern of absences may be considered a reflection of poor work commitment or ill health, which may not be suited to the field of childcare. The Nominated Supervisor will arrange a meeting to discuss this issue if repeated absences occur. Appropriate steps will be put in place to rectify the problem.

Sick Leave

Be aware of your own health and listen to your body. If you are ill please take the time to recover fully rather than push yourself too hard as you will only risk a relapse and longer recovery time.

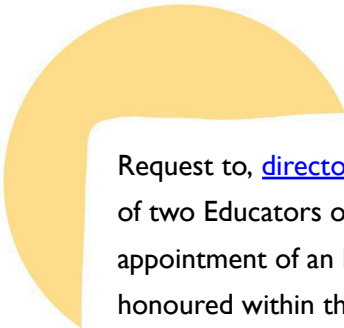
If you are away for more than two days or your absent day is linked to a public holiday, weekend or annual leave day you must provide a medical certificate. Records will be kept regarding the number of days you are absent.

Shift Swaps

The Nominated Supervisor has discretion over whether shifts are swapped among team members. It is the responsibility of the instigating team member to ensure that the Nominated Supervisor is consulted before shift swap plans are made. Swaps may only occur between staff members who are legally able to cover each other's shifts and if the swap includes minimal disruption to continuity of care.

Holidays

When requesting leave you must provide a minimum of two weeks' notice – more if possible. Leave will be granted at the discretion of the Nominated Supervisor. Leave forms have been posted on Story Park and all Educators are encouraged to save a copy for their records, in order to email through their Leave



Request to, director@treehousemanly.com.au for the attention of Gemma. Treehouse follows the rule of two Educators on annual leave at one time, however if there is urgent medical leave needed for an appointment of an Educator has pre booked leave, before commencing their contract, this will be honoured within the holiday calendar.

Team Meetings

Team meetings play a vital role in the healthy functioning of Treehouse Early Learning Manly. We have a team meeting once every two months after hours at 6:30pm, you will be given Time in Lieu for your attendance.

The purpose of team meetings is to provide an opportunity to:


- Share information between team members
- Develop and review Treehouse Early Learning Manly policies
- Develop and review the Quality Improvement Plan (QIP)
- Develop and review the Service's philosophy and goals
- Develop teamwork and support for one another
- Discuss management issues as they impact upon team members
- Review upcoming events develop strategies to ensure their success.

Meetings will follow the Team Meeting Agenda format. An agenda will be posted in the staff room a week prior to the meeting so that you may add ideas for discussion and help to plan items of importance to you or your room team. Minutes will be completed by management and made available to team members.

Immunisation

As an Early Child Educator you are at a higher risk of catching certain illnesses if you are not immunised. The National Health and Medical Research Council and Workplace Health and Safety Queensland recommend that childcare workers should be vaccinated against the following:

- Hepatitis A
- Measles-Mumps-Rubella (MMR) (for childcare workers born during or since 1966 who have not had 2 doses of MMR)
- Varicella (for childcare workers who have not previously been infected with Chickenpox)
- Pertussis – Whooping Cough (especially for those workers caring for the youngest children who are not fully vaccinated)

- 
- Although the risk is low, staff that care for children with intellectual disabilities should seek advice about Hepatitis B vaccination.

Our service supports the recommendations for vaccination of staff. We would like to see all staff protected from illness and harm whilst working in the service.

All staff must complete a Staff Immunisation Form upon appointment and you are required to keep us informed of any updates as they occur.

Training and Professional Development

You will have the opportunity to undertake further training to stay up to date with changes and advancements in the early childhood sector. The Nominated Supervisor will advise staff as seminars and other relevant courses become available. Staff members are asked to place their names next to items of interest. The Nominated Supervisor will endeavour to ensure that a representative team member or two will be able to attend.

Our Approved Provider pays the booking fee for you to attend these courses as they recognise the value in further training. We actively promote and support ongoing professional development of all staff members.


Individual training plans developed during regular appraisals are also used to allocate team member attendance to some courses. All staff members are encouraged to develop an ongoing approach to their own professional development.

First Aid, CPR, Anaphylaxis and Asthma Certificates

All staff must have their First Aid, CPR, anaphylaxis and asthma certificates and maintain this training with required regular updates. We will arrange for this to take place as a group if Educators need the updates at similar times. It can be more convenient for all to participate in sessions tailored to the specific needs of child care staff and you are able to discuss issues with colleagues. While we will maintain a training register, it is still your responsibility to ensure your training remains current.

Mentor Program

If any staff members are undertaking further study our service will support that process. Team members who are already qualified offer support and encouragement and often act as a sounding board for those who are just beginning. Resources are also available for you to use. See your Nominated Supervisor for information about this.



Senior staff members are also available as mentors for those who are studying or are new to the Service. This will be arranged on an individual basis in consultation with the Nominated Supervisor. Discussion is held with potential mentors about their role in supporting less experienced staff before they agree to take on the responsibility of assisting a colleague.

Performance

At Treehouse Early Learning we are committed to recognising good performance and providing team members with appropriate suggestions and guidelines for improvement. Ongoing evaluation and constructive feedback are aligned with our aim to uphold continual education. Consistent with this goal, team members will be informally evaluated on an ongoing basis and will be promptly notified of any performance issues or commended for extraordinary performance.

Underperformance is not the same as misconduct. Misconduct is very serious behaviour such as theft or assault which may warrant instant dismissal. Underperformance will be dealt with promptly and appropriately by the manager as team members are often unaware, they are not performing well and so are unlikely to change their behaviours. Issues that are not addressed promptly also have the potential to become more serious over time. This can have a negative effect on the business as a whole as it can affect the productivity and performance of the entire workplace.

Performance Appraisals

Individual team member performance appraisals will be held regularly and at varying intervals depending on achievements and experience. You will have an initial performance appraisal after the first three months of employment, then six months later. Depending on the outcome of the appraisal you will then go on to a six, nine or 12-month appraisal rotation. All meetings will be documented.

The Nominated Supervisor will evaluate your performance against set criteria. You will complete a self-evaluation and then together the Nominated Supervisor and yourself will meet to discuss the evaluations and set your goals for the following six, nine or 12 months. This discussion is a consultative one and should be considered a positive step in making your career both rewarding and enjoyable. In this way we aim to support you through your professional growth and personal development.

Team members also complete brief feedback sheets for the Nominated Supervisor each year. The appraisal process is a valuable tool for the Nominated Supervisor to use when planning training and support options for staff.



Disciplinary Action, Staff Warnings and Termination Procedures

Disciplinary action and termination procedures will commence if the Nominated Supervisor deems this step necessary. Failure to adhere to Service and staff guidelines may result in a formal warning.

Please be familiar with the steps for guidance about the process and your responsibilities.

Union Representation

Union membership is a matter of personal choice. United Voice is the union for early childhood educators. Further information and State branch contact numbers can be found at www.unitedvoice.org.au.

Grievances

For serious differences of opinion between staff members the below procedure must be followed.

- If a situation arises, please approach the staff member in a calm manner and ask to make a time to speak to them about your concerns
- Have the discussion away from the children at a time that does not remove you from your supervisory role
- If assistance is needed to arrange a meeting time, see the Nominated Supervisor for this to happen
- If the issue cannot be settled between the two staff members at the initial talk, a further meeting may be required with the participation of the Nominated Supervisor. Minutes will be kept of this meeting and both parties will receive a copy of them upon conclusion of the meeting along with any decisions that have been made between the parties concerned
- Arrange the meeting with the Nominated Supervisor so that all stakeholders' needs are met and the service continues to operate correctly during the process.

It is expected that all staff will behave in a professional manner and with courtesy towards each other during these discussions, using active listening techniques and manners.

The Nominated Supervisor can assist with appropriate strategies for each party to use. Any issues discussed in the meeting will remain confidential between the parties concerned.

Please be familiar with the steps for guidance about the process and your responsibilities.



Resignations

Resignations must be submitted to the Nominated Supervisor in writing. The required period of notice varies according to the employment award. Out of respect for the needs of the children we ask that, if possible, at least two weeks' notice be given. This would be appreciated, as it is much better for our children and parents to have notice of changes to their care arrangements.

Telephone Usage

If you need to use the Service telephone, please seek approval from the Nominated Supervisor. Private use must be kept to a minimum so that we can keep the line open for our parents and stakeholders. Incoming private calls should also be kept to a minimum - we ask that you remind family and friends that these are for emergency purposes only.

Mobile Phones

Mobile phones are to be kept with your personal belongings, in the staff room, whilst you are on duty and are not to be kept with you, as they interfere with your supervisory role and you cannot comply with duty of care expectations if your phone is active.

Smart watches, are allowed to be worn, providing they are not creating a distraction or to be used, within times, outside of a lunch breaks or rest pauses.

CCTV (Closed Circuit Television System)

CCTV is used throughout the service, in classrooms, playgrounds and hallways. CCTV is not used in bathrooms, nappy change areas, or staff rest areas. The purpose of the CCTV is to Enhance safety and security for children and staff and to help investigate incidents involving safety, security, or misconduct.

The use CCTV also supports compliance within the regulatory requirements, within the Service.

Access to Information

Parents may ask to access information about their child's observations, files, reports, comments etc. Please remember to write all information about children in a professional manner:

- Write in facts not feelings and emotions.
- Use correct and professional terminology and grammar.
- Remember to protect the confidentiality of those observed.
- Ensure all notes should be objective not subjective in nature.



Parent Meetings and Events

Parent meetings and events may be held throughout the year. Individual rooms may wish to organise special events involving parents. Please approach the Nominated Supervisor for assistance in organising your events to ensure that Service and legislative requirements are maintained.

We welcome staff ideas for new and interesting events - if you have any thoughts or have been involved in successful occasions previously, we would love to hear about them.

Dealing with Complaints

Feedback from families, educators, staff and the wider community is fundamental in creating a Service that meets regulations, meets the needs of enrolled children and their families, and continues to improve the quality of education and care it provides to children.

It is inevitable that feedback will include differing opinions, occasionally resulting in complaints.

Please be familiar with the Grievance and Complaint Policy for guidance about the process and your responsibilities



Workplace Health and Safety

The safety, health and wellness of our stakeholders is a top priority. It is our intention to maintain a work environment as free of hazards as possible. While we will provide the resources needed for accident prevention, it is also necessary that all team members cooperate in maintaining a safe work environment. To carry out our commitment to safety and health within Treehouse Early Learning Manly.

- Treehouse Early Learning Manly provides information to team members about workplace safety and health issues through regular internal communication channels such as this handbook, team meetings, bulletin board postings, memos and procedure sheets that are displayed around the service.
- You will be given training on the WHS rules and regulations. See also *Team Experience>Training and Professional Development>First Aid and CPR*
- It is expected that you will follow the guidelines provided in both the written communications and training.

Your Role

All team members are encouraged to participate and cooperate in our efforts to make the workplace free from accidents and illnesses. Any concerns should be raised, and will be addressed, in a timely manner.


Our policy is aimed at minimising the exposure of our stakeholders to health or safety risks in our facilities. To accomplish this objective, all team members are expected to work diligently to maintain safe and healthful working conditions and to adhere to proper operating practices and procedures designed to prevent injuries and illnesses.

Work Health and Safety (WHS) Representative

A staff representative is selected each year to take on the role of Workplace Health and Safety representative. This person is responsible for updating our WHS folder when new information becomes available, maintaining training to ensure that we remain up to date with the latest research in this field. The WHS folder will be accessible to all team members.

Team Member Accident and/or Injury

In the event of an accident, Treehouse Early Learning Manly will provide guidance or assistance to the injured worker for obtaining medical treatment. Treehouse Early Learning Manly will also regularly monitor the injured team member's progress during recuperation. Every effort will be made to provide for a productive return to work. We expect employees to return to work as soon as possible.



In the event of injury at work, a staff incident report form is to be immediately completed by the staff member involved. The form is to be submitted to the Nominated Supervisor for referral to the Approved Provider. Failure to document any work-based injury may make it difficult to support a Worker's Compensation claim at a future time.

Universal Precautions

The term "Universal Precautions" is used on many of our documents dealing with the prevention of cross-infection. This is to remind us that we should perform tasks as if all recipients (adults and children alike) are infected, even though there may be no signs or symptoms of illness.

The following are general rules to follow in relation to Universal Precautions.


- Wear gloves when:
 - changing nappies
 - Wiping noses
 - dealing with cuts, abrasions or any non-intact skin or mucous
 - contacting membranes (inside the mouth)
 - handling breast milk
 - cleaning up spills – including blood and other body fluid spills
- In a mouth-to-mouth situation, use a mouth to mouth mask resuscitation to avoid mucosal contact
- Cover all lesions (staff and children)
- Practice good hand washing techniques to prevent the spread of disease.

Cleaning and Disinfecting Blood and Other Body Fluid Spills

- Remove children from the contaminated area
- Isolate the area and avoid direct contact with the spill
- Put on gloves
- Carefully gather/collect/mop up the spill
- Clean the area vigorously with a detergent/disinfectant solution
- Wipe dry with a paper towel
- Remove gloves (peeling back from the wrist and turning inside out) and dispose in a lidded rubbish receptacle immediately
- Wash hands thoroughly using the correct technique.

Please also be familiar with the following policies for guidance about the process and your responsibilities.

- Handwashing Policy

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- Nappy Change and Toileting Policy

Sun Safety

All team members must wear their hat (provided by the service) whilst supervising outdoors play. This is an important opportunity for staff to provide a positive role model for children and should become part of your preparation to go outdoors with the children at every session.

Please be familiar with the Sun Protection Policy for guidance about the process and your responsibilities.

Equipment

We will provide you with the appropriate materials and equipment to perform your duties safely. Please ensure that you avail yourself of these items and use them in the prescribed manner for each task.

When using Service equipment and materials you are expected to exercise care and follow all operating instructions, safety standards and guidelines. Improper, careless, negligent, destructive or unsafe use or operation of equipment and materials are violations of our Service policy.

If you are using a piece of equipment for the first time, please ask a senior staff member to instruct you on its proper use.

Equipment belonging to the service shall not be removed for private use.

Correct Lifting Techniques


Posters are located around the Service to remind you of the correct way to lift heavy objects. Please ensure that you follow these guidelines. Your Staff Orientation Kit also contains information on this topic and should be read by you.

Emergency and Evacuation Procedures

Fire and evacuation drills will be conducted quarterly to prepare staff and children in the event of an emergency. Emergency evacuation plans are displayed in each room of the Service.

It is your responsibility to:

- Ensure you are familiar with the Service's Evacuation and Lockdown Policy.

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- Ensure you are familiar with the emergency/evacuation procedures **of each location** in which you work.
 - Ensure you know where the extinguishers are located and be aware how to use them correctly. Training for this will occur regularly.
 - Ensure fire exits are kept clear and unobstructed.
 - In the case of evacuation, ensure you do not return to the service until the all clear is given by the authorities.

Potentially Hazardous Materials

Purchasing

Our policy is to purchase non-toxic cleaning agents where possible. When using consumables, please monitor the levels and when they run low advise the term member responsible for purchasing to ensure we do not run short.

Storage

All chemicals, including dishwashing liquid, washing powder, cleaners etc., are to be out of children's reach. They are not to be left on tables or benches in any circumstances. Bulk storage of these items is in the laundry and the door must be kept closed. Children are not to be present in the laundry and may only visit the kitchen under strict supervision. Correctly diluted chemicals may only leave the laundry area in correctly labelled containers.

Use

It is the responsibility of all staff to read hazard labels and directions for use instructions.

Our chemical mixer will ensure that the ratios of chemical: water is always correct. This should ensure an efficient usage of our supplies and remove any danger of spills or damage to clothing.

Children are not to use cleaning solutions. If they would like to help, offer them a cloth soaked in water to assist.

Protect your skin! You will know if you have sensitive skin that does not tolerate prolonged exposure to cleaning materials – be sure to wear gloves and or use barrier creams.

The best cleaner of all is warm soapy water so use this whenever possible.

Restrict use of other chemical products to situations involving body fluids, faeces and blood only.



Poisoning

If you suspect that someone has taken an overdose or has been poisoned do not try to treat them yourself. Get medical help immediately.

If the person is showing signs of being seriously ill, such as vomiting, loss of consciousness, drowsiness or seizures (fits), **call triple zero (000)** for an ambulance, or take the person to the closest emergency department.

You can also call the Poisons Information Line 24 hours a day from anywhere in Australia.

Poisons Information Line

13 11 26


Injury or Illness

In the event of an injury or illness of a child a team member must:

- Notify other team members to ensure that other children are safe and assistance is at hand
- Administer first aid treatment and/or ensure that the child is as comfortable as possible given the circumstances
- Inform the Nominated Supervisor so parents may be contacted if necessary
- Ensure that body fluids are disposed of correctly – keeping them safe from contamination
- Fill out an Incident, Injury, Illness and Trauma Record and submit it to the Nominated Supervisor
- Continue to observe and comfort the child as required.

Remember:

If you are leaving a shift and a child in your care has been injured during the day, advise the next staff member in charge of the group so that they may discuss the matter with the parent on collection.



It is very important that parents are told details of any bumps, bruises, scratches or bites – the injury may seem minor at the time, but later it could develop into a more obvious problem. Your failure to mention it could indicate poor supervision and/or disinterest in the eyes of a concerned parent.

All team members are to be aware of illnesses that children may suffer from and be prepared to respond to a situation arising. This may include identifying common symptoms for referral to the Nominated Supervisor, or on occasion a child with an ongoing health issue may require identification of symptoms as an indication of impending difficulties (e.g. asthma or diabetes). In cases of the asthma or diabetes, the child will have a specific plan to be followed and it is the responsibility of existing staff to explain this plan to new staff members.

Please be familiar with the Incident, Injury, Trauma and Illness Policy for guidance about the process and your responsibilities.

Medication

Please be familiar with the Administration of Medication Policy for guidance about the process and your responsibilities.

Abuse


We have a duty of care to children and we must be consistent and diligent in observing it. Suspected incidences of child abuse or neglect must be recorded and reported to the appropriate authorities.

It is essential that you are familiar with the Child Protection and Risk Management Policy for guidance about the process and your responsibilities.

Any suspicion of harm to a child is to be immediately reported to the Nominated Supervisor. If the Nominated Supervisor is the subject of the complaint, the report may be made to the Approved Provider or directly to the Regulatory Authority. The Nominated Supervisor/Approved Provider will report the incident to the Regulatory Authority. Reasonable grounds for suspecting harm include:

- You witness the harm
- A child tells you they have been harmed
- Someone else (e.g. another child, staff member, parent, outside person) tells you that a child has been harmed.

Basic principles of responding to suspected child harm:

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- Believe what the child tells you but do not frighten them with questions seeking details
 - Act in the short term to ensure the immediate safety of the child
 - Record the exact facts – your concerns and observations
 - Report to the Nominated Supervisor. Do not discuss the situation with anyone else.
 - Act on your concerns. Do not leave it up to somebody else or hope that it will go away.

If you have any questions or concerns at all, please discuss these with the Nominated Supervisor.



Operational Procedures

Telephone Script

For many of our stakeholders, the telephone is the first point of contact with Treehouse Early Learning Manly. As such, it is essential that the call be answered correctly to establish a good impression.

If the office is unattended and you answer the telephone, we ask that you:

- Answer the telephone within three calls
- Smile! The caller will hear it in your voice
- Say:

“Welcome to Treehouse Early Learning Manly this is... (your name)”

- Use the caller’s name
- Always listen to the caller and wait until he or she is finished
- Don’t use slang or jargon

Team Members

If the caller specifically asks to speak to a member of staff, enquire as to the urgency of the matter and if it is not of immediate importance and the staff member is unable to come to the phone, say:

“I’m sorry, <staff member’s name> is with the children at the moment, but if you leave your name and number I will ask her to call you back as soon as possible.”

A message book will be left next record these details. Please ensure that the message is passed on immediately to the person concerned.

Nominated Supervisor

If the caller needs to speak to the Nominated Supervisor, check on their availability to take the call. If they are unavailable or unable to take the call, gather more details and record these on the inquiry sheets next to the phone. Assure the caller that you will inform the Nominated Supervisor and they will return the call as soon as possible. Always thank them for calling before hanging up.



Routine Tasks

In any child care setting, there are basic duties to be performed on a daily basis to ensure the smooth running of education programs and service routines. Due to the unpredictable nature of arrivals and departures and other variables, occasionally, you may be unable to perform some tasks that you are usually responsible for. If this occurs, please request assistance from your team members - do not simply leave the task incomplete.

If you have this problem on a regular basis, please see the Nominated Supervisor as there may need to be an adjustment to our routines, staff times or roster to correct the problem. Please do not simply avoid some issues if they are difficult – we can always work it out together.

DO NOT COMPROMISE YOUR SUPERVISORY DUTIES TO COMPLETE A ROUTINE TASK – just mention it to the Nominated Supervisor who will organise another way to deal with the issue.



Child Experience

Program

Our daily routine and program is designed to support and reinforce our Service philosophy. Each day is made up of a combination of planned and unplanned events that accommodate the needs and interests of the children and include a balance of passive and active experiences, including music, movement, language experiences, cultural and other items to stimulate the children. Many of these are based on the interests of the children or events in their lives that they wish to discuss or explore. Our program is flexible, offering opportunities for children to make decisions about their day.

Meal Times

Our meal times are to be pleasant, enjoyable and relaxed occasions for children. We aim to:

- Establish and maintain reasonable noise levels at tables
- Generate interesting and positive child/child and child/adult conversations
- Set a comfortable pace i.e. not hurry children
- Encourage child involvement e.g. are children assisting in meaningful ways
- Provide an opportunity for choice and variety
- Provide positive feedback from staff to children for assistance given

Mealtime routines should fit the above criteria for developmentally appropriate practice for the age group concerned.

Guidelines

In the interests of safety all main meals should be eaten whilst children are seated at tables. Occasionally children may have a picnic seated on a mat if this is a programmed experience. All areas are to be prepared appropriately and hygienically.

Team members are to:

Encourage children's independence in all aspects of meal times.

This may include:

- Washing hands before meals
- Setting tables and placing utensils, placemats, names etc. out ready for meals and putting them away after the meal
- Selecting friends to sit with
- Selecting appropriate foods and asking, with manners, for more.

Team members are to:**This may include:**

Actively encourage good hygiene practices

- Washing hands regularly and talking to children about it and why it is important
- Eating something with children i.e. A bowl of fruit at the children's morning tea and discussing it with the children
- Disposing of scraps and modelling the correct procedure
- Not eating dropped or contaminated foods – model and discuss the correct disposal process and explain why it is so
- Using clean cutlery and cups, placing them in the bowl for washing
- Rinsing their mouth with water after meals and promoting good dental hygiene

Actively encourage and model appropriate life skills.

- Table manners and correct table etiquette
- Eating with mouth closed and not speaking with full mouth
- Correct use of utensils
- Responsibility for nutrition and assisting children to learn about making good food choices and explaining why this is so important for them
- Independence in managing own meal times and cleaning away food scraps to appropriate bins for recycling in line with our eco awareness approach

Be involved in mealtimes and model the enjoyment and social value of a shared meal

Avoid rushing the children or imposing unrealistic expectations according to developmental levels and individuality

Accept parents' wishes in relation to this aspect of daily routine

However, we also need to be prepared to offer support with suggestions regarding:

- Nutrition information
- Food variations



Team members are to:

This may include:

- Suggestions on how to manage varied appetites
-

Please note: It is not appropriate to force feed a child, nor is it acceptable to deny a child food as a means of punishment.

Change in Appetite

Children's appetites vary according to their individual present needs, however if a child seems to require more/less food than usual please mention this to the parent. If the parent is concerned, the Nominated Supervisor has information regarding these kinds of issues and you may wish to direct the parent to talk to them.

Please be familiar with the Nutrition, Food and Beverages Policy for guidance about the process and your responsibilities.

Sleep and Rest

Children are active little people – constantly learning, playing, watching and interacting with others. It is crucial for their sense of well-being, healthy growth and development to have time away from busy surroundings to rest, to reflect and to imagine.

Treehouse Early Learning Manly provides regular sleep and rest periods which follow the safe sleeping recommendations of the recognised authority, the National SIDS Council of Australia (SIDS and Kids), and take into consideration the ages, development and needs of individual children and their families

Please be familiar with the Sleep and Rest Policy for guidance about the process and your responsibilities.