



GAN GABI & RIVKI ELC

Staff Handbook

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WELCOME

We welcome you to Gan Gabi & Rivki Early Learning Centre, a Service that is dedicated to the care and wellbeing of children. We hope this handbook will be a valuable guide for you and the beginning of a long and happy association where we can grow professionally and reach our fullest potential.

Gan Gabi is a fully registered Long Care Day Centre and abides by the Education and Care Services National Regulations 2011 and the National Quality Framework.

We offer a warm and nurturing environment, with up to 74 places per day for children between the ages of 6 months and school age. We look forward to orientating you into our service. Please go through our Services Policies and Procedures and we anticipate your future input.

Information can also be provided in other languages. Should you require any further explanation of the enclosed information please feel free to contact us.

PHILOSOPHY

Current thinking in the field of Early Childhood Education echoes the statement by King Solomon, found in the book proverbs:

"Educate a child to his way and when he is old, he will not depart from it".

At Gan Gabi, we believe that our Jewish values drive curriculum, environment and learning culture. By partnering with, and acknowledging each family and child's uniqueness, we collaborate on the creation of fun and learning environments that link body, heart, mind and spirit in our "Whole Child Development Program". The children's voice connects core learning areas through play experiences both indoors and outdoors. Through the shared belief that we want to facilitate the best possible development opportunities for every child and strengthen Jewish Identity and connection, our curriculum is underpinned by the principles, practices and outcomes of the Early Years Learning Framework.

The centre aspires to practice the Nurtured Heart Approach.

As of 2021 the Centre is headed in the direction of Reggio Emilia Inspired Learning.

Our determination is to continue evolving with safe and stimulating environments that incorporate community values, traditions and practices, linking play, learning and emergent interests to the principles of family-centred practice.

At Gan Gabi, the safety and wellbeing of children are the paramount consideration, and policies on child safety and protection will be strictly enforced. We are committed to the safety and wellbeing of all children and have zero tolerance for child abuse.

Gan Gabi and Rivki ELC acknowledge that the original custodians of the land in Bentleigh on which our property stands are the Ngaruk-William clan of the Boon Wurrung people, part of the Kulin Nation.

GOALS

The Environment

- Is welcoming to all parents and children and has a friendly, trusting and supportive atmosphere.
- Is safe, secure and hygienic.

The Program

Gan Gabi & Rivki Early Learning Centre will provide a program that incorporates all areas of a child's development based on the [Early Years Learning Framework](#) (EYLF), through an integrated approach.

- View the summary version [here](#).

- View the extended version [here](#).

The EYLF is a guide which consists of Principles, Practices and 5 main Learning Outcomes along with each of their sub outcomes, based on a child's identity, community, wellbeing, learning and communication.

The Learning Outcomes are used to reflect on the children's learning in a holistic manner and focus on what a child can achieve rather than what they can't. This Framework enables childcare professionals, Educators and Early Childhood Teachers within an early childhood setting to extend and enrich children's learning, provide opportunities for them to develop a foundation for learning and for children to become successful learners.

The program emphasizes learning as an interactive process. Educators will prepare the environment for children to learn through active exploration.

Opportunities are provided for children to choose from a variety of activities, materials and equipment with time to explore through discovery and involvement. Educators facilitate children's engagement with materials and activities and extend the children's learning by asking questions or making suggestions that stimulate children's thinking.

- Teaches and promotes a love of Judaism – Jewish values, customs and traditions, along with an integrated general program.
- Is developed to meet the needs of all children as individuals and as part of a group.
- Has a child-centred approach, which allows for flexibility within daily routines

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- Includes planning activities and experiences in which development is fostered in the areas of child development – based on the Early Years Learning Framework.
 - Is planned to reflect the Service's philosophy and is regularly evaluated.
 - Is clearly displayed in the Service for families to read and offer feedback.

The Children

- Develop a sense of pride in being Jewish and acquire knowledge of Jewish themes.
- Are able to express their feelings and make their needs known.
- Are able to form trusting relationships with staff and peers.
- Are able to make choices within the program appropriate to their level of development.
- Are involved in daily duties such as packing up, etc. as it is acknowledged that being given responsibility leads to feeling valued for your contribution.
- Have their behaviour guided through encouraging self-esteem, promoting a sense of belonging and by using a consistent approach within the Service.
- Are supported by staff to understand and accept the differences of others.

The Family

- Feel secure that their children are well cared for.
- Are able to form trusting relationships with staff members.
- Are able to express their concerns, share information about their children and ask questions from the Staff.
- Are encouraged to support Staff by providing feedback about their children.
- Are valued as having unique background experiences and child rearing practices.
- Are provided with opportunities to become involved in the Service. We encourage Family involvement as it is an exciting experience for both the child and parent. Whether you share with us your job skills (dentist, doctor, fireman), or special talents (baking, musical instruments, story -telling), - we would love to hear from you.
- Are encouraged to attend our Service's social functions, information nights and end of year parties.

The Staff

- Are committed to the provision of quality programs and a Jewish education. They provide input into the planning, implementation and evaluation of these programs.
- Are able to express ideas, actively listen, ask and answer questions when communicating, thus providing support for each other and parents. Staff also will effectively communicate the goals of the program.
- Will respond to all questions, suggestions and feedback promptly, and in a courteous and informative manner. All information will remain confidential.
- Support each other in implementing the program, respecting each other's contributions, their ideas and beliefs as well as valuing their different backgrounds.
- Respect children as individuals and members of a group and provide support to assist children to learn and develop.
- Accept all families as having unique experiences and practices at all times being non-judgmental and supportive, respecting choices made by parents.
- Regularly evaluate & reflect on the program and the plans for individual children.

- Treat all information shared by other staff members and parents confidentially.

ROLE OF MANAGEMENT

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The Management's role is to be responsible for the running of the Service. It is also to support the Coordinator, the Staff who are employed and the families who use the Service.

The Centre's Management Structure

Directors - Rabbi Yitzi and Draiza Engel

Office Manager - Sasha

2IC - Alona

For grievances and praises please email **Draiza** on draiza@chabadbentleigh.com or call her on 0433 092 693.

Alternatively, you can contact **Rabbi Yitzi** at rabbiyitze@chabadbentleigh.com or admin@gangabielc.com

For enquiries about your pay email Rabbi **Yitzi** at accounts@chabadbentleigh.com.

The Function Of Management

- Ensure the policies relating to the provision of quality child care at Gan Gabi & Rivki Early Learning Centre are developed and maintained in accordance with the Education Care Services National Regulations and [National Quality Framework](#).
- Assist in the planning and organization of special activities for children and families who use the Service.
- Ensure the children's programs are developed in accordance with the Jewish calendar and are stimulating and challenging for all age groups, with special attention given to each individual child as well as to the group's needs.
- Provide a safe, non-threatening, happy environment for all those who use the Service.



DAYS OF OPERATION

Gan Gabi & Rivki Early Learning Centre will operate daily Monday through Friday except for Jewish Holidays. We are open on most public holidays. Staff swap Public Holidays for Jewish Holidays (further details in your individual contract). Please see [the calendar](#).

EVACUATIONS

Emergency evacuation plans and procedures are located at the entrance of each room. Plans indicate routes, assembly areas, location of exits and fire-fighting equipment. Staff are to familiarise themselves with the routes and exits.

When evacuating off the property, we meet outside the entrance of the Coatesville Primary School on Cecil Street, across the road from the entrance to our Service. The safety of children and staff are of utmost importance. Regular practice of at least every 3 months, will ensure smooth procedures and less panic.

MANDATORY REPORTING/CHILD ABUSE

At Gan Gabi, the safety and wellbeing of children are the paramount consideration, and policies on child safety and protection will be strictly enforced. We are committed to the safety and wellbeing of all children and have zero tolerance for child abuse. Our policies on Child Safety and Child Protection can be found [here](#). Other relevant documents related to child protection are located [here](#).

It is our legal responsibility to report indications of child abuse if we have reasonable suspicion. This would be discussed with the Centre Co-ordinator and/or Director, they will then take further action with the appropriate authorities. [Guidelines](#) for dealing with suspected abuse are followed in accordance with the Education and Care Services Regulations, 2011. Concerns will be documented and confidential. To make a notification of suspected child abuse, contact would be made to the Local Child Protection Victoria Office. **It is expected of all staff to update their child protection training annually.**

The Child Safety Standards have been updated for 2024, please familiarize yourself with the latest changes [here](#):

YOUR EMPLOYMENT

Your employment is subject to holding a valid Working with Children's Check. Please watch the expiry date on your WWCC. Please ensure that you have updated your place of employment is up to date and current on the WWCC website, and that you have Beis Menachem Community Centre listed as the employer.

The [Fair Work Information Statement](#) contains general information about your employment.

HEALTH AND WELLBEING

We expect all staff to read "[Staying Healthy in Childcare \(5th Edition\)](#)" and to follow advice and protocols. This contains the Exclusion List. See here for the [Immunisation Schedule](#). We strongly recommend that all staff are properly immunised.

POLICIES AND PROCEDURES

It is the responsibility of all staff to ensure that they are familiar with the centre's policies and procedures such as [code of conduct](#), [administration of medication](#) etc. All centre policies are located on the Drive in the folder called [Gan Gabi Centre Policies](#)

● DRESS CODE

Staff are required to wear skirts whilst on the premises. All skirts must cover the knees. All tops must cover the elbows, shoulders and neck area. Closed covered shoes must be worn. If you have difficulties with this uniform, please discuss with the Coordinator for support.

● TELEPHONE USAGE

Talking/texting/social media on your personal phone whilst working is unacceptable. Continual breach of this affects the safety and supervision of children. This may lead to instant dismissal.

Under no circumstance are you to contact a parent outside of work hours (or on your personal phone) to discuss matters of their child or centre.

- **CALLING IN SICK**

If you are unfit for work, you must contact Corinne a minimum of 2 hours before your shift starts (but not between the hours of 8:30 pm and 6:30 am). If you can't get through, call Patricia

- **MEDICAL CERTIFICATES**

You are required to supply a medical certificate when; (a) you are sick on a Monday or Friday, (b) for more than 2 consecutive days, (c) a day before or after a public holiday and (d) at the director and coordinators' discretion.

- **STAFF ROOM**

Food

No Pork is to be brought onto the premises of the Child Care Centre. We endeavour to be a nut-free Service.

Mobile Phone Usage

- If you need to make a call please be considerate of other staff members in the area and take your call outside.

- If you're watching video clips, listening to music etc, please be considerate of other staff members and use your headphones.

Children

The staff room is a child free zone.

STAFF WITH CHILDREN AT THE CENTRE

All children are to be treated equally. If working with a staff member's child they need to be treated as if their parent is not on the property. Meaning, the child is not permitted to join the parent in the room they teach in and if challenges arise with that child the Educators in the room need to directly solve them but can seek advice from a parent.

SHIFT TIMES

All staff need to ensure they are signed in and out of the premises. Please [sign in](#) when you arrive, rather than on your morning break or later in the day. This is a legal OH&S requirement and is used in case of an emergency. If you leave the centre on your break or a required outing ensure that another staff member is aware you are not on the property, again this information is necessary in case of an emergency.

SHIFT START TIME

All staff must be on the premises at least 5-10 minutes prior to the commencement of their shift. This gives enough time to sign in and put away their belongings etc so they are ready to greet families or be in the room at the time their shift begins. e.g. if you start at 7:30, you are in the room and ready to work at that time.

BISHUL AKUM

When providing the children with a cooking experience, a person who is Shomer Shabbat (a person who observes the mitzvot associated with Shabbat) must light the fire (stove, bbq) or start the cooking appliance. Some staff at the service who are on Shomer Shabbat are; Tzviki, Draiza, Feigy, Nechama Tayar.

GAN GABI CODE OF CONDUCT

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Employees of Beis Menachem Community Centre must:

- 1) Behave honestly and with integrity in connection with their employment.
- 2) Act with care and diligence in connection with their work.

- 3) When acting in connection with their employment, treat everyone with respect and courtesy, and without harassment.
- 4) When acting in connection with employment, comply with all applicable Australian laws. For this purpose, Australian law means:
 - a) Any Act or any instrument made under an Act; or
 - b) Any law of a State or Territory, including any instrument made under such a law.
- 5) Comply with any lawful and reasonable direction given by the employer or someone who has authority to give the direction.
- 6) Maintain appropriate confidentiality.
- 7) Disclose, and take reasonable steps to avoid any conflict of interest (real or apparent) in connection with their employment.
- 8) Not provide false or misleading information in response to a request for information that is made in connection with the employee's employment.
- 9) Not make improper use of:
 - a) Inside information; or
 - b) The employee's duties, status, power or authority;

In order to gain, or seek to gain, a benefit or advantage for the employee or for any other person.

- 10) At all times behave in a way that upholds:
 - a) The services Values and Employment Principles; and
 - b) The integrity and good reputation of the employee's service.
- 11) Comply with any other conduct requirement that is required or directed by the employer or detailed in any letter of offer or instruction.

Here is a link to the [Early Childhood Australia's Code of Ethics](#).

WORK, HEALTH AND SAFETY ISSUES

BULLYING, DISCRIMINATION AND HARASSMENT

Discrimination occurs when someone is treated less favourably than others because they have a particular characteristic or belong to a particular group of people, such as age, race or gender. **Harassment** involves unwelcome behaviour that intimidates, offends or humiliates a person because of a particular personal characteristic such as race, age, gender, disability, religion or sexuality. It is possible for a person to be bullied, harassed and discriminated against at the same time.

Various anti-discrimination, equal employment opportunity, workplace relations, and human rights laws make it illegal to discriminate or harass a person in the workplace. Work Health and

Safety laws include protections against discriminatory conduct for workers raising health and safety concerns.

Bullying is repeated and unreasonable behaviour towards a worker or a group of workers. Our service will not tolerate bullying in any form because it may have a detrimental effect on the psychological, emotional and/or physical wellbeing, health and safety of our educators and staff. Amendments to the Fair Work Act 2009 make it illegal to bully a person in the workplace from 1 January 2014.

Unreasonable behaviour includes actions that victimise, humiliate, intimidate or threaten and may be intentional or unintentional. It can occur directly and by using information technology such as email, texting and social media. While one incident of unreasonable behaviour is not considered to be workplace bullying, it may escalate and it will not be ignored. Examples include:

- abusive, insulting or offensive language or comments.
- unjustified criticism or complaints.
- continuously and deliberately excluding someone from workplace activities.
- withholding information that is vital for effective work performance.
- setting unreasonable timelines or constantly changing deadlines.
- setting tasks that are unreasonably below or beyond a person's skill level.
- denying access to information, supervision, consultation or resources that adversely affects a worker.
- spreading misinformation or malicious rumours.
- changing work arrangements, such as rosters and leave, to deliberately inconvenience a particular worker or workers.
- excessive scrutiny at work.

Reasonable actions taken by the Approved Provider or Nominated Supervisor/Coordinator to direct or control the way work is carried out is not bullying behaviour. Examples of reasonable behaviour include:

- setting reasonable performance goals, standards and deadlines.
- rostering and allocating working hours where the requirements are reasonable.
- transferring a worker for operational reasons.
- deciding not to select a worker for promotion where a reasonable process is followed and documented.
- informing a worker about unsatisfactory work performance when undertaken in accordance with any workplace policies or agreements such as performance management guidelines.
- informing a worker about inappropriate behaviour in an objective and confidential way.
- implementing organisational changes or restructuring.
- termination of employment.

The Approved Provider or Nominated Supervisor will:

- ensure all educators, staff, visitors and volunteers are aware of and comply with our Code of Conduct.
- investigate and manage incidents of workplace bullying, harassment and discrimination in accordance with our Grievance Guidelines located in this Policy.
- consult with educators, staff and volunteers during staff meetings when:
 - identifying the risk of workplace bullying, harassment and discrimination.
 - making decisions about procedures to monitor and address workplace bullying, harassment and discrimination.
 - making decisions about information and training on workplace bullying, harassment and discrimination.
 - proposing changes to the way work is performed or rosters managed as this may give rise to the risk of workplace bullying, harassment and discrimination.
- provide appropriate information, instruction, training or supervision to educators, staff, visitors and volunteers to minimise the risks to their health and safety from workplace bullying, harassment and discrimination.
- contact the Police if there are incidents of workplace bullying, harassment and discrimination that involve physical assault or the threat of physical assault, or a visitor engages in bullying behaviour, harassment and discrimination and refuses to leave the Service.

Educators, staff, visitors and volunteers will:

- consider whether something they do or don't do will adversely affect the health and safety of others.
- comply with any reasonable instruction, policy and procedure given by the Approved Provider or Nominated Supervisor in relation to workplace bullying, harassment and discrimination.
- report all incidents of workplace bullying, harassment and discrimination using our Grievance Guidelines.
- talk to the Approved Provider or Nominated Supervisor if they have any questions about workplace bullying, harassment and discrimination.

MANAGING BREACHES AND COMPLAINTS/GRIEVANCES

All breaches of our Code of Conduct (including corruption, maladministration and waste of resources) and complaints or grievances from educators, staff members, families, visitors and volunteers associated with the workplace will be managed in line with our Grievance Guidelines.

This includes incidents of bullying, discrimination and harassment at the Service. Our Service takes any incident of (alleged) bullying, discrimination or harassment very seriously because it can cause significant health and wellbeing issues for employees.

Grievances can occur in all workplaces and handling them properly is important for maintaining a safe, healthy, harmonious and productive work environment. Documented grievance procedures are important because:

- Staff and visitors need to know a process exists for receiving and managing grievances and complaints fairly, impartially, promptly and thoroughly.
- They help to ensure small issues or problems do not escalate.
- Supervisors and managers need to be aware of issues causing conflict.
- Documentation provides evidence and a record of the grievance and the outcome.
- Complaints facilitate continuous improvement of Service operations.

GRIEVANCE GUIDELINES

These procedures explain the procedure for reporting and managing grievances, the roles and responsibilities of educators, staff and managers and the potential consequences of breaching our policies and procedures and Code of Conduct.

Educators, staff, volunteers and visitors will:

- raise the grievance or complaint directly with the person they have a grievance with. Both parties should try to resolve the issue and develop solutions to ensure the problem does not happen again. Discussions should be based on the principles of privacy, confidentiality, respect and open-mindedness, will not involve other educators, staff, volunteers or visitors (e.g. parents) and will take place away from children.
- raise the grievance or complaint with the Approved Provider or Nominated Supervisor/Coordinator (or another manager/supervisor if the grievance involves the Approved Provider or Nominated Supervisor) if they are unable to resolve the concern, or feel uncomfortable raising the matter directly with the person concerned. The Approved Provider or Nominated Supervisor (or another manager) may ask for the issue to be put in writing. Employees should provide all relevant information, including what the problem is, any other person involved in the problem and any suggested solution. Educators are encouraged to communicate openly about the issue.
- raise any grievance involving suspected or actual unlawful activity (including bullying) with the Approved Provider or Nominated Supervisor immediately and privately.
- be confident that their concerns will be thoroughly investigated, but aware that the outcome may not result in the action requested.

Union members may seek assistance or support from their trade union at any time.

Educators, staff, volunteers and visitors will not:

- become involved in complaints or grievances that do not concern them. This is neither ethical nor likely to advance the grievance process or outcome.

- raise complaints with an external complaints body, such as a court or Tribunal, without exhausting our grievance procedures.

The Approved Provider or Nominated Supervisor /Coordinator will:

- treat the complaint seriously and deal with it as a matter of priority in a confidential and impartial manner.
- discuss the issue with the complainant within 24 hours of receiving the verbal or written complaint
- properly investigate and fairly and impartially consider the issue. This will include:
 - reviewing the circumstances and facts of the complaint (or breach) and inviting all affected parties to provide information where appropriate and relevant
 - discussing the nature of the complaint (or breach) and giving an educator, staff member, volunteer or visitor an opportunity to respond. To encourage teamwork and respect, the issue may be discussed at an educator meeting if the privacy of the people involved can be protected.
 - allowing them to have a support person present during an interview (e.g. health and safety representative, however this does not include a lawyer acting in a professional capacity)
 - providing the manager or employee with a clear written statement outlining the outcome of the investigation.
- advise the complainant and all affected parties of the outcome within 7 working days of receiving the verbal or written complaint (If possible).
 - If the complaint has been put in writing, or the parties involved request a written response, the Approved Provider or Nominated Supervisor will provide a written response outlining the outcome. If a written agreement about the resolution of the complaint is prepared, all parties must agree it accurately reflects the resolution.
 - If the Approved Provider or Nominated Supervisor decides not to proceed with the investigation after initial enquiries, he or she will give the complainant the reason/s in writing.
- keep appropriate records of the investigation and outcome, and store those records in accordance with our [Privacy and Confidentiality Policy](#) and [Record-Keeping and Retention Policy](#).
- monitor ongoing behaviour and provide support as required.
- ensure the parties are protected from victimisation.
- offer external review by a Tribunal or alternate organisation where employees, visitors and volunteers are unhappy with the outcome of the grievance procedure. Workplace bullying matters may be referred to the Fair Work Commission which can direct employers to take specific actions against workplace bullies or the Work Health and Safety (WHS) Regulator which may investigate whether WHS duties have been contravened.
- request feedback on the grievance process using a questionnaire.
- track complaints to rectify identifying recurring issues within the Service.

- notify the regulatory authority within 24 hours if a complaint alleges the safety, health or wellbeing of a child is being compromised. Please refer to our Incident, Injury, Trauma and Illness Policy.

Outcomes may include:

- gaining an apology and a commitment that certain behaviour will not be repeated and monitoring this over time.
- education and training in relevant laws, policies or procedures (e.g. bullying awareness, leadership skills).
- assistance in locating relevant counselling services.
- disciplinary procedures including a verbal or written warning, termination of employment or transfer to a different position at the Service.
- redressing any inequality which occurred to the complainant.
- providing closer supervision.
- modifying Service policies and procedures.
- developing new policies and procedures.

Outcomes will take into consideration relevant industrial relations principles and guidelines and make provision for procedural fairness. The Approved Provider or Nominated Supervisor will consider:

- the number of complaints (or breaches).
- the opportunities given to adhere to a policy or procedure and/or change behaviour.
- the opportunities given to respond to the allegations.
- the seriousness of the complaint (or breach), and whether it impacted the safety and welfare of other employees, volunteers or visitors.
- whether a policy, procedure or complaint is reasonable.

WORKSAFE RESOURCES

Please note these are the common hazards and risks in early childhood education and care:

- Lifting, carrying and moving children and objects
- Working at low levels (on the floor or children's furniture)
- Slips, trips and falls for example on the floor or children's furniture
- Standing on chairs and tables to put artwork up
- Communicable diseases

Please ensure you read and are familiar with this Guide from Worksafe guide which is specifically written for [Childcare Centres](#). is a very useful resource and please make sure you are familiar with the pictures that demonstrate safe workplace practices in a childcare setting.

Additional information can found:

- [from the WorkSafe website and](#)
- [Hazardous Manual Handling Safety](#)

XPLOR

Playground is the application Educators will be using to record what is happening on a child's day.

Please read up on any of these [support documents](#) when you have a question before coming to the office.

Some Quick Links

- [Creating Observations](#)
- [Child Attendances](#)
- [Emergency Evacuation List](#)
- [Incident, Injury, Trauma and Illness Record](#) (~30min mark)

If you have any questions, please feel free to contact us in the office 9570 6707.