



## **Handbook**

**ReLaunch edition Nov 2020.**

# Vision

At Salt kids we are seeking to equip the salt church community to raise children who are lifelong disciples of Jesus.

Imagine 10,15 years from now, kids as young adults- who are trusting Jesus, Loving Jesus and living for Jesus. They've been shaped by the prayer, teaching and modeling of parents (primarily), salt kids leaders and church members over their time growing up. As you step into a new role- on Sundays or behind the scenes you are part of this big vision of growth in kids at Salt. Reflect today, how will your new role help kids grow?

This is a pretty unique season and that's had a big impact on Salt kids. For example, Kids haven't been at 275 for about 7 months. Adam has finished up overseeing and I've started serving. Covid provided an opportunity for reflection on the ministry. We've revisioned our future and restructured our Sunday program to incorporate new leaders on a 3 weekly roster. Almost our whole team is starting for the first time. We don't know exactly how many kids will show up week to week as people juggle sickness and other ongoing changes in Covid life.

So, as you come to serve on a Sunday I'm inviting you to: Trust God, who is in control. Stay flexible and gracious with yourself and one another. Keep in the loop with comms and be active in your feedback.

# Team vibes

Typically Salt kids is divided into different areas by age group with an overseeing area leader and team leaders for each session team. However, in this season we will be working together more closely as we have centralised our prep, teaching materials and rostering to enable a greater level of flexibility with kids and leaders during covid. You will have a day leader to assist you and Team leaders are not required to take special lead in their rooms at this stage. The 2-4 leaders in each room will work together to divide the roles based on your discretion. Please take the initiative with managing different aspects of the day.

We have a number of Leaders in Training (LIT) which is so exciting. Leaders in training are any leaders who are under 18yo. Please treat them as members of the team. Support them and encourage them by giving them tasks they are comfortable to do or teaching them new tasks with support.

Each Sunday session, we will have a day leader who will help you get started in the morning and post session. They will communicate any changes from the Kids Leadership team.

They are:

Adam De Rooy

Natalie Irvine

Matt Zietsch

Speak with these guys before and after session with any concerns/ feedback.

On site each week is also a Kids leadership team rep if your Day leader is unable to assist you.

They are:

Alysha Hack

Antonia White

Fiona Ackman

To contact a leader about a specific area:

Alysha (creche)

Antonia (preschool)

Fee (primary and general)

Steve and Kelly (morno's)

All contact details are on a tab on the kids roster spreadsheet.

I will try to communicate via email in most cases. Texts for more urgent information and there is also a messenger group for the team for quick comms when needed. Please note that when communicating with Leaders in Training we all need to communicate through the parents or with the parents cc'd into email correspondence. Please do not use social media or personal phone numbers to contact Leaders in Training.

### **275 Kiera St**

We have multiple kids spaces at 275.

Parents room- glass sound minimised room at right back of gathering hall. For children 0-3 who are not attending a program.

The loft - generally creche space for 0-2 year olds. Up the stairs at the back of 275.

Base camp- generally preschool space for 3-5 year olds. Children transition at the end of the term they turn 3.

Roller door- generally K- yr 4. Kids in year 4 transition to Mornos in term 4 prior to entering yr 5. The room at the left rear of the gathering hall with a big roller door.

Alfresco- Generally Yr 5 - Yr 8. A picnic table under the garage or on the grass. The hang out for Morno's.

# A Typical Sunday - Relaunch

Each of these segments have further age appropriate info following.

Time*	Activity	Description
9:15	Prep and prayer	Day leader will meet and lead prayer. Leaders for each room prep their room.
9:45	Sign in and welcome activities	Sign in is in the main hall. Children should have a sticker on to show they have signed in before entering the room. Collect food and bottles. Set up a few age appropriate stations for kids to join as they arrive.
10:10	Room and leader check	Kids leadership team rep will check if the numbers and leaders are ok and make any changes for the day.
10:15	Introduction	Gather kids as a seated group. Introduce all the leaders and expectations for the day. Welcome any visitors.
10:20 **	Teaching	Use the simple guide to incorporate various teaching elements. You can do this as one large group or multiple small groups.
10:45	Snack	Sit in small groups and chat or play conversation games.
10:55	Connection	Choose 3-5 age appropriate games/ activities for most of the group to do together. Or provide a few stations of activities. When playing big active games, consider a quiet mat with activity for less active kids.
11.15	Sign out & farewell	Screen time & share stories with families from the day.
11:20	Pack up/ debrief	Vacuum floor, wipe high touch surfaces. Empty bins. Put high use toys out and spray with disinfectant. Leave to dry. Write on sign in sheet names of leaders and any incidents, other guests, feedback.

\*Times are just a guide . \*\*Note for creche- Set up snack time and then do teaching time bible story whilst eating to help the kids pay attention and extend the connection time activities.

# Teaching Time Resource

Have a look at the program here:

Link to program: <https://moore.edu.au/resources/gospel-of-mark-devotional-series/>

Then watch this video to find out how to use it:

[Teaching time video](#)

A copy of the program will be in a folder in each room for use along with a colouring sheet.

Here is the video text in case you can't view it now.

The aim in our teaching time is for kids to engage with the bible and take home a key idea. We have chosen a resource that has minimal prep and can be adapted to different age groups. Our secondary aim is for you to learn skills you can transfer to your community to read the bible with your family or other families you have influence in. We've chosen a model that's a bit like an interactive small group rather than a solo talk out the front. You can see there are a few different components and this means you capture different learning styles as you work through the teaching time.

Here's my tips to make it work:

Introduce the main idea and then play a song to the group from the songs provided.

We're trying to find a way to make this accessible easily, but until then, just search for it on youtube. Break into small groups with a leader or older child. Do the short activity and then read the bible.

If you are in the primary section read it from the youth bibles on site. Give kids who read, a bible to read along with you, get an older student to read it out. Ask the kids to draw it as they listen or act it out if it's easy to do so.

In the preschool section we've provided a simple kids bible or story card to read the passage.

Take a moment to talk about it using the think and questions prompts. Feel free to ad lib but if you just read the prompts provided that's great. You might like to simply state the main idea for the preschoolers.

Pray together. You could read what's in the box, or ask kids for ideas or take turns to say a short prayer. Thank you prayers are a great start for preschoolers, primary kids might like to pray with a partner.

You'll find you build a rhythm for what works for each of you. That's great.

One last thing before we go. Let's remember that God chooses to reveal himself through his word. As we seek to see young people grow as lifelong disciples this time in God's word is crucial. Let's build a culture that loves God's word, where it's safe to be honest and ask big questions, where kids personally engage with the bible. Do you love God's word? Do you take it seriously? Kids will catch that. Let it overflow.

# Prep checklist

Remember to:

- Run through the session for today.
- Identify who is leading which aspect for whole group activities and teaching time.
- Pray
- Pull out/ find any resources needed for your chosen activities or teaching time so they are easily accessible
- Check your tech is working
- Wipe down tables and chairs
- Check you have -suncream, first aid, hand sanitiser, bin, back up food, water dispenser filled, cups, wipes, tissues.

# Pack up checklist

Remember to:

- Put your name and any other visiting adults on the bottom of the sign in list. Check the list corresponds with who you had in the session that day and any movement of children in and out of the room. Make a note of any incidences, feedback for area leaders at the bottom of the sign in sheet.
- Put the sign in sheet on the folding table at the bottom of the stairs in base camp room.
- Vacuum your space
- Put high touch toys out on towels and spray with disinfectant. Leave to dry.
- Wipe down high touch surfaces with antibacterial wipes.
- Preschool- push tables and chairs to the side as this space is also used for staff meetings during the week.
- Wash and dry any plastic cups/ bowls used during session and return to room.
- Primary- please do clean up of the parents room as well.
- Encourage one another

# Creche session tips

## Welcome activities:

Duplo table, trains, chalk board, kitchen set, bubbles.

## Teaching time:

The teaching time resource is a bit much for creche. Use it to identify the bible story and song you'd like to use. State the main idea 'Jesus is' and say a one sentence thankyou prayer.

Provide the colouring sheet on the craft table during connection time for those interested.

## Connection time:

Various stations set up around the room.

Play simple games like- hide and find the teddy, follow my lead (simon says without the tricks), balloon craze (give each child a balloon and play "keep it up" or just throw them around), bubbles.

## Screen time/ sign out:

Good searches on youtube are- preschool kids action songs. Playschool story time. Colin buchanan songs.

# Preschool session tips

## Welcome activities:

Drawing, blocks, story book reading, trains.

## Teaching time:

Read from a picture book, acted out, drawn out as story is told

## Connection time:

Use the provided colouring sheet as a craft activity.

Duck duck goose, dancing to music, make an obstacle course to complete, parachute games, running races/games, kids 7 minute work out on screen.

## Screen time/ sign out:

Good searches are- cosmic kids yoga. City alight music songs, preschool kids action songs,

# Primary/ Morno's session tips

Connection Games			
Holy Ball	Essentially dodgeball but in a circle (marked out by cones) Everyone bar 2 leaders starts in the middle and they roll the ball (underarm) and the players in the middle have to jump to avoid being hit below the knee. Once hit they join the others on the outside to try to get the rest out.	Cones, Balls	Outside
Soccer	Split teams evenly set up small goals using cones. First to 5 wins (Any variations work)	Cones, Soccer ball	Outside
Stuck in the mud	Choose someone to be "in". The player who is in must run around and tag as many other players as they can. When tagged, a player becomes 'stuck in the mud', they cannot move and must stand with their legs and arms apart. The only way to be freed is for a non-tagged player to crawl through their legs. Players are safe while crawling under legs and cannot be tagged. The game ends when all players have been tagged and are 'stuck in the mud'		Outside
French Cricket	Batter stand in front of Stumps, someone bowls (to throws underarm,- depending on age) and the batter has to hit it as far as they can. If it is caught on the full the batter steps away from the stumps and the catcher has a chance to throw it at the stumps, if it hits they are out. If the ball is not caught or the catcher doesn't hit the stumps the batter is still in. (alternate bowlers and batters as needed)	Cricket Set	Outside
Fruit Salad	Children pair up and each pair chooses a different type of fruit. They then stand opposite each other in two lines (similar to line dancing) and make a tunnel with their hands. The leader then calls out fruit names randomly. Once a pair's fruit has been called, they run through the tunnel, then back round the outside and race back to their original places.		Outside

Bang	Get everyone to stand in a circle facing inwards. The leader running the game will need to stand in the middle of the circle. The leader points at someone in the circle. That person must duck down straight away and the two people either side of them must turn to face each other, hold their hands in the shape of a gun and say/yell "bang". All this needs to happen as quickly as possible. Whoever ends up getting "shot" is out. So if the person who gets pointed at originally doesn't duck down quick enough, then they are out. If they do duck down quickly, then whoever says "bang" first out of the two people either side of them stays in and the other person is out.		Outside/Inside
Charades	One person will act out something up the front while the others guess what they're acting. It can be played just for fun or as a competition where teams play-off against each other.		Outside/Inside
Uno		Uno Pack	Inside
Monopoly Deal		Monopoly Deal Pack	Inside
Lego	Free Play	Lego, Floor space	Inside
Colouring		Paper/colouring sheets, Pencils textas	Inside

*The next few games could be played during welcome ,snack time or farewell transitions. They come from the Youthworks website.*

### Would you rather?

This can be played on the spur of the moment; with options you've prepared or with options suggested by the children. The children are presented with a choice and move to one side of the room or the other to cast their vote. For example, "Would you rather grow wings and fly or be able to walk through walls?" Silly options are especially fun: "Would you rather have jelly legs or sausage arms?"

### The 60 second game

This is a great game for settling a group down. Ask everyone to stand up and put their hands behind their back. Tell them they need to silently guess how long one minute is and sit down when they think it's up. You do need a clock or watch so you can tell when the time is up. This game can be adjusted to a shorter period for younger children, but I've been surprised how well it works even with a Kindergarten group.

### **Captain's coming**

This is a classic follow-the-leader style game where the leader calls out instructions that prompt the group to do certain actions as fast as they can or be caught out for being too slow or doing the wrong action. Traditionally the actions are all related to ships and pirates but they can be adapted to any theme. They can also be adapted to suit the space you have. Some favourite instructions to include, "Climb the rigging"—queue running on the spot with arms climbing an imaginary rope. "Captain's coming", calls for standing to attention and saluting. "Scrub the deck", everyone drops to their hands and knees and scrubs the floor with an imaginary brush. A quick Google search will help you find more.

### **Gotcha**

This is a quick and fun game that is easier to show than tell. Everyone stands in a circle facing inward. Everyone holds their right-hand palm up towards the person on their right. Everyone then forms their left hand into a pointing finger and places it pointing down into the palm of the person on their left's hand. This can be quite challenging the first time. The leader then calls "1, 2, 3!" and on three, each person needs to grab the pointing finger of the person on their right while snatching away their own left hand from being grabbed. This game sounds odd but it creates lots of laughs. It's also a great mix of concentration and action.

### **Barnyard match**

Number each child from one to five (adjustable) and explain that each number is a different animal and make the appropriate sound. For example, all number ones are cows who say "Moo", twos are chickens who go "Bock-bock", threes are pigs who go "Oink-oink" and so on. Everyone stands up and starts making their noise. They need to find their matching animals and sit down together as a group. First group to find everyone wins. This can be adapted to involve different animals, or characters or words. It can also be played so that each child needs to find only their pair.

### **Charades and Reverse charades**

The usual version of the game involves one child silently acting out something for the rest of the group to guess. It's usually best to choose a theme or topic like animals, jobs, sports or an area related to the teaching topic, like kings in the Old Testament. This helps give children a starting point for their guess. Reverse charades is played in teams of five or six. One team member guesses while the rest of the team acts out the clue. Two teams can play simultaneously and the team who gets the answer right first wins.

### **Rock, paper, scissors**

This is a great option when you want to involve everyone and don't want to spend time giving instructions as it's such a familiar game. Before you begin, it is helpful to agree on whether players have to make their choice on "Three" or after "One, Two, Three". With younger kids, it's good to remind them that rock beats scissors, scissors beats paper and

paper beats rock. Children can quietly move around and find someone to play against. The winner from each play-off moves on to play again. The loser can sit down or join the winner's chain by standing behind them with hands on their shoulders and cheering them on. Allow play to continue until the final play-off between the last two.

### **20 questions**

This can be played in two different ways. Similar to celebrity heads, one child stands up the front and the leader writes a name on the board behind them. The child then asks the group up to 20 yes/no questions to try to work out who they are. In the other version, the child up the front is given the name and can answer yes/no questions posed by the group who is trying to work out who they are. The correct guesser is the next one to have a go up the front. This can be a useful game to remember the stories surrounding a key person you are learning about, like Moses, David or Paul.

### **Cup stack races**

Keep a stack of cheap plastic cups in your bag to pull out for a quick game. Two children can race each other in making the highest or biggest pyramid of upside-down cups in one minute.

### **Heads or tails**

If you've got a coin handy, this is a quick and easy game that involves no skill. Children need to make their choice before the coin is flipped. They either put their hands on their head or hands on their 'tails' to indicate their choice. Those who guessed correctly stay standing, the rest sit down. Play a few rounds until there is a final winner.

### **Peril peg**

This is a favourite of Youthworks Ministry Advisor, [Kate Haggart](#). Have a small bag of pegs with you and a prepared value for each peg according to colour. For example, white pegs are worth five points, black pegs are 10 and so on. You need less pegs of the colours that are worth more. You also need one 'peril peg' of a distinctive colour (eg red). The group is divided into teams and the leader asks the group questions. A correct answer means the child can choose a peg from the bag (without looking, of course) and their team scores the value of the peg's colour. If the peril peg is chosen, all that team's points are lost. The game can go as long or as short as is needed and questions can focus on a particular area of interest, like the Bible story or memory verse, or news that needs to go home to parents. The game can also be played with ping pong balls with the number of points written on each ball and a specially coloured or marked peril ball. For younger children, Kate takes out the peril peg or peril ball.

### **Musical statues**

If you have speakers or a device to play music, this old classic is still popular with younger children. The group moves around and dances while the music plays and freezes when the music stops. Failing to freeze or hold the frozen position until the music starts again leads to sitting out. Variations include asking those who are out to pull funny faces so

their frozen friends laugh or asking the children to sing along with the music—a great way to get familiar with a new song.

### **Pictionary**

Another classic that is easy to play if you have a whiteboard and markers. Children take turns to draw something while the others guess. It can be played with two teams, each trying to guess what one of their team members is drawing on their side of the board. This is another one that can be used to remind kids of previous stories or lessons or reinforce one just heard.

**Screen time/ sign out:** Good searches include- City Alight songs, colin buchanan songs, kids 7 minute work out, kids action songs,

# Behaviour expectations

We will spend more time exploring this in the future, but for the purposes of relaunch, please apply the following so we can maintain consistent expectations across areas.

The behaviours that helps us love each other and learn together at Salt Kids are:

**Listen-** listening to instructions and teaching. Listening to other kids or leaders when sharing about their ideas. Giving others an opportunity to share.

**Be Kind-** kind to one another, to leadership and respecting the equipment and space people have provided for us to use.

**Join in-** participating as much as possible in the activities even if it's not their favourite. Helping others participate. Responding to teaching time. Choosing an appropriate alternative activity with a leader, if necessary.

Take a moment at the start of each session to introduce yourselves and remind the kids about these expectations. Ask kids to provide an example of how/ when they might show one of these behaviours.

During the session reinforce these behaviours by:

Reminding the kids when they are/ are not doing the behaviours.

Reinforcing with rewards or encouragement. Eg. stickers, high fives, praise.

Discouraging with appropriate consequences. Eg. taking a break from an activity, sitting with a leader, sitting back with a parent after repeated reminders for a short period of time and then rejoining the group.

Supporting other leaders by maintaining the expectations even if you would normally be more flexible in your own home.

Chat with the parent after the session if their child has had to leave the group for a period of time during the session.

# Safe Ministry

Salt church has a Safe ministry commitment which outlines the underlying principles that direct our approach to safeguarding vulnerable people involved with Salt Church. It applies to all staff, leaders, pastors, coordinators, volunteers, trainees and anyone working on behalf of Salt Church ("Relevant Leaders"). Please review our policies on the website here. <https://www.saltchurch.info/resources/documents/>  
Here are a few key ideas.

We are committed to the Biblical call to care for the vulnerable by actively preventing harm and abuse, and by seeking to provide safe programs.<sup>1</sup> We are also responsible and accountable for fulfilling our obligations under State and Federal law to protect children and vulnerable people.

To work with children and youth at Salt you need to:

- Attend church for 3 months or become a member
- Complete the Safe ministry training course online, including 2 referees and a valid WWCC. Leaders in Training aged under 16 need to read and understand this handbook and the safe ministry kids guidelines with a parent or Salt kids area leader. The parent or area leader can adapt the material to make it age appropriate if necessary. [Safe kids ministry guidelines](#)
- Behave as followers of Jesus and be willing to be held accountable for your behaviour.

There are some policies specific to our church community and then specific to each age and space. These are also outlined in more detail on the kid's ministry guidelines online [Safe kids ministry guidelines](#) .

Supervision:

2 adults need to have line of sight supervision at all times when caring for children.

Leaders in training are not responsible for this supervision.

Physical contact:

In general, physical contact should be brief and not pushy, when necessary. If you have to use more physical contact for some reason, report it on the sign in sheet and tell the parent and safe ministry coordinator. During the COVID safe period, we need to take extra precautions to give children space and avoid physical contact. Physical touch should only be used when necessary. Try phrases like "safe hands, let's keep hands and feet to yourself to stay healthy".

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<sup>1</sup> Deuteronomy 6:4-7; Matthew 18:1-6; Mark 10:13-16

Outdoor space:

When using outdoor spaces, children need to wear appropriate sun or weather protection, eg. sunscreen, hats, jumpers. Ask parents to apply at sign in.

All outdoor spaces need to be checked before session starts for needles, broken glass or other hazards.

Ensure the children understand the boundaries of the outdoor space and boundaries for any games you play (eg. bulrush, hide and seek).

When playing at the left of the building, use the tree line, footpaths and kitchen shop as boundaries.

When playing at the right of the building, use the fence, hill and footpaths as boundaries.

When playing at the rear of the building, use the hill, and length of the salt building as boundaries.

When playing in the garage car park of Beaurepairs, Use the witches hats and barriers to create a boundary marker. These are in the roller door room.

Sign in sheets:

Sign in sheets help communicate transfer of responsibility from parents to Salt kids leaders and vice versa. They are also an important record of who was in attendance if an incident needs to be investigated. Leaders need to write their name on the sheet and any other adults / helpers that come into the space. Leaders also need to record any concerns or incidents that occurred during the session. For example: a safety concern, condition of the room, need for first aid, a particular discipline problem.

Allergies:

Children with a known allergy have an allergy safety sheet stuck to the wall. This includes a photo of the child, information about their allergy and what to do if there is an allergic reaction. Familiarise yourself with this information.

All rooms are nut free and if providing food for children we only serve gluten free rice crackers or popcorn or fruit and vegetables. Bear this in mind if you choose to do food based activities also.

Check allergies with visitors at sign in or drop off.

## **Creche specific**

Space:

Falls risk- stairs. Creche has a gate at the top of the stairs. Allocate a team member to monitor the gate to ensure it's closed and no kids leave without an accompanying adult.

Office area- move the couches and coffee tables to create a barrier across the space to prevent children accessing the office and printer area. Supervise the barrier to ensure children aren't climbing on/over them. Check the room set up info packs in the Loft to find out more about the room set up for creche.

Choking hazards- Children under 3 years are at risk of putting small items in their mouth and choking. The craft area needs to be supervised at all times when using textures or stamps as the lids are small. During food times, ensure grapes are cut in half and monitor younger children with apple as they can break into small chunks. We don't serve pop corn in creche.

Toileting: Toileting of creche age children is attended to by parents. Parent's phone numbers are on the sign in sheets. Remind parents to keep their phone near them in the gathering so they can be contacted.

Physical contact: It is appropriate to give creche children a hug for comfort. You might also consider sitting next to each other and reading a book, holding a soft toy or singing quietly.

## **Preschool**

Toileting: children in preschool will need to be accompanied by a parent to the toilet. Parents phone numbers are on the sign in sheet. Remind parents to keep their phone accessible during the gathering.

(NB: this is a relaunch specific policy due to the smaller number of leaders in the room. In the future, 2 preschool leaders may assist groups of children to the toilet. If the children require assistance, contact a parent).

Physical contact: It is appropriate to give preschool children a brief hug for comfort. You might also consider sitting next to each other and reading a book, holding a soft toy or singing quietly. Discourage children from sitting on you. You might say "I need to stretch my legs, please sit next to me instead".

## **Primary / Mornos**

Toileting: School aged children can take a friend to accompany them to the toilet. Remind the children to be sensible and quiet when moving through the back of the gathering.

Physical contact:

Use minimal physical contact when interacting with school aged children. If a child requires comfort, use a short open side hug. If a child is in danger or endangering others, hold the hand or shoulders to bring the child back to safety and send for a parent.



# Covid safety

## Relevant policies

<https://www.saltchurch.info/saltnews/stories/covid-safe/>

[SALT KIDS-COVID SAFE](#)

## Key ideas

### Illness

- Leaders and children displaying symptoms of illness should stay at home. This includes, but is not limited to, runny nose (clear or coloured), fever, cough, sore throat.
- Leaders displaying symptoms of COVID-19 are encouraged to get tested.

### Physical distancing:

- Physical distancing of children is not required under the Australian HPPC guidelines.
- Leaders should maintain appropriate 1.5m social distancing from parents and each other during programs and team meetings.
- The number of people on site should not exceed 100 or more than 1 person per 4 sq metres. The 4 sq metre rule does not have to be applied per room.
- To avoid overcrowding in rooms, we have set room limits of 15 kids per room + additional leaders.
- Physical distancing of leaders from children is not necessary, though usual safe ministry practises still apply.
- Try to set the room in a way that disperses children across the space.

### Sign in and Sign out

- An extended sign in will be provided from 9.45am. We will sign in using paper forms and pens. Pens to be placed in a tub for sanitisation after use.
- Families will sign their children in at the rear of the 275 gathering hall and then take their children to their relevant room. Only one -two parents can enter the room space at a time.
- Children will be in their designated program for the duration of the gathering, to avoid contact with other adults indoors. If children need to sit with a family

member they can make use of the parents room or the gathering space, as per the parent's discretion, with awareness of other people in the gathering space.

#### Masks

- Children under the age of 12 are not expected to wear masks in the program or gathering area.
- Children over the age of 12 are strongly encouraged to wear masks whilst in the main gathering area. Masks are optional during the kids program.
- Leaders are strongly encouraged to wear masks whilst in the main gathering area. Masks are optional for leaders, whilst engaged in teaching activities with children in the kids program.

#### Appropriate Activities & Hygiene

- All leaders and participants will wash their hands with the provided hand sanitiser or soap & water at the commencement and conclusion of the program and before eating.

#### Clean up protocols

- High use toys are to be placed on towels/ drop sheets at the end of session and sprayed with disinfectant and allowed to dry. A support member will put the toys back in their tubs the following day. Large toys, books may be better wiped with an antibacterial wipe. Use your discretion.
- Vacuum the floor after use.
- Wipe high touch surfaces (including tables and chairs) with antibacterial wipes.
- The host team is assisting with cleaning shared high touch surfaces, including; door handles throughout the building, stair well and creche gate.

#### Food and drink

- Children will bring their own labelled fruit or vege snack and water bottle. A small amount of alternative finger food will be available for visitors or those who forget. This is to be served in a cup by a leader wearing gloves. Food will not be shared.
- Each room has a drink dispenser and disposable cups if back up water is needed.