

# *Clovelly Park Primary School*

## **Out of School Hours Care**



# **POLICIES**

*Providing quality care in a safe and happy environment*



**Government of South Australia**  
Department for Education and  
Child Development



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OSHC, including Before School, After School and Vacation Care is a nut & kiwi fruit free zone



## INTRODUCTION

This Policy folder has been prepared by the Educators and Management Committee of the Clovelly Park Primary School Out of School Hours Care (OSHC) service. The Management Committee is represented by the Director, the principal or nominee, Governing Council Representative and parents. It has been endorsed by the approved provider which is the Clovelly Park Primary School Governing Council.

## PHILOSOPHY AND AIMS

- The Clovelly Park Primary School OSHC provides quality recreational care for school children in a caring, safe and comfortable environment.
- The service aims to assimilate as closely as possible the home environment.
- Each child will be treated as an individual, in a friendly atmosphere where curiosity, initiative, self-esteem and social responsibility will be fostered.
- The program is non-discriminatory and thus will be available to all children. Priority will be given to children of working parents, single parents, children with special needs and children requiring occasional emergency service.
- We believe the program should offer a range of stimulating experiences and activities which are interesting, relaxing, educational and fun. We will encourage the children to make their own choices as to how they use their leisure time. As well, the children will be encouraged to help plan activities and be involved in the planning of behavioural management strategies.
- We welcome parents/carers involvement in the program, and through the Management Committee we invite participation in decisions which affect their children.
- Children's access to safety and care at the service will be ensured and the custodial rights of parents/carers to access the service will be protected.
- Educators are chosen for their skills in keeping with this philosophy and therefore have the support and encouragement of the Governing Council and Management Committee.
- The service follows the *My Time Our Place Framework for School Age Care*, and we acknowledge and support the vision for children's learning through play and leisure in our program.  
[www.education.gov.au/my-time-our-place-framework-school-age-care-australia](http://www.education.gov.au/my-time-our-place-framework-school-age-care-australia)

## GENERAL INFORMATION

### Director

Jo Battersby

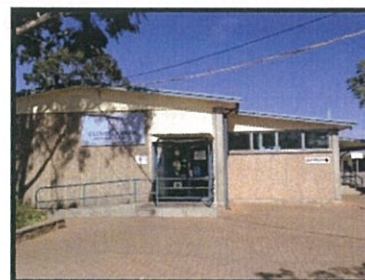
Email: [jo.battersby849@schools.sa.edu.au](mailto:jo.battersby849@schools.sa.edu.au)

### Contact Details

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Fax: 8374 3301



*The service is based in the Blue Unit near the main entrance of the school.*



# ENROLMENT POLICY

*Enrolment and orientation is an exciting and emotional time for children and families. It is important to manage this time with sensitivity and support, building partnerships between families and the Service. Such partnerships enable the Service and families to work toward the common goal of promoting consistent quality outcomes for individual children and the Service.*

## PURPOSE

We aim to ensure children and families receive a positive and informative enrolment and orientation process that meets their individual needs. We strive to establish respectful and supportive relationships between families and the Service to promote positive outcomes for children whilst adhering to legislative requirements.

## SCOPE

This policy applies to children, families, staff, management and visitors of the Service.

## IMPLEMENTATION

Our Service accepts enrolments of children aged from 4 ½ years of age.

Enrolments will be accepted providing:

- a) The maximum daily attendance does not exceed the licensed capacity of the Service
- b) A vacancy is available both for the booking required and in the agreed number of children is in accordance with the licensing requirements
- c) The adult to child ratio is maintained

## Priority of Access guidelines

The Department of Human Services have set priority of access guidelines for all children's services eligible for Child Care Benefit and Child Care Rebate. Every Child Care Benefit approved childcare service has to abide by the guidelines which families will be informed of during the enrolment process.

The Priority Lists are used when there is a waiting list for the Service or when a number of parents are applying for a limited number of vacant places. When families apply to join the list they are asked a series of questions to determine their particular circumstances. A scoring system is applied based on their responses. This determines their child's place on the waiting list. As places become available they are offered to those highest on the list as stated in the guidelines above.

Children with disabilities will be enrolled, if in the opinion of management, the Service can meet the child's needs. Additional resources and funding may be required

The Priority of Access levels, which the Service must follow when filling vacancies, include:

1. A child at risk of serious abuse or neglect.
2. A child of a single parent/guardian who satisfies, or of parents/guardians who both satisfy the work/training/study test under Section 14 of the Family Assistance Legislation Amendment (Child Care) Act 2010.
3. Any other child.

Within these three categories priority is also given to:

- Children in Aboriginal and Torres Strait Islander families.
- Children in families, which include additional needs.
- Children in families on low income.
- Children in families from culturally and linguistically diverse backgrounds.
- Children in socially isolated families.





- Children of single parents/guardian

Upon enrolment families will be informed of their priority and directed that if the Service has no vacancies and their child's position is a priority 3 under the Priority of Access Guidelines, it may be required that their child leave or reduce their days in order to make a place for a higher priority child.

### Enrolment

When a family has indicated their interest in enrolling their child in our Service, the following will occur:

- Families will be invited to come on a tour of the Service.
  - Families will be provided with a range of information about the Service which will include: programming methods, menu, incursions, excursions, inclusion, fees, policies, procedures, sun smart requirements, regulations for our State and the licensing and assessment process, signing in and out procedure, the National Quality Framework, room routines, educator qualifications, introduction of educator in the room the child will be starting in and educator and parent communication
- Families are invited to ask questions and seek any further information they require
- Families are given a copy of the Parent Handbook which outlines the Service operation and philosophy
- Families will be provided with vacancies, a start date and a suitable time for the child to be orientated to the Service.
- Families are informed of the Priority of Access guidelines and have their position assessed as to how they place within this system. Any matters that are sensitive of nature, such as discussing a child's medical needs, Court Orders, parenting plans or parenting orders, will be discussed privately with management. Families will be required to bring any corresponding documents in relation to court orders, medical needs or plans.
- Families will need to complete the enrolment form informing management of their child's interests, strengths and individual needs.
- If a family or child uses English as a second language, or speak another language at home, we request that families provide us with some key words in the languages the child speaks at this time so that educators can learn the words. Educators will furthermore use visuals to assist the child to understand
- Families will need to contact Centrelink to have their eligibility for Child Care Benefit assessed. Once these details have been confirmed, we can then formalise the child's enrolment and provide an accurate weekly fee for the family.
- Families will be invited to bring their child into the Service at a time that is convenient in order to familiarise themselves with the environment and educators.
- It is a legal requirement that prior the child starting at the Service we have all corresponding documents including enrolment form, medical plans, immunisation status and any court orders.
- It is a requirement from Department of Human Services that immunisation information is continuous. Parents are reminded mid-way through the year to provide any immunisation updates to the Service in order to continue receiving childcare benefits.
- Parents must notify the Service if their child has not been immunised via the enrolment form. Parents must complete the 'Immunisation Exemption - Conscientious Objection Form' as part of the Australian Childhood Immunisation Register process.
- It is the family's responsibility to keep the Service informed of any changes to the information recorded on the application form.

Families will be asked to provide the following information:

1. The full name, residential address, place of employment and contact telephone number of a parent
2. The full name, residential address, place of employment and contact telephone number of any person authorised to collect the child from the Service. Parent must nominate who can be contacted for the collection of the child
3. The gender of the child
4. Any court orders or parenting agreements regarding the child





5. The primary language spoken by the child; if the child has not learnt to speak, the child's family's language
6. The cultural background of the child
7. Any special requirements notified by the family, including for example cultural or religious requirements
8. The needs of a child with a disability or with other additional needs
9. A statement indicating parental permission for any medications to be administered to the child whilst at the Service. Only a parent on the enrolment form can authorise the administration of medication.
10. A statement indicating parental permission for any emergency medical hospital and ambulance services
11. The name and address and telephone number of the child's doctor and the nearest public hospital
12. Excursion permission for regular occurring outings
13. The child's Medicare number
14. Specific healthcare needs of the child, including any medical condition including allergies, including whether the child has been diagnosed as at risk of anaphylaxis
15. Any medical management plan, anaphylaxis Medical Management Plan or Risk Minimisation Plan to be followed with respect to a specific healthcare need, medical condition or allergy
16. Details of any dietary restrictions for the child
17. The immunisation status of the child
18. CRN for child and claimant

#### Enrolment Pack

Families will be provided with an enrolment pack which consists of:

- Current fee structure and payment details
- Family Information Book
- Information on the National Quality Framework, National Quality Standards and the My Time our Place framework
- ECA Code of Ethics brochure

#### Orientation of the Service

During the orientation of the Service, families will be:

- Given the Service enrolment form to be completed
- Provided with an outline of the Service policies which will include fees payment, sun safety, illness and accident and medical authorisation
- Shown the signing in/out process
- Spoken to about appropriate clothing worn to the Service, including shoes
- Informed about children bringing in toys from home
- Introduced to child's Educators
- Taken on a tour around the Service
- Discuss medical management plan and allergies completed on file (if applicable)
- Advised about the daily report and how parents can view this
- Introduced to the room routine and Service program. This included portfolios and the observation cycle.
- Informed about Service communication – meetings, interviews, newsletters, emails etc.
- About Hats and Sunscreen
- Able to set Family Goal's for their child
- Confirm preferred method of communication

#### Management will ensure:

- Enrolment form is completed accurately and in its entirety
- Inform the Room leader of the new child who will be in the room, highlighting any medical conditions, interests, needs and strengths





- Immunisation certificate and birth certificate have been sighted and photocopied
- Add child to Observation cycle
- Add child to Service's medical characteristics sheet and distribute (if necessary)
- Enrolment lodged with Child Care Management Systems (CCMS)
- File for Child's information created

### Enrolment Record Keeping

- Our Record Keeping Policy outlines the information and authorisations that we will include in all child enrolment records

### On the child's first day:

- The child and their family will be welcomed
- They will be greeted by one of the educators who will show them where to sign in and out.

### National Quality Standards (NQS)

Quality Area 2: Children's Health and Safety	
2.1.1	Each child's health needs are supported.
2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.
2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.
2.3.1	Children are adequately supervised at all times.
2.3	Each child is protected.
2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Quality Area 6: Collaborative partnership with families and communities	
6.1	Respectful supportive relationships with families are developed and maintained.
6.2	Families are supported in their parenting role and their values and beliefs about child rearing are respected.
6.3.1	Links with relevant community and support agencies are established and maintained

### Education and Care Services National Regulations

Children (Education and Care Services) National Law	
77	Health, hygiene and safe food practices
78	Food and beverages
79	Service providing food and beverages
80	Weekly menu
88	Infectious diseases
90	Medical conditions policy
92	Medication record
93	Administration of medication
96	Self-administration of medication
97	Emergency and evacuation procedures
99	Children leaving the education and care service premises
100	Risk assessment must be conducted before excursion
101	Conduct of risk assessment for excursion
102	Authorisation for excursions
157	Access for parents
160	Child enrolment records to be kept by approved provider
161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record





168	Education and care service must have policies and procedures
173	Prescribed information is to be displayed
177	Prescribed enrolment and other documents to be kept by approved provider
181	Confidentiality of records kept by approved provider
183	Storage of records and other documents

#### Source

- The Business of Childcare, Karen Kearns 2004
- Education and Care Services National Regulation 2015

#### Review

Policy Review Date: June 2018	Ratification by Governing Council
Directors Signature: 	Chairperson Signature: 





# ADDITIONAL NEEDS POLICY

*Including children with additional needs requires Educators to extend upon the strategies they already use in providing quality care for children. It is imperative for Educators to develop a comprehensive understanding of each child's interests and abilities, and implement a program and environment that is receptive to their needs.*

## PURPOSE

To be responsible for each child, irrespective of their additional needs and abilities, with a supportive and inclusive environment that sanctions each child to fully participate in its education and care at the service. Educators will remain encouraging, unprejudiced and authentic, ensuring that all children are treated equally and fairly and have the opportunity to grow and develop to their individual potential.

## SCOPE

This policy applies to children, families, staff, management and visitors of the service.

In accordance with The National Quality Standard, our service positively responds to and welcomes children with additional needs who -

- Are Aboriginal or Torres Strait Islanders
- Are recent arrivals in Australia
- Have a culturally and linguistically diverse background
- Live in isolated geographic locations
- Are experiencing difficult family circumstances or stress
- Are at risk of abuse or neglect
- Are experiencing language and communication difficulties
- Have a diagnosed disability—physical, sensory, intellectual or autism spectrum disorder
- Have a medical or health condition
- Demonstrate challenging behaviours and behavioural or psychological disorders
- Have developmental delays
- Have learning difficulties
- Are gifted or have special talents
- Have other extra support needs.

We understand that additional needs may be temporary or permanent and ascend from diverse origins, which require different responses. Supporting children with additional needs enables them to participate and feel included; this also helps promote their strengths and may reduce their risk of developing mental health difficulties. Strategies for supporting children with additional needs can diverge significantly, because every child is unique.

## IMPLEMENTATION

### **Management/Nominated Supervisor will ensure:**

- The indoor and outdoor environment and equipment is designed or adapted to ensure access and participation for all children to support the inclusion of children with additional needs.
- The program and curriculum is inclusive and meets the individual needs of children with additional needs.
- The service works with external professionals and families to certify the educational program and learning environment is most suited to each child with additional needs and children and families from culturally diverse backgrounds. We will keep a copy of any specific plans or instructions provided by external resource providers and professionals for children with additional needs.
- Children's sensory sensitivities to pressure, texture, smell, noise or visual expectation of the environment or colour is considered within the environment.
- Children are encouraged to feel safe and secure during their education and care at the service by developing trusting relationships with educators, other children and the community.





- Encourage families to meet with the Educators who will be working with the child to converse and comprehend the child's needs and to certify the suitable resources and support provided to both the family and the child is appropriate.
- Support educators through professional development and networking with professional agencies to certify educators are meeting the needs of each child with additional needs.
- Seek assistance, training and where possible, financial funding from inclusive support agencies to promote the development of skills in children with identified additional needs.
- Ensure confidentiality for children and families is maintained

#### **Educators will:**

- Treat children equally and fairly regardless of perceived dissimilarities.
- Create an inclusive program, which is adaptable and supportive of all children.
- Advocate for children's rights.
- Create a flexible environment, which can be adapted to each child's needs within the service to support the inclusion of children with additional needs.
- Implement programming experiences and activities, encouraging children to explore and participate.
- Listen carefully to children's concerns and discussing diverse perspectives on issues of inclusion and exclusion and fair and unfair behaviour.
- Work with other professionals who play a role in supporting the child's development.
- Seek specific professional intervention and training in order to meet the individual child's needs
- Develop an Inclusion Support Plan (ISP) for each child that will be kept on file at the service and shared with families, the child's medical practitioners and/or professional support services.
- Act as role models by displaying appropriate behaviour and language, being consistently aware of and responsive to children who may require additional support, attention or assistance.
- Discuss a wide range of emotions, thoughts and views constructively with the children within a supportive environment.
- Not judge or compare one child's development with another.
- Work with families to meet children's developmental needs, building strengths and capabilities.
- Work collaboratively with health professionals and families together to discuss and plans to support children.
- Talk to children about differences and acceptance.
- Providing opportunities for all children to play and learn together, promoting cooperative, caring and pro social behaviours.

#### **National Quality Standards (NQS)**

<b>Quality Area 1: Educational program and practice</b>	
<b>1.1.1</b>	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing and confidence as learners and effectiveness as communicators.
<b>Quality Area 3: Physical Environment</b>	
<b>3.1.3</b>	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use and interaction between indoor and outdoor space.
<b>Quality Area 5: Relationships with children</b>	
<b>5.1.2</b>	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
<b>5.1.3</b>	Each child is supported to feel secure, confident and included.
<b>Quality Area 6: Partnership with families</b>	
<b>6.3.2</b>	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities
<b>6.3.3</b>	Access to inclusion and support assistance is facilitated.





## Education and Care Services National Regulations

### Children (Education and Care Services) National Law

155	Interactions with children
156	Relationships in groups
157	Access for parents

### Source

- Australian Children's Education & Care Quality Authority (2014). Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2015,
- ECA Code of Ethics.
- <https://www.kidsmatter.edu.au/early-childhood/about-mental-health/about-mental-health-and-wellbeing-children-additional-needs>
- Early Years Learning Framework
- National Quality Standards
- Putting Children First, Newsletter of the National Childcare Accreditation Council (NCAC) Issue 23 September 2007
- Children's Services Central – Early Identification of Children with Additional Needs

### Review

Policy Review Date: June 2018	Ratification by Governing Council
Directors Signature: 	Chairperson Signature: 



# ARRIVAL AND DEPARTURE POLICY

*To maintain the wishes of families as per the individual enrolment form. Families who are separated cannot deny another parent access to the child at the Service unless there is a court order in place.*

## PURPOSE

To ensure the protection and safety of children, staff members and families accessing the Service. Staff will only release children to an authorised person. The daily sign in and out register will be used to determine who is present at the Service in case of emergencies.

## SCOPE

This policy applies to children, families, staff, management and visitors of the service.

## IMPLEMENTATION

Guidelines for delivery and collection of children are put in place to ensure the safety and wellbeing of each individual child.

## ARRIVALS

- In order for children to feel secure and safe, it is important that they are greeted upon arrival by a member of staff and have the chance to say goodbye to the person delivering them. Saying goodbye helps to build trust. Leaving without saying goodbye could cause the child to think they have been left behind.
- All children need to be signed in. This will include the time and parent signature. Parent's also needed to advise us who will be collecting the child/children.
- Sign in sheets are to be used in the case of an emergency to account for all children.
- Children are to be sighted by an educator before the parent or person responsible for the child leaves. This ensures that the educator is aware that your child has arrived and is in the building.
- A child's medication needs or any other information should be passed on to one of your child's educators by the person delivering the child.
- In the case of a separated family, either biological parent is able to add a contact in writing unless a court order is provided to the Director stating that one parent has sole custody and responsibility.
- In the case of an emergency, where the parent or a previously authorised contact is unable to collect the child, the parent or person responsible for the child (as listed on enrolment form as having a parenting role) may telephone the service and arrange an alternative person to pick up the child. A second staff member will witness the phone call. This contact will then need to be authorised in writing to the service.

## DEPARTURE

- Parents are to advise their child's educator if someone different is picking up their child, both verbally and on the sign in/out sheet. This person is to be named on the enrolment form or added in writing to the Director as an authorised contact for the child. Allowances made
- Photo identification will need to be sighted by a Primary Contact Educator. If educators cannot verify the person's identity they may be unable to release the child into that person's care.
- All children must be signed out by their parent or person who collects the child from our service. If the parent or other person forgets to sign the child out they will be signed out by the nominated supervisor or an educator.
- No child will be withheld from an authorised contact or biological parent named on the enrolment form unless a current court order is on file at the service.





- Children will need to be signed out on the same sheet as they were signed in.
- Parents are requested to arrive to collect their child/children by 6.00pm.
- In the case of a particular person being denied access to a child, the service requires a written notice from a court of law. Educators will attempt to prevent that person from entering the service and taking the child, however the safety of the educator is also important and they will not be expected to physically prevent any person from leaving the service. In this case the parent with custody will be contacted along with the local police. The court order overrules any requests made by parents to adapt or make changes.
- Nominated Supervisors will ensure that the authorised nominee pick-up list for each child is kept up to date.
- If the person collecting the child appears to be intoxicated, or under the influence of drugs, and educators feel that the person is unfit to take responsibility for the child, educators will:
  - Discuss their concerns with the person, if possible without the child being present
  - Suggest they contact another parent or authorised nominee to collect the child.
  - Educators will inform the police of the circumstances, the person's name and vehicle registration number if the person insists on taking the child. Educators cannot prevent an incapacitated parent from collecting a child, but must consider their obligations under the relevant child protection laws.
- At the end of each day educators will check the premises including outdoors and indoors to ensure that no child remains on the premises after the service closes.
- Children may leave the premises in the event of an emergency, including medical emergencies.
- Details of absences during the day will be recorded.
- Allowances can be made for arrival and departure for certain children with written permission of the guardian.

## VISITORS

To ensure we can meet Work Health and Safety requirements and ensure the safety of our children, individuals visiting our service must sign in when they arrive at the service, and sign out when they leave.

## LATE COLLECTION OF CHILDREN

- If there are children still present at the Service upon closing, a minimum of two Educators must also be present.
- Instruction to parents; "Please remember that our Educators have families to go home to and their own children to collect by a designated time. If you are late to collect your child two Educators have to stay behind and therefore both have to be paid overtime. To cover this, a late fee of **\$2 per minute per child** will be charged (e.g. if you are **5 minutes** late you will be charged **\$10 per child**. If you are 20 minutes late you will be charged **\$40 per child** etc.)
- If you know that you are going to be late, please notify the Service and make arrangements for someone else to collect your child that is on the emergency contact list.
- If you have not arrived by **6:00pm** you will be contacted. If we are unable to contact you and your child has not been collected, we will call alternative contacts as listed on your enrolment form to organise the collection of your child by one of them.
- Due to licensing and insurance purposes, if by **6pm** neither you nor any of your authorised contacts are available or contactable, we may need to take your child to the police station for you to collect.
- A sign will be displayed at the Service notifying you of your child's whereabouts. If this occurs we will be obligated to contact Crisis Care and Families SA to inform them of the situation.



### National Quality Standards (NQS)

Quality Area 2: Children's Health and Safety	
2.3	Each child is protected



### Education and Care Services National Regulations

Children (Education and Care Services) National Law	
99	Delivery and collection of children

### Source

- Australian Children's Education & Care Quality Authority. (2014).
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2015,
- ECA Code of Ethics.
- Guide to the National Quality Standard.

### Review

Policy Review Date: June 2018	Ratification by Governing Council
Directors Signature: 	Chairperson Signature: 





# PAYMENT OF FEES POLICY

## PURPOSE

For parents to gain a clear understanding of the service fee structure, ensuring children's fees are paid on time.

## SCOPE

This policy applies to children, families, staff, management and visitors of the service.

## IMPLEMENTATION

The fee structure of the service includes:

### General Fees

- Fees are charged on a daily basis and vary depending on the families Child Care Rebate (CCR) and Child Care Benefit (CCB) entitlements.
- Fees are to be paid **fortnightly through a direct deposit system, front office or at the service.**
- Fees are charged at full days only (no matter what the attendance hours are)
- Casual days may be offered to families if available within the Service's license
- Child Care Benefit (CCB) and Child Care Rebate (CCR) is available to all families who are Australian Residents. To find out about eligibility, families must contact the Department of Human Services or Centrelink.
- Child Care Benefits can be received as:
  - A reduction of fees through the service.
  - A lump sum payment to families at the end of the financial year that the Service is used in.

### Payment of fees

- Fees are set up using the Service's direct deposit system, payment at the front office or the service.
- Families will be issued with a fee statement on a fortnightly basis in accordance with the fee payment and Regulatory requirements.

### Financial Difficulties

- If a family is experiencing financial difficulties, a suitable payment plan may be arranged with authorisation of the nominated supervisor

### Failure to Pay

- If a family fails to pay the required fees on time, a reminder letter will be issued after one week and then again after two weeks, where the fees are still outstanding. A child's position will be terminated if payment has not been made after the three weeks, to which the family will receive a final letter terminating the child's position. At this time the service may initiate its debt collection procedure.

### Late Fees

- It is unacceptable to pick children up late from the Service. A late fee will apply where children are not picked up prior to closing time. Currently, a fee of \$2.00 per minute per child is charged.
- A review of the child's enrolment will occur where families are consistently late.

### Change of Fees

- Fees are subject to change at any time provided a minimum of four weeks written notice is given to all families

### Responsibility of Management

- The Nominated Supervisor is responsible for the billing and chasing of fees.
- Should families wish to discuss fees, they will need to see the Nominated Supervisor.



### National Quality Standards (NQS)



#### Quality Area 7: Leadership and service management

**7.3.2** Administrative systems are established and maintained to ensure the effective operation of the service.

#### Source

- The Business of Child Care, Karen Kearns
- National Quality Standards

#### Review

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# STAFFING

## Educators

As part of their employment requirements, all Educators have:

- a current DCSI criminal history check (police check)
- a current Responding to Abuse and Neglect Education and Care certificate
- a first aid certificate (there is always at least one Educator rostered on with a current senior first aid certificate, emergency asthma and anaphylaxis management training)
- an understanding of the guidelines in *Protective practices for staff in their interactions with children and young people* which provides clear advice to adults for the establishment of positive, caring and respectful relationships with children and young people in education and care settings.

The Educator to child ratio is 1 Educator for every 15 children. For every 30 children, the service employs one Educator with a recognised qualification eg Diploma of Community Services (Children's Services) or Diploma of OSHC. Different ratios apply for specific activities eg swimming.

## Volunteers

Any person interested in volunteering in OSHC must fill in an expression of interest form, have a current DCSI criminal history screening (police check) and attend the Responding to Abuse and Neglect - Education and Care session for volunteers. Potential volunteers will be interviewed by the Director and an Advisory Committee representative to determine their suitability and job role. All volunteers must be approved by the Governing Council.



# RELIEF STAFF POLICY

## PURPOSE

We aim to maintain continuity of care and endorse national regulations and standards by employing relief staff to replace permanent staff on a short-term basis maintaining a high standard of care and supervision.

## SCOPE

This policy applies to children, families, staff, management and visitors of the Service.

## IMPLEMENTATION

- Potential Relief staff will be required to attend an interview with management to ensure they are a fit and proper person.
- Once the prospective staff has been successful in the interview process, management will check their references and verify their working with children check.
- Relief staff will be placed on the casual list and invited to the Service for an orientation prior to commencing any work

### Orientation

Relief staff members are required to undergo a full induction & orientation into the Service to ensure they have a clear understanding of:

- The Service's policies and procedures
- Sign in and out process
- Required qualifications approved by ACECQA
- Emergency evacuations
- Service amenities
- Children's medical conditions
- The Service's program and routine
- Their roles and responsibilities

### Relief Staff Induction pack

Relief staff will be issued with an induction pack prior to commencing employment, which will contain:

- Staff handbook
- Service philosophy
- Job description
- Employment contract
- Staffing detail form
- Code of Conduct
- Code of Ethics

### Service Requirements

Prior to relief staff commencing at the Service we must have the following information:

- Copy of qualifications, including CPR, First Aid, Asthma and Anaphylaxis
- Banking details
- Signed employment contract and job description adhering to Service requirements
- Tax File Declaration
- Superannuation details
- Emergency contact details

### Employment Commencement

- It is a requirement that relief staff arrive 10 minutes prior to their shift to ensure they have adequate time to place their belongings in an allocated locker, read any staff communicates and sign on and be up to date with important points that are relevant and necessary for the day.





- Relief staff members are to rely on the direction of the Educational Leader / Room Leader
- Under the guidance of their Room Leader, relief staff members are to introduce themselves to families, explain their position within the Service, who they are replacing and how long they expect to be placed at the Service.
- All relief staff members are to accept and embrace the importance of confidentiality and that of the children within their care. They are to treat any information shared with them in the best interest of the child - professionally and sensitively.
- In conjunction with all permanent staff members, relief are requested to be mindful of the time and time taken for their breaks and return promptly to minimise any disruption to the set routine.
- It is advised that all staff members, whether relief or permanent, look after their health and keep their immunisations up to date.
- The Service will aim to maintain a register of relief staff members that are familiar to the Service, families, children, policies and program.

### **Service Dress Code**

Relief staff must ensure they maintain a professional image at all times. Staff are to be clean and tidy at all times with no offensive clothing worn.

### **Pants/Shorts**

- Neat and suitable practical clothing is to be worn at all times.
- Shorts and Skirts may be worn at an acceptable length. Clothing that is too short is not considered to be acceptable.

### **Tops**

- In maintaining the professional image staff need to consider the suitability of tops when deciding what to wear.
- A sunsmart T-Shirt is required covering the shoulders.
- Singlets, midriffs and strapless tops will not be accepted in the work environment. If it is felt that a staff member's top is too revealing, or inappropriate for wear around children and clients then they will be asked to return home to change.

### **Footwear**

- Kitchen staff must wear closed in shoes at all times.
- Closed in shoes are preferred for other staff.
- Thongs are not appropriate dress, and are considered dangerous footwear in the workplace.

### **Sun Safety**

- Consideration should be given to hats in summer for outdoors (as an example to children, and for your own protection).
- Staff will be required to wear a wide brimmed hat (no caps)
- Staff will be provided with sunscreen for use.
- Staff may wear sunglasses in the outdoor environment

### **Alcohol, Tobacco and other Drugs**

- Staff members are not permitted to consume alcohol, tobacco or other drugs whilst on the premises of a children service.
- Staff are not to offer, supply or obtain alcohol, tobacco or other drugs to any person at the child care service.
- Staff who are intoxicated or under the influence of drugs are not to work during any episode of intoxication.
- Any breach of these conditions will result in disciplinary action.
- Staff who use prescription medication are asked to discuss the possible side effects of these drugs with management to ensure that the staff member and children remain safe at all times.
- Relief Staff are not permitted to administer prescription medication to children unless approved by management.



### National Quality Standards (NQS)

Quality Area 7: Leadership and service management	
7.1	Effective leadership promotes a positive organisational culture and builds a professional learning community.
7.2	There is a commitment to continuous improvement
7.3	Administrative systems enable the effective management of a quality Service.



### Education and Care Services National Regulations

Children (Education and Care Services) National Law	
120	Educators who are under the age of 18 to be supervised
145	Staff Records
149	Volunteers and Students
168	Policies and Procedures

### Source

- The Business of Childcare, Karen Kearns 2004
- Education and Care Services National Regulation 2015
- National Quality Standards
- Fair Work
- Industrial Relations

### Review

Policy Review Date: June 2018	Ratification by Governing Council
Directors Signature: 	Chairperson Signature: 





# IN-SERVICE AND STAFF DEVELOPMENT POLICY

*It is important for staff to continue learning new ideas and to keep up to date with current trends and high quality practices. Professional development is the process of maintaining and continuously improving current knowledge and skills in an area of expertise through both informal and formal learning opportunities.*

- Permanent full time staff members are to attend a minimum of 4 in-services per calendar year
- A Child Protective training course is to be attended by each Primary Contact Educator every twelve/ eighteen months as a minimum to ensure knowledge is current
- It is a condition of employment that all staff members keep their First Aid training, also including CPR and Asthma and Anaphylaxis training current and supply the Service with valid certificates
- The Nominated Supervisor will ensure that the roster at all times support:
  - At least one Educator who holds a current approved first aid qualification
  - At least one Educator who has undertaken current approved anaphylaxis management training
  - At least one Educator who has undertaken current approved emergency asthma management training

The Service will offer training to staff to meet this requirement.

- It is advised that Educators undertake WHS training as a part of their in-service training
- Educators are expected to attend staff meetings regularly which will also be used for in-service training and team reflection.
- Permanent-part time and casual staff (other than relief staff) are to attend a minimum of 1 in-service per calendar year.
- The Nominated Supervisor and Educational Leader will work together to identify training needs across the service and source appropriate training and mentoring for Educators.
- Educators will seek assistance and direction from the Service's Educational Leader regarding the in-services and training.
- Professional development plans are documented and implemented as per the Service's Professional Development Plan cycle to support and encourage performance improvement.
- To assist and support staff in furthering their training Clovelly Park OSHC will contribute 100% of standard in-service fees for permanent staff (travel is at your own expense) and provide time in lieu which is to be taken at the discretion of the Nominated Supervisor, for in-service training required under conditions of employment. In-service approvals are required by the Nominated Supervisor for this to occur.
- Other in-services training, above the minimum expected may be supported by management in respect to the cost of the in-service, if approved by the Nominated Supervisor beforehand.
- Educators are required to produce a report in the week after the completion of the in-service to share with all other Educators and Management. The Educator who has attended the in-service may be asked to present a report at the next staff meeting to share information gained with all other Educators and Management.
- All in-services attended (which are paid for or subsidised by the Service) must be first approved by the Nominated Supervisor of the service. Only in-services which are beneficial to the Service and other staff will be approved for payment by the service, at the discretion of the Service Nominated Supervisor. Relief staff will be advised of details concerning in-service topics and locations and are to attend these in their own time at their own expense if desired.
- A record of all in-service training will be kept in the office.

By staff participating in professional development it is with the intention to:

- Lead and share information, knowledge and expertise on practice, policy developments and community changes that may impact on curriculum
- Be a professional role model for high quality education and care for children





- Build the capacity of all Educators by supporting and mentoring others to take on leadership roles in areas of expertise or of potential interest.

This policy was made with consideration to the National Quality Standard, Education and Care Services National Regulations,

#### National Quality Standards (NQS)

Quality Area 7: Leadership and service management	
7.1	Effective leadership promotes a positive organisational culture and builds a professional learning community.
7.2	There is a commitment to continuous improvement
7.3	Administrative systems enable the effective management of a quality Service.

#### Review

Policy Review Date: June 2018	Ratification by Governing Council
Directors Signature: 	Chairperson Signature: 





# NATIONAL QUALITY FRAMEWORK

Our OSHC service is guided by the National Quality Framework which aims to raise quality and drive continuous improvement for education and care services to improve outcomes for children. It consists of three things:

1. The Legislation - Education and Care Services National Law (South Australia)
2. The National Quality Standard
3. Approved learning frameworks:
  - The Early Years Learning Framework, *Belonging, Being, Becoming*
  - Framework for School Age Care, *My Time Our Place*

More information can be found at: [www.acecqa.gov.au/national-quality-framework](http://www.acecqa.gov.au/national-quality-framework)

## NATIONAL QUALITY STANDARD OUTCOMES

<b>QA1</b>	<b>Educational program and practice</b>
1.1	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.
1.1.1	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.
1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning.
1.1.4	The documentation about each child's program and progress is available to families.
1.1.5	Every child is supported to participate in the program.
1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.
1.2	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.
1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.
1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.
<b>QA2</b>	<b>Children's health and safety</b>
2.1	Each child's health is promoted.
2.1.1	Each child's health needs are supported.
2.1.2	Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.
2.1.3	Effective hygiene practices are promoted and implemented.
2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.
2.2	Healthy eating and physical activity are embedded in the program for children.
2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.





2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.
2.3	Each child is protected.
2.3.1	Children are adequately supervised at all times.
2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
2.3.4	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.
QA3	Physical environment
3.1	The design and location of the premises is appropriate for the operation of a service.
3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.
3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.
3.2	The environment is inclusive, promotes competence, independent exploration and learning through play.
3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.
3.2.2	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.
3.3	The service takes an active role in caring for its environment and contributes to a sustainable future.
3.3.1	Sustainable practices are embedded in service operations.
3.3.2	Children are supported to become environmentally responsible and show respect for the environment.
QA4	Staffing arrangements
4.1	Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.
4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.
4.2	Educators, co-ordinators and staff members are respectful and ethical.
4.2.1	Professional standards guide practice, interactions and relationships.
4.2.2	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.
4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.
QA5	Relationships with children
5.1	Respectful and equitable relationships are developed and maintained with each child.
5.1.1	Interactions with each child are warm, responsive and build trusting relationships.
5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
5.1.3	Each child is supported to feel secure, confident and included.
5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.
5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.
5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
5.2.3	The dignity and rights of every child are maintained at all times.
QA6	Collaborative partnerships with families and communities
6.1	Respectful supportive relationships with families are developed and maintained.



6.1.1	There is an effective enrolment and orientation process for families.
6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.
6.1.3	Current information about the service is available to families.
6.2	Families are supported in their parenting role and their values and beliefs about child rearing are respected.
6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.
6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing.
6.3	The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.
6.3.1	Links with relevant community and support agencies are established and maintained.
6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
6.3.3	Access to inclusion and support assistance is facilitated.
6.3.4	The service builds relationships and engages with their local community.
<b>QA7</b>	<b>Leadership and service management</b>
7.1	Effective leadership promotes a positive organisational culture and builds a professional learning community.
7.1.1	Appropriate governance arrangements are in place to manage the service.
7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.
7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.
7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.
7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.
7.2	There is a commitment to continuous improvement.
7.2.1	A statement of philosophy is developed and guides all aspects of the service's operations.
7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.
7.2.3	An effective self-assessment and quality improvement process is in place.
7.3	Administrative systems enable the effective management of a quality service.
7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.
7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.
7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.
7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.
7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.





# EDUCATIONAL PROGRAM POLICY

*Research accentuates that quality programs significantly influences children's growth and development. We have the opportunity to construct a supportive learning environment and program, with inspirations from the children and families. This contribution can encourage the children to feel a sense of control over their actions, interactions, to explore, be curious and test out their understanding of themselves others and the world around them.*

## PURPOSE

To enhance children's learning and development through the pedagogical practices of educators and families in a positive learning environment which is promoted across the five learning outcomes from Early Years Learning Framework. Educators will gather and interpret information about children to inform the preparation of the environment and implement experiences that are engaging and meaningful.

## SCOPE

This policy applies to children, families, staff, and management of the service.

## IMPLEMENTATION

The Guide to the National Quality Standard states that, 'Planning involves observing, gathering and interpreting information about children to inform the preparation of environments and experiences that engage them and are meaningful for them. It also involves reflecting on and documenting children's experiences and learning' (p. 22).

Under the National Law and National Regulations, approved services are required to base their educational program on an approved learning framework. The program should focus on addressing the developmental needs, interests and experiences of each child, while taking into account the individual differences of each child.

There are two nationally approved learning frameworks in South Australia which outline practices that support and promote children's learning:

- [Belonging, Being and Becoming: The Early Years Learning Framework for Australia \('Early Years Learning Framework \(EYLF\)'\)](#)
- [My Time, Our Place: Framework for School Age Care in Australia \('Framework for School Age Care'\)](#).

**Our service is committed to the My Time Our Place (MTOp).**

My Time our Place

- Each child's learning will be based on their interests and strengths and guided by educators.
- Educators must work in collaboration with families to provide relevant learning experiences for each child, based on their interests and family experiences.
- Every child will be equally valued. Their achievements & learning will be celebrated.
- Educators will observe and record the strengths and learning of each child.
- Educators will work closely with children and families to produce ideas for the curriculum.
- Learning Outcomes will be linked to the curriculum during and after each child's learning has occurred.
- The curriculum will be constructed on the children's interests, educators extending children's interests, spontaneous experiences and family contribution.
- Where appropriate, the service will liaise with external agencies and support persons to best educate and care for children with additional needs.
- Where appropriate, the curriculum (play and learning experiences) will build and develop each child's Learning Stories, Portfolio and Observations of each child's strengths and development.
- The curriculum will be evaluated and reflected upon continuously by educators





### **Management/ A Nominated Supervisor/ Certified Supervisor will:**

- Ensure that a suitable program based on an approved learning framework is delivered to all children
- Ensure all Educators work as a team in preparing and/or implementing the curriculum which collaborates with the services philosophy
- Ensure modifications are made in the environment for children with special needs. Management will make appropriate, professional referrals where necessary with family permission
- Ensure a conscious balance between indoor and outdoor experiences is planned for with large blocks of unstructured time for child initiated play
- Communicate with families on a regular basis
- Ensure each child is acknowledged for their uniqueness in a positive way
- Support children's efforts, assisting and encouraging as appropriate
- Be consistently aware of and responsive to children who may require additional support, assistance or attention, noticing and listening carefully to children's concerns and discussing diverse perspectives on issues of inclusion and exclusion and fair and unfair behaviour.

### **Educators will:**

- Implement an ongoing cycle of planning, documenting and evaluating children's learning which will underpin the educational program and involves educators in critically thinking about what is obtainable and why.
- Document children's experiences and their responses to the environment making children's learning visible to children, educators and families and promotes shared learning and collaboration.
- Provide experiences that include both structured and unstructured learning times catering for children's individual needs, interests and are age appropriate.
- Ensure materials and equipment reflect the cultural diversity that exists in our society
- Respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning
- Provide experiences that actively promote and initiate the investigation of ideas, complex concepts and thinking, reasoning and hypothesising
- Gather information from families upon enrolment regarding the child's needs, interest and family backgrounds. This information is treated as confidential and allows Educators to provide experiences that interest and extend children's current development. We feel that it is important to develop a partnership between parents and Educators to ensure that consistency between home and the Service occurs and that the best possible care is provided
- Explore ideas and theories using imagination, creativity and play, during large blocks of uninterrupted time.
- Use the learning outcomes to guide their planning for children's learning.
- Intentionally scaffold children's understanding and learning
- Make use of spontaneous 'teachable moments' to extend children's learning
- Respond to children's displays of learning dispositions by commenting on them and providing encouragement and additional ideas
- Further extend critical thinking skills through provocations
- Plan realistic curriculum goals for children based on observation and assessment of individual needs and interests.

The program will provide a variety of developmentally appropriate experiences and materials that are selected to achieve the following goals:

- Foster positive self-concept
- Develop social skills
- Encourage children to think, reason, question and experiment
- Encourage language development
- Enhance physical development and skills
- Encourage and demonstrate sound health, safety and nutritional practices
- Encourage creative expression





- Respect cultural diversity of staff and children
- Respect gender diversity

### National Quality Standards (NQS)

Quality Area 1: Educational program and practice	
1.1.1	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, and confidence as learners and effectiveness as communicators.
1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.
1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning.
1.1.4	The documentation about each child's program and progress is available to families.
1.1.5	Every child is supported to participate in the program.
1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and to influence events and their world.
1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.
1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

### Education and Care Services National Regulations

Children (Education and Care Services) National Law	
73	Educational programs
74	Information about the educational program to be kept available
75	Information about educational program to be given to parents
76	Documenting of child assessments or evaluations for delivery of educational program

### Early Years Learning Framework

Learning Outcome 1-5	
All Learning Outcomes under the Early Years Learning Framework will be addressed through our Policy and practices.	

### Source

<ul style="list-style-type: none"> <li>• Australian Children's Education &amp; Care Quality Authority. (2014). Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2015, ECA Code of Ethics.</li> <li>• Australian Children's Education &amp; Care Quality Authority. (2013). Guide to the National Quality Standard.</li> <li>• Frith, John Dr &amp; Kambouris, Nita &amp; O'Grady, Onagh &amp; University of New South Wales. School of Public Health and Community Medicine (2003). Health &amp; safety in children's centres : model policies &amp; practices (2nd ed). School of Public Health and Community Medicine, University of New South Wales on behalf of the Australian Early Childhood Association (NSW Branch), and the NSW Children's Services Health and Safety Committee, [Sydney]</li> <li>• Tansey, Sonja. (2005, September 2005). Supervision in Children's Services. Putting Children First, the Newsletter of the National Childcare Accreditation Council (NCAC) Issue 15, p. 8-11.</li> <li>• Programming with the Early Years Learning Framework (2014)</li> <li>• Program and Planning in Early Childhood Settings 5<sup>th</sup> Edition (2012)</li> </ul>	
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### Review

Policy Review Date: June 2018	Ratification by Governing Council
Directors Signature: 	Chairperson Signature: 





# PROGRAMMING PROCEDURE

*The program will be guided by observations on children that have been reflected on and then followed up as per the planning cycle outlined in the My Time our Place*

- Educators from each group work together to produce an interest based, child serviced program. This program will be evaluated and extended upon daily, then critically reflected upon weekly.
- Through interacting with children during unstructured learning times Educators are able to discover the child's interests and extend upon these in a relaxed, spontaneous atmosphere. Educators will interact with children in a way that encourages and challenges them to extend their thinking and interests
- Educators will respect the child's rights to choose not to participate at times and provide them with another activity or experience
- The rooms are set up with designated areas, which remain the same for consistency, only changing to support children's interests or safety. An evaluation will be completed should the learning environment change.
- The children are provided with a range of choice of activities and are responsible for packing away these activities when they are finished with a particular project. We wish to instill in children a sense of care and respect for their equipment and environment.
- Educators will conduct smooth un-regimented transitions between activities. Transitions are to be integrated into the program as learning opportunities
- The environment and program will encourage children's choice in a selection of experiences
- Routine tasks will be incorporated into the program as a means of furthering children learning self-help and social skills
- Appropriate staff/child ratios, according to the licensing regulations will be maintained at the Service at all times
- Portfolios / Digital files will be given to families at the end of the term to review and discuss.
- Portfolios / Digital files will provide an accurate record of each child's learning and development as well as special moments captured during their time spent at the Service



# ENVIRONMENTAL SUSTAINABILITY POLICY

*We encourage and increase awareness of environmental responsibilities and implement practices that contribute to a sustainable future. Children are supported to become environmentally responsible and show respect for the environment. Sustainability is often thought about in terms of environmental sustainability—reducing waste, minimising consumption and protecting and conserving wildlife and natural habitats.*

## PURPOSE

We aim to ensure the environment is safe, clean and sustainable. We believe in educating children about the environment which is promoted through daily practices, resource and interactions. Sustainable practice will be encouraged within the service assisting children and families to become advocates for a sustainable future.

## SCOPE

This policy applies to children, families, staff, management and visitors of the Service.

## IMPLEMENTATION

We believe environmentally sustainable practices should be embedded into the operations of the Service. This involves educators, children and families working together to protect our environment to ensure a sustainable future for our children through continuous improvement we strive to improve every day.

### Management will:

- Network with the local community to keep up to date with current practices and ideas for sustainability. This may include water tanks, grey water system, converting toilet cisterns to dual flush and converting water saving taps
- Encourage educators, families and children to engage in innovative practices and appreciate the natural environment
- Ensure the Service joins a preferred provider E.G: the NSW Early Childhood Environmental Education Network (or State equivalent) to liaise with other education and care services and keep up to date on practices and ideas for sustainability.
- Where relevant, review policies and procedures within the Service to find more sustainable outcomes. (For example; Using hand dryers or washers instead of paper towel to dry hands)
- Where possible, electronic communication for newsletters, billing and etc. will be used to reduce paper use within the office and in each room.
- Source resources and materials from reverse garbage or second hand stores to use within the Service
- Ensure sustainable practices are incorporated into the daily routine. This will include:

Sustainable Practice	Ideas
Recycling	<ul style="list-style-type: none"><li>- Recycle paper and rubbish</li><li>- Using recycled water</li></ul>
Gardening	<ul style="list-style-type: none"><li>- Plant vegetables, herbs and fruits</li><li>- Worm Farm</li><li>- Give food scraps to worms or the animals</li></ul>
Energy Conservation	<ul style="list-style-type: none"><li>- Turn off lights and switches when not in use</li></ul>
Water Conservation	<ul style="list-style-type: none"><li>- Using half flush on the toilet</li><li>- Turn off the water when not in use</li><li>- Shorter showers</li><li>- Turn off tap when brushing teeth</li></ul>



**Natural Resources & Equipment**

- Caring for pets
- Reusing natural materials – trees, blocks, boxes etc

**Educators will:**

- Incorporate recycling as part of everyday practice at the Service. Recycling containers will be provided throughout meal times and experiences.
- Role model sustainable practices.
- Discuss sustainable practices with the children and families & local community as part of the curriculum.
- Provide information to families on sustainable practices that are implemented at the Service and encourage the application of these practices in the home environment.
- Share ideas between educators, children and families about sustainable ideas, implementation and resources. This will be followed through our communication strategies, including parent meetings, emails, newsletters and conversations.
- Use a worm farm/composting bin/ to reduce food waste in the Service. Children will be encouraged to place food scraps into separate containers for use in the worm farm or composting bin. Educators will discuss with the children and families, which scraps worms can eat, which foods can be composted. The children will be involved in maintaining the worm farm and compost bin.
- Role model energy and water conservation practices of turning off lights and air-conditioning when a room is not in use, emptying water play containers onto garden areas,
- Seek to purchase equipment that is environmentally friendly where possible. Educators will reduce the amount of plastic and disposable equipment they purchase and select materials that are made of natural materials.
- Use the concept of “reduce, re-use and recycle” which will become part of everyday practice for both children and educators to build lifelong attitudes towards sustainable practices.



**National Quality Standards (NQS)****Quality Area 3: Physical Environment**

<b>3.1</b>	The design and location of the premises is appropriate for the operation of a Service
<b>3.2</b>	The environment is inclusive, promote competence, independent exploration and learning through play
<b>3.3</b>	The Service takes an active role in caring for its environment and contributes to a sustainable future

**Source**

- The Business of Childcare, Karen Kearns 2004
- Education and Care Services National Regulation 2015
- National Quality Standard
- Department of Sustainability, Environment, Water, Population and Communities – [www.environment.gov.au](http://www.environment.gov.au)

**Review**

<b>Policy Review Date: June 2018</b>	<b>Ratification by Governing Council</b>
<b>Directors Signature:</b> 	<b>Chairperson Signature:</b> 





# BEHAVIOUR GUIDANCE POLICY

*The right for children to receive positive guidance in a supportive and respectful environment is protected in National Regulations. Children learn to face a variety of challenges throughout their lives. Learning the difference between acceptable and unacceptable behaviour assists children to regulate their own behaviours in different social and emotional environments as well as when interacting with peers and adults.*

## PURPOSE

We aim to create positive relationships with children making them feel safe, secure and supported within our Service. We will ensure children are treated with respect, consistency, fairly and equitably as they are supported to develop the skills and knowledge required to behave in a socially and culturally acceptable manner.

Supporting children to develop socially acceptable behaviour is a primary goal for educators and families. This is embedded in fundamental documents including the My Time our Place (MTOP) The Education and Care Services National Regulations and the National Quality Standards (NQS).

## SCOPE

This policy applies to children, families, staff, management and visitors of the Service.

## IMPLEMENTATION

The behaviour and guidance techniques used by staff and Educators at our Service are designed to give children the opportunity to expand their experiences of life in a productive, safe environment that allows individuals the right to safety, tolerance, self-expression, cultural identity, dignity and the worth of the individual.

### Management/Nominated Supervisor/Certified Supervisor will ensure:

- Information is gathered from families about their children's social skills and relationship preferences, which will be recorded in the child's individual file. Our educators will use this information to engage children in experiences that support children to develop and practice their social and shared decision making skills.
- A partnership is developed with local schools and other professionals or support agencies that work with children who have diagnosed behavioural or social difficulties to develop plans for the inclusion of these specific children. This information will be kept confidential and in the individual child's file.
- Children are given the opportunity to make choices and experience the consequences of these choices when there is no risk of physical or emotional harm to the child or anyone else.
- Children are being acknowledged when they make positive choices in managing their behaviour.
- Positive strategies are being implemented to enable educators to encourage positive behaviour in children in order to minimise adverse behaviour. In addition, we will implement strategies educating children about developing behaviour limits and the consequences of inappropriate behaviour.
- Excessive behaviour is managed and communicated with families.
- Support educators enhance their skills and knowledge in guiding children's behaviour

### Educators will:

- Encourage the individual social development in each child, striving to develop children's self-control and understanding the feelings of others
- Guide children's behaviour, teaching them how to be considerate of others – to think about the effects of their actions on others. It is important that children understand what acceptable and unacceptable behaviour is and how to manage their emotions.
- Use positive guidance through redirection. In the instance of adverse behaviour being persistently observed, Educators will evaluate their program, room set up, supervision etc. to reflect on inappropriate behaviour, triggers and sources.





- Role model appropriate behaviour and language, encouraging children to socialise with other children, including children of different cultural backgrounds as well as from different age groups and different sexes.
- Implement "Time with" an adult, which will be used when all other strategies (above) have been exhausted. "Time with," allows children time to reflect on their actions, assisting in fostering self-discipline and to acknowledge that there are consequences to actions. "Time with" will occur under the supervision of other Educators.
- Take into consideration the child's past experiences as their behaviour could be a result from past trauma such as changes in routine, changes or losses within the family, placement in care, or more serious circumstances involving abuse, neglect, or family violence.
- Be responsive to these former experiences, designing and implementing behaviour plans with the individual child that include strategies which will assist alternative and positive behaviour.
- Ensure all strategies being implemented are appropriate to the child's age and developmental capacity.
- Adapt a positive approach, excluding cruel, harsh, humiliating or demeaning actions.
- Consult with industry professionals to support the child within the Service and implement techniques within the program to benefit all.
- Commit to professional development and keep up to date with industry information regarding behaviour management.
- Re-direct a child who may be causing or about to cause harm to himself or herself, another child or adult. Incidents may include a child who is kicking, spitting, biting, throwing furniture or toys, punching or hitting, or being disruptive. Redirection may also include an incident where a child places itself in a dangerous situation, for example, climbing a fence or hiding under furniture. Safety is a priority and this may mean using physical re-direction in which an Educator will actually remove the child from the harmful situation
- Complete a 'Behaviour Incident Report' with each incident that occurs. Families are to be notified where they will be required to read and sign in an instance where a child or children's safety has been jeopardised.
- Continue observing the child, where a similar incidence occurs three times the child's parents and Educators will meet to discuss the issue and create a behaviour management plan of action to support the child in the environment.
- Exchange information with families on the subject of behaviour management which is encouraged both on an informal and more formal basis, such as parent interviews and through newsletters.
- Be sufficiently informed, trained and supervised to implement the behaviour management plan created, ensuring that information is composed and recorded for reflection on its effectiveness for the individual child.
- Support children to explore different identities and points of view and to communicate effectively when resolving disagreements with others.
- Discuss emotions, feelings and issues of inclusion and fairness, bias and prejudice and the consequences of their actions and the reasons for this as well as the appropriate rules.
- Encourage children to listen to other people's ideas, consider pro-social behaviour and collaborate in problem solving situations.
- Listen empathetically to children when they communicate their emotions, provide encouragement as they reassure the child it is normal to experience positive and negative emotions.
- Guide children to remove themselves from situations where they are experiencing frustration, anger or fear.
- Support children to negotiate their rights and rights of others and mediate perceptively when children experience complexity in resolving dissimilarity.
- Learn about children's relationships with others and their relationship preferences they have and use this knowledge to encourage children to manage their own behaviour and expand on their empathy skills.
- Work with individual families and professional agencies to ensure that a consistent approach is used to support children with diagnosed behavioural or social difficulties.





- Use positive language, gestures, facial expressions and tone of voice when redirecting or discussing children's behaviour with them.
- Remain calm, tender and tolerant as they encourage children who are strongly expressing distress, frustration or anger.
- Guide children's behaviour with a focus on preserving and promoting children's self esteem as they learn to self-regulate their behaviour.

#### Families will:

- Be informed of behaviour management concerns we may have with their child, this includes: the positive and negative aspects of the day.
- Collaborate with Educators and professional agencies when required in order to develop a broader understanding of the child's developmental level, the child's family, the parent's approach, and any recent events, which may be influencing the child's behaviour.

#### Children will

- Learn to respect the rights and needs of others by anticipating the result and consequences of their behaviour.
- Be given positive guidance towards acceptable behaviour so they learn what acceptable and unacceptable behaviour is.
- Need to learn to be responsiveness of their actions and how their behaviour impacts on others.
- Be encouraged to use their words rather than actions to resolve conflicts
- Build on strengthening their communication through intentional teaching moments which will include:
  - Greeting others when they arrive and depart from the Service
  - Sharing resources
  - Assisting when it is time to pack away the indoor and outdoor environment
  - Using manners such as please and thank-you
- Learn to wait for their turn for an appropriate period of time. This will depend on age and development
- Learn about the feelings of others throughout the program in order to assist children to understand the consequences of their actions.
- Be encouraged to engage in cooperative and pro-social behaviour and express their feelings and responses to others' behaviour confidently and constructively, including challenging the behaviour of other children when it is disrespectful or unfair.

#### National Quality Standards (NQS)

Quality Area 5: Relationships with Children	
5.1.1	Interactions with each child are warm, responsive and build trusting relationships.
5.1.2	Each child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
5.1.3	Each child is supported to feel secure, confident and included.
5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.
5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
5.2.3	The dignity and the rights of every child are maintained at all times.

#### Education and Care Services National Regulations

Children (Education and Care Services) National Law	
155	Interactions with children
156	Relationships in groups





## National Quality Standards (NQS)



### Quality Area 3: Physical Environment

3.1	The design and location of the premises is appropriate for the operation of a Service
3.2	The environment is inclusive, promote competence, independent exploration and learning through play
3.3	The Service takes an active role in caring for its environment and contributes to a sustainable future

### Source

- Australian Children's Education & Care Quality Authority. (2014).
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2015,
- ECA Code of Ethics.
- Guide to the National Quality Standard.
- <http://raisingchildren.net.au>
- [www.napcan.org.au](http://www.napcan.org.au)
- [www.cyh.com](http://www.cyh.com)
- [www.acwa.asn.au](http://www.acwa.asn.au)
- [www.kidsmatter.edu.au](http://www.kidsmatter.edu.au)
- Louise Porter - Developing Responsible Behaviour

### Review

Policy Review Date: June 2018	Ratification by Governing Council
Directors Signature: 	Chairperson Signature: 



# INCIDENT, ILLNESS ACCIDENT & TRAUMA POLICY

*In early childhood illness and disease spreads easily from one child to another, even when implementing the recommended hygiene and infection control practices. When groups of children play together and are in new surroundings accidents and illnesses may occur. Our service is committed to preventing illness and reducing the likelihood of accidents through its risk management and effective hygiene practices.*

## PURPOSE

Educators have a duty of care to respond to and manage illnesses, accidents & trauma that occur at the service to ensure the safety and wellbeing of children, educators and visitors. This policy will guide educators to manage illness and prevent injury and the spread of infectious diseases.

## SCOPE

This policy applies to children, families, staff, management and visitors of the service.

## IDENTIFYING SIGNS AND SYMPTOMS OF ILLNESS

Early Childhood Educators and Management are not doctors and are unable to diagnose an illness of infectious disease. To ensure the symptoms are not infectious and minimise the spread of an infection medical advice is required to ensure a safe and healthy environment.

Symptoms indicating illness may include:

- Behaviour that is unusual for the individual child
- High Temperature or Fevers
- Loose bowels
- Faeces with grey, pale or contains blood
- Vomiting
- Discharge from the eye or ear
- Skin that display rashes, blisters, spots, crusty or weeping sores
- Loss of appetite
- Dark urine
- Headaches
- Stiff muscles or joint pain
- Continuous scratching of scalp or skin
- Difficult in swallowing or complaining of a sore throat
- Persistent, prolonged or severe coughing
- Difficulty breathing

## High Temperatures or Fevers

Children get fevers or temperatures for all kinds of reasons. Most fevers and the illnesses that cause them last only a few days. But sometimes a fever will last much longer, and might be the sign of an underlying chronic or long-term illness or disease.

Recognised authorities define a child's normal temperature will range between 36.0°C and 37.0°C, this will often depend on the age of the child and the time of day.

Any child with a high fever or temperature reaching 38°C or higher will not be permitted to attend the service until 24 hours after the temperature/fever has subsided.

## Methods to reduce a child's temperature or fever

- Encourage the child to drink plenty of water, unless there are reasons why the child is only allowed limited fluids





- Remove excessive clothing (shoes, socks, jumpers, pants etc.) Educators will need to be mindful of cultural beliefs.
- Sponge lukewarm water on the child's forehead, back of neck and exposed areas of skin
- If requested by a parent or emergency contact person, staff may administer Paracetamol (Panadol or Neurofen) in an attempt to bring the temperature down, however, a parent or emergency contact person must still collect the child.
- The child's temperature, time, medication, dosage and the staff member's name will be recorded in the Illness Folder, and the parent asked to sign the Medication Authorisation Form on arrival

#### **When a child has a high temperature or fever**

- Educators will notify parents when a child registers a temperature of 38°C or higher.
- The child will need to be collected from the service and will not be permitted back for a further 24 hours after the child's last temperature
- Educators will complete an illness, Accident & Trauma record and note down any other symptoms that may have developed along with the temperature (for example, a rash, vomiting, etc.)

#### **Dealing with colds/flu (running nose)**

Colds are the most common cause of illness in children and adults. There are more than 200 types of viruses that can cause the common cold. Symptoms include a runny or blocked nose, sneezing and coughing, watery eyes, headache, a mild sore throat and possibly a slight fever.

Nasal discharge may start clear, but can become thicker and turn yellow or green over a day or so. Up to a quarter of young children with a cold may have an ear infection as well, but this happens less often as the child grows older. Watch for any new or more severe symptoms—these may indicate other, more serious infections. Infants are protected from colds for about the first 6 months of life by antibodies from their mothers. After this, infants and young children are very susceptible to colds because they are not immune, they have close contact with adults and other children, they cannot practice good personal hygiene, and their smaller nose and ear passages are easily blocked. It is not unusual for children to have five or more colds a year, and children in education and care services may have as many as 8–12 colds a year.

As children get older, and as they are exposed to greater numbers of children, they get fewer colds each year because of increased immunity. By 3 years of age, children who have been in group care since infancy have the same number of colds, or fewer, as children who are cared for only at home.

*Management have the right to send to children home if they appear unwell due to a cold. Children can become distressed and lethargic when unwell. With discharge coming from the children's nose and coughing, can lead to germs spreading to other children, Educators, toys and equipment. Management will assess each individual case prior to sending the child home.*

#### **Diarrhoea and Vomiting (Gastroenteritis)**

Gastroenteritis (or 'gastro') is a general term for an illness of the digestive system. Typical symptoms include abdominal cramps, diarrhoea and vomiting. In many cases, it does not need treatment, and symptoms disappear in a few days.

Gastroenteritis can cause dehydration because of the large amount of fluid lost through vomiting and diarrhoea. A person suffering from severe gastroenteritis may need fluids intravenously.

#### **Infectious causes of gastroenteritis include:**

- Viruses such as rotavirus, adenoviruses and norovirus
- Bacteria such as Campylobacter, Salmonella and Shigella
- Bacterial toxins such as staphylococcal toxins
- Parasites such as Giardia and Cryptosporidium.

#### **Non-infectious causes of gastroenteritis include:**

- Medication such as antibiotics
- Chemical exposure such as zinc poisoning
- Introducing solid foods to a young child





- Anxiety or emotional stress.

The exact cause of infectious diarrhoea can only be diagnosed by laboratory tests of faecal specimens. In mild, uncomplicated cases of diarrhoea, doctors do not routinely conduct faecal testing. Children with diarrhoea who also vomit or refuse extra fluids should see a doctor. In severe cases, hospitalisation may be needed. The parent and doctor will need to know the details of the child's illness while the child was at the education and care service.

Children, educators and staff with infectious diarrhoea and/or vomiting will be excluded until the diarrhoea and/or vomiting has stopped for at least 24 hours.

**Please note: if there is a gastroenteritis outbreak at the service, children will be excluded from the service until the diarrhoea and/or vomiting has stopped for 48 hours.**

**If there are 2 or more cases of gastroenteritis, Management will report the outbreak to the local health department.**

### **Serious Injury, Incident or Trauma**

Regulations require the Approved Provider or Nominated Supervisor to notify Regulatory Authorities within 24 hours of any serious incident at the Service. The definition of serious incidents that must be notified to the regulatory author is:

a) The death of a child:

- (i) While being educated and cared for by an Education and Care Service or
- (ii) Following an incident while being educated and cared for by an Education and Care Service.

(b) Any incident involving serious injury or trauma to, or illness of, a child while being educated and cared for by an Education and Care Service, which:

- (i) A reasonable person would consider required urgent medical attention from a registered medical practitioner or
- (ii) For which the child attended, or ought reasonably to have attended, a hospital. For example: whooping cough, broken limb and anaphylaxis reaction

(c) Any incident where the attendance of emergency services at the Education and Care Service premises was sought, or ought reasonably to have been sought

(d) Any circumstance where a child being educated and cared for by an Education and Care Service

- (i) Appears to be missing or cannot be accounted for or
- (ii) Appears to have been taken or removed from the Education and Care Service premises in a manner that contravenes these regulations or
- (iii) Is mistakenly locked in or locked out of the Education and Care Service premises or any part of the premises.

A serious incident should be documented as an incident, injury, trauma and illness record as soon as possible and within 24 hours of the incident.

Trauma defines the impact of an event or a series of events during which a child feels helpless and pushed beyond their ability to cope. There are a range of different events that might be traumatic to a child, including accidents, injuries, serious illness, natural disasters, war, terrorist attacks, assault, and threats of violence, domestic violence, neglect or abuse. Parental or cultural trauma can also have a traumatising influence on children. This definition firmly places trauma into a developmental context.

'Trauma changes the way children understand their world, the people in it and where they belong.'

[Australian Childhood Foundation 2010] Making space for learning: Trauma informed practice in schools.

Trauma can disrupt the relationships a child has with their parents, educators and staff who care for them. It can transform children's language skills, physical and social development and the ability to manage their emotions and behaviour.

Behavioural Response in Babies and Toddlers who have experienced trauma may include:

- Avoidance of eye contact
- Loss of physical skills such as rolling over, sitting, crawling and walking





- Fear of going to sleep, especially when alone
- Nightmares
- Loss of appetite
- Making very few sounds
- Increased crying and general distress
- Unusual aggression
- Constantly on the move with no quiet times
- Sensitivity to noises.

Behavioural responses for Pre-School aged children who have experienced trauma may include:

- New or increased clingy behaviour such as constantly following a parent, carer or staff around
- Anxiety when separated from parents or carers
- New problems with skills like sleeping, eating, going to the toilet and paying attention
- Shutting down and withdrawing from everyday experiences
- Difficulties enjoying activities
- Being more jumpy or easily frightened
- Physical complaints with no known cause such as stomach pains and headaches
- Blaming themselves and thinking the trauma was their fault.

Children who have experienced traumatic events often need help to adjust into the way they are feeling. When parents, Educators and staff take the time to listen, talk and play they may find children start to tell or show how they are feeling. Providing children with time and space lets them know you are available and care about them.

It is important for Educators to be patient when dealing with a child who has experienced a traumatic event. It takes time to understand how to respond to a child's needs and often their behaviour before parents, educators and staff, work out the best ways to support a child. It is imperative to evoke a child's behaviour may be a response to the traumatic event rather than just 'naughty' or 'difficult' behaviour. It is common for a child to provisionally go backwards in their behaviour or become 'clingy' and dependent. This is one of the ways children try to manage their experiences.

Educators can assist children dealing with trauma by:

- Observing the behaviours and feelings of a child and the ways you have responded and what was most helpful in case of future difficulties.
- Creating a 'relaxation' space with familiar and comforting toys and objects children can use when they are having a difficult time.
- Having quiet time such as reading a story about feelings together.
- Trying different types of play that focus on expressing feelings (e.g. drawing, playing with play dough, dress-ups and physical games such as trampolines).
- Helping children understand their feelings by using reflecting statements (e.g. 'you look sad/angry right now, I wonder if you need some help?').

There are a number of ways for parents, Educators and staff to reduce their own stress and maintain awareness so they continue to be effective when offering support to children who have experienced traumatic events.

Strategies to assist Families, Educators and Staff may include:

- Taking time to calm yourself when you have a strong emotional response. This may mean walking away from a situation for a few minutes or handing over to another carer or staff member if possible.
- Planning ahead with a range of possibilities in case difficult situations occur.
- Remembering to find ways to look after yourself, even if it is hard to find time or you feel other things are more important. Taking time out helps adults be more available to children when they need support.
- Using supports available to you within your relationships (e.g., family, friends, colleagues).



- Identifying a supportive person to talk to about your experiences. This might be your family doctor or another health professional.

Living or working with traumatised children can be demanding - be aware of your own responses and seek support from management when required.

## IMPLEMENTATION

We have a duty of care to ensure that all children, educators, carers, families, management, volunteers and visitors are provided with a high level of protection during the hours of the service's operation. Infections are by far the most common cause of fever in children. In general, a fever is nature's response to infection, and can actually help the body fight infection.

### Management/Nominated Supervisor/Certified Supervisor will ensure:

- Service policies and procedures are adhered to at all times
- Parents or Guardians are notified no later than 24 hours of the illness, accident or trauma occurring.
- To complete an Illness, accident or trauma record accurately and without deferral
- First aid kits are easily accessible and recognised where children are present at the service and during excursions.
- First aid, anaphylaxis management training and asthma management training is current and updated
- Adults or children who are ill are excluded for the appropriate period.
- Staff and children always practice appropriate hand hygiene.
- Appropriate cleaning practices are followed.
- Educators or Staff who have diarrhoea do not prepare food for others.
- To keep cold food cold (below 5 °C) and hot food hot (above 60°C) to discourage the growth of bacteria.
- First aid kits are suitably prepared and checked on a monthly basis (First Aid Kit Record)
- Incident, Injury, Trauma and Illness Records are completed accurately and within hours
- To report any illness or incidents to regulatory authorities as stated in the National Regulations.
- Notify parents of any infectious diseases circulating the service
- Educators qualifications are displayed where they can be easily viewed by all educators, families & authorities
- First aid qualified educators are present at all times on the roster and in the service
- Exclude children from the service if they feel the child is too unwell

### Educators will:

- Advise the parent to keep the child home until they are feeling well and they have not had any symptoms for at least 24-48 hours.
- Practice effective hand hygiene techniques
- Ensure that appropriate cleaning practices are being followed in service
- Disinfect toys and equipment on a regular basis which is recorded on the toy cleaning register

### National Quality Standards (NQS)

Quality Area 2: Children's Health and Safety	
2.3	Each child is protected
2.3.1	Children are adequately supervised at all times
2.3.2	Every reasonable precaution is taken to protect Children from harm and any hazard likely to cause injury
2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practices and implemented.





## Education and Care Services National Regulations



### Children (Education and Care Services) National Law

12	Meaning of serious incident
85	Incident, injury, trauma and illness policies and procedures
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
88	Infectious diseases
89	First aid kits
97	Emergency and evacuation procedures
161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
174	Prescribed information to be notified to Regulatory Authority
176	Time to notify certain information to Regulatory Authority

### Source

- Australian Children's Education & Care Quality Authority. (2014).
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2015,
- ECA Code of Ethics.
- Guide to the National Quality Standard.
- Raising Children Network - [http://raisingchildren.net.au/articles/fever\\_a.html3](http://raisingchildren.net.au/articles/fever_a.html3)
- Staying healthy in child care. 5<sup>th</sup> Edition
- Policy Development in early childhood setting
- First Aid Workplace - <http://sydney.edu.au/science/psychology/whs/COP/First-aid-workplace.pdf>

### Review

Policy Review Date: June 2018	Ratification by Governing Council
Directors Signature: 	Chairperson Signature: 



# HANDWASHING POLICY

*Under the National Law and Regulations, early childhood services are required to obtain written authorisation from parents/guardians, and authorised nominees in some circumstances, to ensure that the health, safety, wellbeing and best interests of the child are met.*

## PURPOSE

To ensure that all educators, staff, volunteers, families and children of the Service perform specific hand hygiene practices required minimising the risks associated with infection.

## SCOPE

This policy applies to children, families, staff, management and visitors of the Service.

## IMPLEMENTATION

Handwashing is a vital strategy in the prevention of spreading many infectious diseases. Research emphasises handwashing as the single most important task you can do to reduce the spread of bacteria, germs, viruses and parasites that infect yourself, other staff and children being cared for.

Micro-organisms such as bacteria, germs, viruses and parasites are present on the hands at all times and live in the oil that is naturally produced on your hands. The use of soap or detergent and water remove most of these organisms and decreases the risk of cross infection.

Our Service will adhere to National Regulation requirements, standards and tools to support the effectiveness of our hand washing policy. We aim to educate and encourage children to wash their hands effectively which will help to reduce the incidence of infectious diseases.

### **To ensure the greatest level of personal hygiene, it is a requirement of the service to wash your hands**

- Before and after toileting or changing nappies
- After going to the toilet
- After wiping a runny nose or blowing your own nose
- Before and after administering first aid
- Before and after administering medication
- After using chemicals
- Before eating, preparing and serving food
- After cleaning up bodily fluids
- After removing protective gloves

Children will be encouraged to follow educators modelling and wash their hands at appropriate times throughout the day. Educators will ensure all required equipment is easily accessible and appropriate for use.

### **Strategies Educators will use to encourage effective hand hygiene practice include**

- Talking about the importance of hygiene
- Using a clear visual poster with a step by step instructions
- Using positive language
- Encouraging and using positive reinforcement
- Ensuring equipment is accessible
- Provide clear simple routines
- Give children sufficient time to practice and develop their skills
- Ensure adequate supervision and assistance is available when required

We believe hygiene practices of children being cared for should be as rigorous as staff and educators. Our hygiene environment supports appropriate practice.





### Hand Drying

Effective hand drying is just as important as comprehensive hand washing. Research states that wet hands can pick up and transfer up to 1000 times more bacteria than dry hands. Drying hands thoroughly also helps remove any germs that may not have been rinsed off. We provide children, staff and educators disposable paper towel/warm air dryers to ensure effective hand hygiene.

### National Quality Standards (NQS)

Quality Area 2: Children's Health and Safety	
2.1	Each child's health is promoted
2.2	Healthy eating and physical activity is embedded in the program for children
2.3	Each child is protected



### Education and Care Services National Regulations

Children (Education and Care Services) National Law	
77	Health, Hygiene and safe food practices
106	Laundry and hygiene facilities
109	Toilet and hygiene facilities

### Source

- Australian Children's Education & Care Quality Authority. (2014).
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2015,
- ECA Code of Ethics.
- Guide to the National Quality Standard.
- Staying Healthy in Child Care 5<sup>th</sup> Edition

### Review

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# ANAPHYLAXIS MANAGEMENT POLICY

*Anaphylaxis is a severe allergic reaction which is potentially life threatening. It should always be treated as a medical emergency, requiring immediate treatment. Most cases of anaphylaxis occur after a person with a severe allergy is exposed to the allergen to which they are allergic, usually a food, insect sting or medication.*

## PURPOSE

We aim to minimise the risk of an anaphylactic reaction occurring at our Service by ensuring all staff members are adequately trained to respond appropriately and competently to an anaphylactic reaction.

## SCOPE

This policy applies to children, families, staff, management and visitors of the service.

## DUTY OF CARE

Our Service has a legal responsibility to provide

- a. A safe environment
- b. Adequate Supervision

Staff members including relief staff need to know enough about Anaphylaxis reactions to ensure the safety of children.

## BACKGROUND

Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life threatening.

The most common allergens in children are:

- Peanuts
- Eggs
- Tree nuts (e.g. cashews)
- Cow's milk
- Fish and shellfish
- Wheat
- Soy
- Sesame
- Certain insect stings (particularly bee stings)

The key to the prevention of anaphylaxis in Childcare Services is knowledge of those children who have been diagnosed as at risk, awareness of allergens, and prevention of exposure to those allergens.

Communication between the early childhood service and families is important in helping children avoid exposure.

Adrenaline given through an adrenaline autoinjector (such as an EpiPen® or Anapen®) into the muscle of the outer mid-thigh is the most effective first aid treatment for anaphylaxis

## IMPLEMENTATION

We will involve all educators, families and children in regular discussions about medical conditions and general health and wellbeing throughout our curriculum. The Service will adhere to privacy and confidentiality procedures when dealing with individual health needs.





A copy of all medical conditions policies will be provided to all educators and volunteers and families of the Service. It is important that communication is open between families and educators to ensure appropriate management of anaphylactic reactions are effective.

It is imperative that all educators and volunteers at the service follow a child's Medical Management Plan in the event of an incident related to a child's specific health care need, allergy or medical condition.

**Management, Nominated Supervisor/ Certified Supervisor will ensure:**

- That all staff members have completed first aid and anaphylaxis management training approved by the Education and Care Services National Regulations at least every 3 years and is recorded, with each staff members' certificate held on the Service's premises.
- That all staff members, whether or not they have a child diagnosed at risk of anaphylaxis undertakes training in the administration of the adrenaline auto-injection device and cardio- pulmonary resuscitation every 12 months, recording this in the staff records.
- That all staff members are aware of symptoms of an anaphylactic reaction, the child at risk of anaphylaxis, the child's allergies, anaphylaxis action plan and EpiPen kit.
- That a copy of this policy is provided and reviewed during each new staff member's induction process.
- A copy of this policy will be provided to a parent or guardian of each child diagnosed at risk of anaphylaxis at the Service
- Updated information, resources and support are regularly given to families for managing allergies and anaphylaxis.

**In services where a child diagnosed at risk of anaphylaxis is enrolled the Nominated Supervisor shall also:**

- Conduct an assessment of the potential for accidental exposure to allergens while child/children at risk of anaphylaxis are in the care of the Service and develop a risk minimisation plan for the Service in consultation with staff and the families of the child/children
- Ensure that no child who has been prescribed an adrenaline auto-injection device is permitted to attend the service without the device
- Display an Australasian Society of Clinical Immunology and Allergy Inc. (ASCIA) generic poster called Action Plan for Anaphylaxis for each child with a diagnosed risk of anaphylaxis, in key locations at the service.
- Ensure that a child's individual anaphylaxis medical management action plan is signed by a Registered Medical Practitioner and inserted into the enrolment record for each child. This will outline the allergies and describe the prescribed medication for that child and the circumstances in which the medication should be used
- Ensure that all staff responsible for the preparation of food are trained in managing the provision of meals for a child with allergies, including high levels of care in preventing cross contamination during storage, handling, preparation and serving of food. Training will also be given in planning appropriate menus including identifying written and hidden sources of food allergens on food labels.
- Ensure that all relief staff members in the Service have completed training in the administration of anaphylaxis management including the administration of an adrenaline auto-injection device, awareness of the symptoms of an anaphylactic reaction, the child at risk of anaphylaxis, the child's allergies, the individual anaphylaxis medical management action plan and the location of the auto-injection device kit
- Implement the communication strategy and encourage ongoing communication between parents/guardians and staff regarding the current status of the child's allergies, this policy and its implementation
- Ensure that all staff in the service know the location of the anaphylaxis medical management plan and that a copy is kept with the auto-injection device kit
- Ensure that the staff member accompanying children outside the Service carries the anaphylaxis medication and a copy of the anaphylaxis medical management action plan with the auto-injection device kit





### **Educators will:**

- Ensure a copy of the child's anaphylaxis medical management action plan is visible and known to staff in the Service
- Follow the child's anaphylaxis medical management action plan in the event of an allergic reaction, which may progress to anaphylaxis
- Practice the administration procedures of the adrenaline auto-injection device using an auto-injection device trainer and 'anaphylaxis scenarios' on a regular basis, preferably quarterly
- Ensure the child at risk of anaphylaxis will only eat food that has been prepared according to the parents or guardians instructions.
- Ensure tables and bench tops are washed down effectively after eating
- Ensure hand washing for all children upon arrival at the service and before and after eating.
- Increase supervision of a child at risk of anaphylaxis on special occasions such as excursions, incursions, parties and family days.
- Ask all parents/guardians as part of the enrolment procedure, prior to their child's attendance at the Service, whether the child has allergies and document this information on the child's enrolment record. If the child has severe allergies, ask the parents/guardians to provide a medical management action plan signed by a Registered Medical Practitioner
- Ensure that an anaphylaxis medical management action plan signed by the child's Registered Medical Practitioner and a complete auto-injection device kit (which must contain a copy the child's anaphylaxis medical management action plan) is provided by the parent/guardian for the child while at the Service
- Ensure that the auto-injection device kit is stored in a location that is known to all staff, including relief staff; easily accessible to adults (not locked away); inaccessible to children; and away from direct sources of heat
- Ensure that the auto-injection device kit containing a copy of the anaphylaxis medical management action plan for each child at risk of anaphylaxis is carried by a staff member accompanying the child when the child is removed from the service e.g. on excursions that this child attends
- Regularly check and record the adrenaline auto-injection device expiry date. (The manufacturer will only guarantee the effectiveness of the adrenaline auto-injection device to the end of the nominated expiry month)
- Provide information to the service community about resources and support for managing allergies and anaphylaxis
- In the event where a child who has not been diagnosed as allergic, but who appears to be having an anaphylactic reaction:
  - Call an ambulance immediately by dialing 000
  - Commence first aid measures
  - Contact the parent/guardian
  - Contact the emergency contact if the parents or guardian can't be contacted

### **In the event that a child suffers from an anaphylactic reaction the Service and staff will:**

- Follow the child's anaphylaxis action plan.
- Call an ambulance immediately by dialing 000
- Commence first aid measures
- Contact the parent/guardian
- Contact the emergency contact if the parents or guardian can't be contacted

### **Families will:**

- Inform staff at the children's Service, either on enrolment or on diagnosis, of their child's allergies
- Develop an anaphylaxis risk minimisation plan with service staff
- Provide staff with an anaphylaxis medical management action plan signed by the Registered Medical Practitioner giving written consent to use the auto-injection device in line with this action plan
- Provide staff with a complete auto-injection device kit
- Regularly check the adrenaline auto-injection device expiry date





- Assist staff by offering information and answering any questions regarding their child's allergies
- Notify the staff of any changes to their child's allergy status and provide a new anaphylaxis action plan in accordance with these changes
- Communicate all relevant information and concerns to staff, for example, any matter relating to the health of the child
- Comply with the service's policy that no child who has been prescribed an adrenaline auto-injection device is permitted to attend the service or its programs without that device
- Read and be familiar with the policy
- Identify and liaise with the nominated staff member
- Bring relevant issues to the attention of both staff and licensee

### Educating children

- Educators will talk to children about foods that are safe and unsafe for the anaphylactic child. They will use terms such as 'this food will make \_\_\_\_\_ sick', 'this food is not good for \_\_\_\_\_', and '\_\_\_\_\_ is allergic to that food'.
- Staff will talk about symptoms of allergic reactions to children (e.g. itchy, furry, scratchy, hot, funny).
- With older children, staff will talk about strategies to avoid exposure to unsafe foods, such as taking their own plate and utensils, having the first serve from commercially safe foods, and not eating food that is shared.
- Child care staff will include information and discussions about food allergies in the programs they develop for the children, to help children understand about food allergy and encourage empathy, acceptance and inclusion of the allergic child.

### Reporting Procedures

After each emergency situation the following will need to be carried out:

- Staff involved in the situation are to complete an Incident Report, which will be countersigned by the person in charge of the Childcare Service at the time of the incident;
- If necessary, send a copy of the completed form to the insurance company; and
- File a copy of the Incident Report on the child's file.
- The Nominated Supervisor will inform the Childcare Service management about the incident.
- The Nominated Supervisor or the Licensee is required to inform Department of Community Services about the incident within 24 hours.
- Staff will be debriefed after each anaphylaxis incident and the child's Individual Anaphylaxis Health Care Plan evaluated.
- Staff will need to discuss the effectiveness of the procedures that were in place.
- Time is also needed to discuss the exposure to the allergen and the strategies that need to be implemented and maintained to prevent further exposure

### Contact details for resources and support:

- Australasian Society of Clinical Immunology and Allergy (ASCIA), at [www.allergy.org.au](http://www.allergy.org.au), provide information on allergies. Their sample Anaphylaxis Action Plan can be downloaded from this site. Contact details for Allergists may also be provided.
- Anaphylaxis Australia Inc., at [Allergy Facts](http://Allergy Facts), is a non-profit support organisation for families with food anaphylactic children. Items such as storybooks, tapes, auto-injection device trainers and so on are available for sale from the Product Catalogue on this site. Anaphylaxis Australia Inc. provides a telephone support line for information and support to help manage anaphylaxis. Telephone 1300 728 000.

### Additional Information:

The following links have been provided so you can research and adjust your policy to align with your own state governments requirements.

[www.decd.sa.gov.au/speced2/pages/health/chessPathways](http://www.decd.sa.gov.au/speced2/pages/health/chessPathways)



## National Quality Standards (NQS)

Quality Area 2: Children's Health and Safety	
2.1	Each child's health is promoted
2.2	Healthy eating and physical activity are embedded in the program for children
2.3	Each child is protected

## Education and Care Services National Regulations

Children (Education and Care Services) National Law	
90	Medical conditions policy
90(1)(iv)	Medical Conditions Communication Plan
91	Medical conditions policy to be provided to parents
92	Medication record
93	Administration of medication
94	Exception to authorisation requirement—anaphylaxis or asthma emergency
95	Procedure for administration of medication
96	Self-administration of medication

## Learning Outcome 3

Children are happy, healthy, safe and connected to others.
Educators promote continuity of children's personal health and hygiene by sharing ownership of routines and schedules with children, families and the community
Educators discuss health and safety issues with children and involve them in developing guidelines to keep the environment safe for all

## Source

<ul style="list-style-type: none"><li>Australian Children's Education &amp; Care Quality Authority. (2014).</li><li>Guide to the Education and Care Services National Law and the Education and Care Services National Regulations</li><li>ECA Code of Ethics.</li><li>Guide to the National Quality Standard.</li><li>Staying Healthy in Child Care. 5<sup>th</sup> Edition</li></ul>
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## Review

Policy Review Date: June 2018	Ratification by Governing Council
Directors Signature: 	Chairperson Signature: 





# INFECTIOUS DISEASES POLICY

*Our service will minimise children's exposure to infectious diseases by adhering to all recommended guidelines from relevant authorities regarding the prevention of infectious diseases, promoting practices that reduce the transmission of infection, ensuring the exclusion of sick children and educators, supporting child immunisation and implement effective hygiene practices.*

## PURPOSE

Our service has a duty of care to ensure that children families, educators and visitors of the service are provided with a high level of protection during the hours of the service's operation. We aim to manage illnesses and prevent the spread of infectious diseases throughout the service. Immunisation is a simple, safe and effective way of protecting people against harmful diseases before they come into contact with them in the community. Immunisation not only protects individuals, but also others in the community, by reducing the spread of disease.

## SCOPE

This policy applies to children, families, staff, management and visitors of the service.

## IMPLEMENTATION (note homeopathic Immunisation is not recognised).

### New Immunisation Requirements from 1 January 2016

- Only parents of children (less than 20 years of age) who are fully immunised or are on a recognised catch-up schedule can receive the Child Care Benefit, the Child Care Rebate and the Family Tax Benefit Part A end of year supplement. The relevant vaccinations are those under the National Immunisation Program (NIP), which covers the vaccines usually administered before age five. These vaccinations must be recorded on the Australian Childhood Immunisation Register (ACIR).
- Children with medical contraindications or natural immunity for certain diseases will continue to be exempt from the requirements.
- Conscientious objection and vaccination objection on non-medical grounds will no longer be a valid exemption from immunisation requirements.
- Families eligible to receive family assistance payments and have children less than 20 years of age, who may not meet the new immunisation requirements, will be notified by Centrelink.
- To support these changes, the ACIR is being expanded. From 1 January 2016, you will be able to submit the details of vaccinations given to persons less than 20 years of age to the ACIR

### Management will ensure:

- That all information regarding the prevention of infectious diseases is sourced from a recognised health authority;
- To implement the recommendations from Staying Healthy in Child Care – Preventing Infectious Diseases in Child Care to prevent the spread of infectious diseases at the Preschool;
- That children are protected from harm by ensuring relevant policies and procedures are followed regarding health and safety within the service
- To collect, maintain, and store appropriately the required enrolment documents and enrolment information of children in the service.

### A Nominated Supervisor/ Certified Supervisor will ensure:

- A hygienic environment is maintained;
- Children are directed in their understanding of health and hygiene throughout the daily program and routine
- Educators and Staff are aware of relevant immunisation guidelines for children and themselves;
- Information is collected on enrolment and maintained regarding each child's immunisation status, and any medical conditions;
- To provide families with relevant sourced materials and information on infectious diseases, health and hygiene including:





- exclusion guidelines in the event of an infectious illness at the service for children that are not immunised or have not yet received all of their immunisations;
- advice and information regarding any infectious diseases in general, and information regarding any specific infectious illnesses that are suspected/present in the service;
- To provide information to families about an infectious disease by displaying and emailing the Infectious Diseases Notification Form and details.
- That an Illness record form is completed no later than 24 hours of an illness occurring;
- All educators are mindful and preserve confidentiality of individual children's medical circumstances
- Children's enrolment records are updated with regards to immunisation as required, (i.e. as children reach age milestones for immunisation), or at least twice a year;
- Advise staff of the recommended immunisations for people working with children;
- To provide opportunities for educators to source pertinent up to date information on the prevention of infectious diseases, and maintaining health and hygiene from trusted sources;
- To notify and implement the advice of the health department, or local health unit regarding Infectious Diseases as required;
- To provide opportunities for staff, children and families to have access to health professionals by organising visits/guest speakers to attend the service to confirm best practice.
- Children do not attend the Service if they are unwell. If a child has been sick they must be well for 24hrs before returning to the service. For example, if a child is absent due to illness or is sent home due to illness they will be unable to attend the next day as a minimum. A doctors certificate may be requested by the Director if in doubt that the child has returned to full health
- To complete the register of illness a way to document incidents of infectious diseases. Some diseases require your state authority to be notified.
- Cloths are colour coded so that a separate cloth is used for floors, bathroom, art and craft and meal surfaces.
- Toys and equipment that are absorbent and hard to clean will be aired in sunlight
- Washable toys and equipment will be washed in detergent and hot water or the dishwasher and aired to dry.
- All cleaning procedures will be recorded on the Service's Cleaning Checklist.
- Floor surfaces are to be cleaned on a daily basis after each meal and at the end of each day
- Toilets/bathrooms are to be cleaned at the end of the day and whenever needed throughout the day using disinfectant and paper towel.
- Disposable paper towel and disinfectant are used to clean bodily fluids off beds, floors, bathrooms, etc.
- Pregnant staff do not change nappies or assist in toileting or cleaning up toileting accidents to prevent unexpected cross contamination

**Educators will ensure:**

- That any child suspected of having an infectious illness are responded to and their health and emotional needs supported at all times
- To implement appropriate health and safety procedures, when treating ill children
- That families are aware of the need to gather their children as soon as practicable;
- Advise families that they will need to alert the service if their child is diagnosed with an Infectious Illness;
- To maintain their own immunisation status, and advise the Approved Provider/Nominated Supervisor of any updates to their immunisation status;
- To provide diverse opportunities for children to participate in hygiene practices, including routine opportunities, and intentional practice;
- To take into consideration the combination of children to decrease the risk of attaining an infectious illness when planning the routines/program of the day;
- To adhere to the services health and hygiene policy including:
  - hand washing
  - daily cleaning of the service;
  - wearing gloves (particularly when in direct contact with bodily fluids);





- Appropriate handling and preparation of food.

- Maintain currency with respect to Health and Safety through on going professional development opportunities.
- Paper Towel and disinfectant is used to clean the beds after each use
- Any toy that is mouthed by a child is to be immediately washed with warm soapy water.
- All play dough is to be made fresh every week. If there is an outbreak of vomiting and/or diarrhoea, or any other contagious communicable disease play dough is to be discarded at the end of each day and a new batch made during this time. Children are to wash their hands before and after using the play dough
- Mops used for toilet accidents are to be soaked in disinfectant.
- A weekly clean will be carried out on other surfaces that may transmit germs such as doorknobs, low shelving, etc. This will be increased if an outbreak has been recorded in the Service
- If a child has a toileting accident, the items will be placed in a plastic bag with the child's name on it.

#### Families will:

- Advise the service of their child's immunisation status, by providing written documentation for the service to copy and place in the child's file.
- Provide sufficient spare clothing, where required.

#### National Quality Standards (NQS)

##### Quality Area 2: Children's Health and Safety

2.1.1	Each child's health needs are supported.
2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.

#### Education and Care Services National Regulations

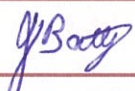

##### Children (Education and Care Services) National Law

77	Health, hygiene and safe food practices
85	Incident, injury, trauma and illness policies and procedures
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
88	Infectious diseases
90	Medical conditions policy
162	Health information to be kept in enrolment record

#### Source

- Australian Children's Education & Care Quality Authority. (2014).
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2015,
- ECA Code of Ethics.
- Guide to the National Quality Standard.
- [http://www.immunise.health.gov.au/internet/immunise/publishing.nsf/Content/67D8681A67167949CA257E2E000EE07D/\\$File/No-Jab-No-Pay.pdf](http://www.immunise.health.gov.au/internet/immunise/publishing.nsf/Content/67D8681A67167949CA257E2E000EE07D/$File/No-Jab-No-Pay.pdf).
- Department of Human Resources: National Immunisation Program Schedule NHMRC.
- Staying Healthy Preventing infectious diseases in early childhood education and care services 5th edition
- Medicare Australia
- Public Health Act 2010 (as amended by Public Health Amendment (Vaccination of Children Attending Child Care Facilities) Act 2013)
- Public Health Regulation 2012

#### Review

Policy Review Date: June 2018	Ratification by Governing Council
Directors Signature: 	Chairperson Signature: 





# ADMINISTRATION OF MEDICINE POLICY

*In supporting the health and wellbeing of children, the use of medications may be required by children at the education and care service. Any medication must be administered as prescribed by medical practitioners and first aid guidelines to ensure continuing health for the child and for the child's safety and wellbeing.*

## PURPOSE

To ensure all educators of the Service can safely administer required medication to children with the written consent of the child's parent or guardian. Educators will follow this stringent procedure to promote the health and wellbeing of each child enrolled at the service.

## SCOPE

This policy applies to children, families, staff, management and visitors of the Service.

## IMPLEMENTATION

Families requesting the administration of medication to their child will be required to follow the guidelines developed by the Service to ensure the safety of children and educators. The Service will follow legislative guidelines and standards in order to ensure the health of children, families and educators at all times.

### Management will ensure:

- The Administration of Authorised Medication Record is completed for each child using the Service who requires medication. A separate form must be completed for each medication if more than one is required.
- Medication may only be administered by the Service with written authority signed by the child's parent or other responsible person named in the child's enrolment record that is authorised by the child's parents to make decisions about the administration of medication.
- Medication must be provided by the child's parents which includes –
  - The administration is authorised by a parent or guardian;
  - Medication is prescribed by a registered medical practitioner (with instructions either attached to the medication, or in written/verbal form from the medical practitioner.)
  - Medication is from the original container;
  - Medication has the original label clearly showing the name of the child;
  - Medication is before the expiry/use by date.
  - Any instructions attached to the medication or related to the use of the medication
- Any person delivering a child to the Service must not leave medications in the child's bag. Medication must be given directly to an educator for appropriate storage upon arrival.
- Written and verbal notifications are given to a parent or other family member of a child as soon as practicable, if medication is administered to the child in an emergency when consent was either verbal or provided by medical practitioners.
- If medication is administered without authorisation in the event of an asthma or anaphylaxis emergency the parent of the child and emergency services are notified as soon as practical.
- Enrolment records for each child outline the details of persons permitted to authorise the administration of medication to the child.
- Reasonable steps are taken to ensure that medication records are maintained accurately.
- Medication forms are kept in a secure and confidential manner and ensure the records are archived for the regulatory prescribed length of time.
- Educators receive information about the medical and medication policies during their induction.





- To request written consent from families on the enrolment form to administer the Emergency Asthma Kit if required.
- Families will be reminded that every attempt to contact them for verbal permission will be made by the Service prior to administering asthma medications.
- Families are informed of the Service's medical and medication policies
- Safe practices are adhered to for the wellbeing of both the child and educators.

#### **A Nominated Supervisor/ Certified Supervisor/Educators will:**

- Not administer any medication without the authorisation of a parent or person with authority – except In the case of an emergency, when the verbal consent from an authorised person, a registered medical practitioner or medical emergency services will be acceptable if the parents cannot be contacted.
- Ensure that medications are stored in the refrigerator in a labelled and locked medication container with the key kept in a separate location, inaccessible to children. For medications not requiring refrigeration, they will be stored in a labelled and locked medication container with the key kept inaccessible to children.
- Ensure that two educators administer medications at all times. One of these educators must have approved First Aid qualifications in accordance with current legislation and regulations. Both educators are responsible for:
  - Checking the Medication Form,
  - Checking the prescription label and the amount of medication being administered
  - Signing and dating the medication form
  - Returning the medication back into the locked medication container.
- Follow hand-washing procedures before and after administering medication.
- Discuss any concerns or doubts about the safety of administering medications with the Nominated Supervisor to ensure the safety of the child
- Seek further information from the family, the prescribing doctor, or the Public Health Unit before administering medication if required
- Ensure that the instructions on the Medication Form are consistent with the doctor's instructions and the prescription label.
- Invite the family to request an English translation from the medical practitioner for any instructions written in a language other than English.
- Ensure that the Medication Record is completed correctly
- A separate medication record must be completed for each medication given to the child

#### **Families will:**

- Notify educators, both via enrolment forms and verbally when children are taking any medications. This includes short and long term medication use.
- Complete a medication record for child requiring medication whilst they are at the Service.
- Assist Educators to complete long-term medication records in accordance with the medical practitioner completing and signing the plan.
- Update long term medication records quarterly or as the child's medication needs change.
- Be required to keep prescribed medications in original containers with pharmacy labels. Please understand that medication will only be administered as directed by the medical practitioner and only to the child whom the medication has been prescribed for. Expired medications will not be administered.
- Keep children away from the Service while any symptoms of an illness remain
- Keep children away from the Service for 24 hours from commencing antibiotics to ensure they have no side effects to the medication.
- NOT leave any medication in children's bags.
- Give any medication for their children to an educator who will provide the family with a Medication Record





- Complete the Medication Record and the educator will sign to acknowledge the receipt of the medication. Please understand that no medication will be administered without written consent from the parent or authorised person.
- Provide any herbal/ naturopathic remedies or non prescribed medications (including Paracetamol or cold medications) with a letter from the doctor detailing the child's name, dosage and the expiry date for the medication.

#### **Guidelines for administration of Paracetamol**

- Families must provide their own Paracetamol for use as directed by a medical practitioner.
- Paracetamol will be kept in the locked medication container for emergency purposes should authorised collectors not be contactable.
- To safeguard against the disproportionate use of Paracetamol, and minimise the risk of concealing the fundamental reasons for high temperatures, educators will only administer Paracetamol if it is accompanied by a Doctor's letter stating the reason for administering, the dosage and duration it is to be administered for.
- If a child presents with a temperature whilst at the Service, the family will be notified immediately and asked to organise collection of the child as soon as possible.
- The family will be encouraged to visit a doctor to find the cause of the temperature. While waiting for the child to be collected, educators will
  - Remove excess clothing to cool the child down
  - Offer fluids to the child
  - Encourage the child to rest
  - Provide a cool, damp cloth for the child's forehead and back of the neck
  - Monitor the child for any additional symptoms
  - Maintain supervision of the ill child at all times, while keeping them separated from children who are well.

#### **Medications kept at the service**

- Any medication, cream or lotion kept on the premises will be checked monthly for expiry dates in unification with the First Aid Checklist.
- A list of first aid kit contents close to expiry or running low will be given to the Nominated Supervisor who will arrange for the purchase of replacement supplies.
- If a child's individual medication is due to expire or running low, the family will be notified by educators that replacement items are required.
- It is the families' responsibility to take home medication
- MEDICATION WILL NOT BE ADMINISTERED IF IT HAS PAST THE PRODUCT EXPIRY DATE.

#### **Emergency Administration of Medication**

- In the occurrence of an emergency and where the administration of medication must occur, the Service must attempt to receive verbal authorisation by a parent of the child named in the child's Enrolment Form who is authorised to consent to the administration of medication.
- If a parent of a child is unreachable, the Service will endeavour to obtain verbal authorisation from an emergency contact of the child named in the child's Enrolment Form, who is authorised to approve the administration of medication.
- If all of the child's nominated contacts are non-contactable, the Service must contact a registered medical practitioner or emergency service on 000.
- In the event of an emergency and where the administration of medication must occur, written notice must be provided to a parent of the child or other emergency contact person listed on the child's Enrolment Form.

#### **Emergency Involving Anaphylaxis or Asthma**

- For anaphylaxis or asthma emergencies, medication will be administered to a child without authorisation, following the correct action plan has been provided





- The Service will contact the following as soon as practicably possible -
  - Emergency Services
  - A parent of the child.
- The child will be comforted, reassured, and removed to a quiet area under the direct supervision of a suitably experienced and trained educator.

### National Quality Standards (NQS)

Quality Area 2: Children's Health and Safety	
2.1.1	Each child's health needs are supported.
2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.
2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.

### Education and Care Services National Regulations

Children (Education and Care Services) National Law	
90	Medical conditions policy
91	Medical conditions policy to be provided to parents
92	Medication record
93	Administration of medication
94	Exception to authorisation requirement - anaphylaxis or asthma emergency
95	Procedure for administration of medication

### Source

- Australian Children's Education & Care Quality Authority. (2014).
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2015,
- ECA Code of Ethics.
- Guide to the National Quality Standard.
- Staying Healthy in Child Care - Fourth Edition 4
- National Health and Medical Research Council - [www.nhmrc.gov.au](http://www.nhmrc.gov.au)

### Review

Policy Review Date: June 2018	Ratification by Governing Council
Directors Signature: 	Chairperson Signature: 



# NUTRITION AND FOOD SAFETY POLICY

## National Quality Standards (NQS)

*Our Service recognises the importance of healthy eating to the growth and development of young children and is committed to supporting the healthy food and drink choices of children in their care. This policy concerns the provision of healthy food and drink while children are in care and the promotion of normal growth and development.*

*We are committed to implementing the healthy eating key messages outlined in the Rite Bite guidelines. Furthermore, our Service recognises the importance of supporting families in providing healthy food and drink to their children. It is acknowledged that the early childhood setting has an important role in supporting families in healthy eating.*

## PURPOSE

Our service aims to promote children's wellbeing by providing good nutrition and endorsing a healthy lifestyle which works in accordance with the Australian Guide to Healthy Eating and the Australian Dietary Guidelines.

We believe in providing a positive eating environment that reflects dietary requirements, cultural and family values, and promote lifelong learning for children.

## SCOPE

This policy applies to children, families, staff, and management of the service.

## IMPLEMENTATION

Our service has a responsibility to help children to develop good food practices and approaches, by working with families and educators.

All food prepared by the Service or families will endeavour to be consistent with the Australian Dietary Guidelines and provide children with 50% of the recommended dietary intake for all nutrients.

Meal times reflect a relaxed and pleasant environment where educators engage in meaningful conversations with children. When possible, educators will role model healthy eating behaviour, by sharing a small amount of the food on offer with the children. This assists in creating a positive and enjoyable eating environment.

Food will be prepared in accordance with the Food Safety Program. All kitchens and food preparation areas shall comply with Food Standards Australia and New Zealand. (FSANZ)

***Promote healthy food and drinks based on the Australian Guide to Healthy Eating and the Dietary Guidelines for Children and Adolescents.***

### **Our Service will:**

#### ***Where food is provided by the service:***

- Provide children with a wide variety of healthy and nutritious foods for meals and snacks including fruit and vegetables, wholegrain cereal products, dairy products, lean meats and alternatives.
- Plan and display the service menu (at least one week at a time) that is based on sound menu planning principles and meets the daily nutritional needs of children whilst in care.
- Plan healthy snacks on the menu and ensure the snacks are substantial enough to meet the energy and nutrient needs of children.
- Vary the meals and snacks on the menu to keep children interested and to introduce children to a range of healthy food ideas.





### **Where food is brought from home:**

- Provide information to families on the types of foods and drinks recommended for children and suitable for children's lunchboxes.
- Encourage children to eat the more nutritious foods provided in their lunchbox, such as sandwiches, fruit, cheese and yoghurt, before eating any less nutritious food provided.
- Discourage the provision of highly processed snack foods high in fat, salt and sugar and low in essential nutrients in children's lunchboxes. Examples of these foods include lollies, chocolates, sweet biscuits, muesli bars, breakfast bars, fruit filled bars, chips, oven-baked crackers and corn chips.

### **Management/Nominated Supervisor/Educators will:**

- Ensure water is readily available for children to drink throughout the day.
- Be aware of children with food allergies, food intolerances and special diets and consult with families to develop individual management plans.
- Ensure young children do not have access to foods that may cause choking.
- Ensure all children remain seated while eating and drinking.
- Ensure all children are always supervised while eating and drinking.
- Encourage and provide opportunities for cooking staff and educators to undertake regular professional development to maintain and enhance their knowledge about early childhood nutrition.
- Educators will follow the guidelines for serving different types of food and the serving sizes in the Guidelines and may use the Australian Government "eat for health" calculator <http://www.eatforhealth.gov.au/eat-health-calculators>.
- Ensure the weekly menu must be displayed in an accessible and prominent area for parents to view.
- Display nutritional information for families and keep them regularly updated.
- Ensure the weekly menu is accurate and describes the food and beverages provided each day of the week.
- Ensure food is presented attractively
- Ensure age and developmentally appropriate utensils and furniture will be provided for each child.
- Not allow food to be used as a form of punishment or to be used as a reward or bribe.
- Establish healthy eating habits in the children by incorporating nutritional information into our program.
- Talk to families about their child's food intake and voice any concerns about their child's eating.
- Encourage parents to the best of our ability to continue our healthy eating message in their homes.

### **Storing, preparing and serving food in a hygienic manner promoting hygienic food practices.**

Our service will:

- Ensure gloves are (or food tongs) used by all staff handling 'ready to eat' foods
- Children and staff wash and dry their hands (using soap, warm running water and single use or disposable towels) before handling food or eating meals and snacks.
- Food is stored and served at safe temperatures i.e. below 5°C or above 60°C.
- Separate cutting boards are used for raw meat and chicken, fruit and vegetables and utensils and hands are washed before touching other foods.
- Children will be discouraged from handling other children's food and utensils.
- Food-handling staff members attend relevant training courses and pass relevant information onto the rest of the staff.

### **Creating a positive learning environment**

Our service will:

- Ensure that educators sit with the children at meal and snack times to role model healthy food and drink choices and actively engage children in conversations about the food and drink provided.
- Endeavour to recognise, nurture and celebrate the dietary differences of children from culturally and linguistically diverse backgrounds.
- Create a relaxed atmosphere at mealtimes where children have enough time to eat and enjoy their food as well as enjoying the social interactions with educators and other children.





- Respect each child's appetite. If a child is not hungry or is satisfied, do not insist he/she eats.
- Be patient with messy or slow eaters.
- Encourage children to try different foods but do not force them to eat.
- Do not use food as a reward or withhold food from children for disciplinary purposes.

### Service Program

Our service will:

- Foster awareness and understanding of healthy food and drink choices through including in the children's program a range of learning experiences encouraging children's healthy eating.
- Encourage children to participate in a variety of 'hands-on' food preparation experiences.
- Provide opportunities for children to engage in discovery learning and discussion about healthy food and drink choices.

### Communicating with families

Our service will:

- Provide a copy of the Nutrition Policy to all families upon orientation at the Service.
- Families will be provided with opportunities to contribute to the review and development of the policy.
- Request that details of any food allergies or intolerances or specific dietary requirements be provided to the service and work in partnership with families to develop an appropriate response so that children's individual dietary needs are met.
- Communicate regularly with families about food and nutrition related experiences within the service and provide up to date information to assist families to provide healthy food choices at home.
- Communicate regularly with families and provide information and advice on appropriate food and drink to be included in children's lunchboxes. This information may be provided to families in a variety of ways including factsheets, newsletters, during orientation, information sessions and informal discussion.

### National Quality Standards (NQS)

Quality Area 2: Children's Health and Safety	
2.1	Each child's health is promoted.
2.1.1	Each child's health needs are supported.
2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.

### Education and Care Services National Regulations

Children (Education and Care Services) National Law	
77	Health, hygiene and safe food practices
78	Food and beverages
79	Service providing food and beverages
80	Weekly menu
90	Medical conditions policy
91	Medical conditions policy to be provided to parents
162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures

### Early Years Learning Framework

Learning Outcome 3	
3.2	Children take increasingly responsibility for their own health and physical wellbeing.





#### Source

- Australian Children's Education & Care Quality Authority. (2014).
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2015,
- Guide to the National Quality Standard.
- Food Standards Australia New Zealand
- Safe Food Australia, 2nd Edition. January 2001
- Australian Dietary Guidelines 2013
- Food Safety Standards for Australia 2001
- Food Standards Australia and New Zealand Act 1991
- Food Standards Australia New Zealand Regulations 1994
- Food Act 2003
- Food Regulation 2004
- Work Health and Safety Act 2011
- Work Health and Safety Regulations 2011
- Dental Association Australia
- Rite Bite guidelines

#### Review

Policy Review Date: June 2018	Ratification by Governing Council
Directors Signature: 	Chairperson Signature: 

Please **DO NOT** send any nut products or kiwi fruit with children to eat due to allergies of children and staff. (See Nut Free Policy Information in appendices)





# SUN PROTECTION POLICY

*This policy applies to all service events on and off-site.*

## Rationale

A balance of ultraviolet (UV) radiation exposure is important for health. Too much of the sun's UV radiation can cause sunburn, skin and eye damage and skin cancer. Sun exposure during childhood and adolescence is a major factor in determining future skin cancer risk.

Too little UV radiation from the sun can lead to low vitamin D levels. Vitamin D is essential for healthy bones and muscles and for general health.

## Objectives

This Sun Smart policy has been developed to:

- encourage children and staff to use a combination of sun protection measures whenever UV Index levels reach 3 and above.
- work towards a safe outdoor environment that provides shade for children and staff at appropriate times
- assist children to be responsible for their own sun protection
- ensure that families and new staff are informed of and have the opportunity to have input into the service's Sun Smart policy.

## Legislation

This policy relates to the following National Law and

Regulations:

- *Education and Care Services National Law Act 2010:*
  - ❖ Section 167 – Protection from harm and hazards
- *Education and Care Services National Regulations 2011:*
  - ❖ Regulation 100 – Risk assessment must be conducted before excursion
  - ❖ Regulation 113 – Outdoor space–natural environment
  - ❖ Regulation 114 – Outdoor space–shade
  - ❖ Regulation 168: Policies and procedures (2)(a)(ii)–sun protection

## National Quality Standards

All of the following Sun Smart procedures link to:

Quality area 2: Children's health and safety.

There are also links to:

Quality area 1: Educational program and practice

Quality area 3: Physical environment

Quality area 5: Relationships with children

Quality area 6: Collaborative partnerships with families and communities

Quality area 7: Leadership and service management

## My Time Our Place

The Sun Smart procedures link to the following outcomes in the learning framework:

Outcome 2: Children are connected with and contribute to their world

Outcome 3: Children have a strong sense of well-being

Outcome 4: Children are confident and involved learners

Outcome 5: Children are effective communicators





## Procedures

**Before school care:** Children attending before school care do not need to practice sun protection measures as the UV radiation levels are rarely above 2 during this time. Services are to check local sun protection times.

**After school care:** This policy is implemented during **terms 1, 3 and 4** and whenever the UV levels reach 3 and above at other times. Staff are encouraged to access the Sun Smart UV Alert at <http://www.bom.gov.au/sa/uv> to find out daily local sun protection times to assist with the implementation of this policy, and **to determine if children are required to wear sun protection during term 2.**

**Vacation care:** This policy is implemented for all outdoor activities from **1 September to 30 April** and whenever UV levels reach 3 and above at other times. Staff are encouraged to access the Sun Smart UV Alert at <http://www.bom.gov.au/sa/uv> to find out daily local sun protection times to assist with the implementation of this policy.

## 1. Clothing

### Quality area 2: Children's health and safety

When attending the service, children are required to wear loose fitting clothing that covers as much skin as possible. Clothing made from cool, closely woven fabric is recommended. Tops with elbow length sleeves and collars, knee length or longer style shorts, dresses and skirts and rash vests or T-shirts for outdoor swimming.

## 2. Sunscreen

### Quality area 2: Children's health and safety

- SPF 30 or higher, broad spectrum and water resistant sunscreen is available for staff and children's use.
- Sunscreen is applied at least 20 minutes before going outdoors and reapplied every 2 hours if outdoors.
- With parental consent, children with naturally very dark skin are not required to wear sunscreen to help with vitamin D requirements.

## 3. Hats

### Quality area 2: Children's health and safety

All children are required to wear hats that protect their face, neck and ears, i.e. legionnaire, broad-brimmed or bucket hats. Baseball or peak caps are not considered a suitable alternative.

## 4. Shade

### Quality area 2: Children's health and safety

### Quality area 3: Physical environment

- A shade audit is conducted regularly to determine the current availability and quality of shade.
- Management to ensure there is a sufficient number of shelters and trees providing shade in the outdoor area.
- The availability of shade is considered when planning excursions and all other outdoor activities.
- Children are encouraged to use available areas of shade when outside.
- Children who do not have appropriate hats or outdoor clothing are asked to play in the shade or a suitable area protected from the sun.

## 5. Sunglasses [optional]

### Quality area 2: Children's health and safety

Children and staff are encouraged to wear close fitting, wraparound sunglasses that meet the Australian Standard 1067 (Sunglasses: Category 2, 3 or 4) and cover as much of the eye area as possible.



## 6. Enrolment and information for families

### Quality area 6: Collaborative partnerships with families and communities

When enrolling their child, families are:

- informed of the centre's Sun Smart policy
- asked to provide a suitable hat for their child when they attend the service
- asked to provide their child with suitable clothing that is cool and covers as much skin as possible (i.e. that cover the shoulders and chest, upper arms and legs)
- [if relevant] asked to provide SPF 30 or higher broad spectrum, water resistant sunscreen for their child
- families and visitors are encouraged to use a combination of sun protection measures (sun protective clothing and hats, shade, sunglasses and sunscreen) when attending the service.

## 7. Staff WHS and role modelling

### Quality area 5: Relationships with children

As part of WHS UV risk controls and role-modelling, when the UV radiation is 3 and above, staff:

- wear sun protective hats, clothing and sunglasses when outside
- apply SPF 30 or higher broad spectrum, water resistant sunscreen
- seek shade whenever possible.

## 8. Education

### Quality Area 1: Educational program and practice

### Quality Area 2: Children's health and safety

### Quality area 3: Physical environment

### Quality Area 5: Relationships with children

### Quality Area 6: Collaborative partnerships with families and communities



- Sun protection and vitamin D are incorporated into educational activities to support children's well-being, learning and development.
- The sun protection policy is reinforced through staff and children's activities and displays.
- Staff and families are provided with information on sun protection and vitamin D through family newsletter and, noticeboards

## 9. Policy review

### Quality area 7: Leadership and service management

Management and staff monitor and review the effectiveness of the Sun Smart policy and revise the policy when required (at least once every three years).

### Review

Policy Review Date: June 2018	Ratification by Governing Council
Directors Signature: 	Chairperson Signature: 





# EMERGENCY EVACUATION POLICY

*It is vital that if an emergency situation arises, it is handled effectively and with consideration for all involved. Supporting Educators and children with an emergency situation requires vigilant planning and consistent implementation.*

*Effective management of emergency situations provides an opportunity to help support and build on children's coping mechanisms and resilience.*

## **PURPOSE**

We aim to maintain the safety and wellbeing of each child, educator and individual using the service during an emergency or evacuation situation.

## **SCOPE**

This policy applies to children, families, staff, management and visitors of the Service.

## **IMPLEMENTATION**

We define an emergency as an unplanned, sudden or unexpected event or situation that requires immediate action to prevent harm, injury or illness to persons or damage to the Service's environment. It is a risk to an individual's health and safety. It is important that Services define emergencies that are specific to their environment.

We have a duty of care to provide all persons with a safe and healthy environment. The National Quality Standard, Element 2.3.3 (Guide to the National Quality Standard, p. 78-79) encourages Services to effectively manage incidents and emergencies and to plan for these in consultation with relevant authorities.

To ensure compliance with National Regulations, the emergency and evacuation procedure must set out

- Instructions for what must be done in the event of an emergency
- An emergency evacuation floor plan

Emergency evacuation plans should be practiced and reviewed frequently. Evacuation plans must be displayed in prominent positions near each exit and in the children's environment with a compliant floor plan for ease of reference. The Approved Provider will ensure a risk assessment is conducted to identify potential emergencies that are relevant to the service when preparing the emergency and evacuation procedure

Circumstances under which evacuation will occur are as follows:

- Fire within the building or playground
- Fire in the surrounding area where the Service is in danger (If you are unsure how close the fire is call; Local Fire Station: 82043840)
- Flood (call State Emergency Service – 132500)
- Terrorist threat
- Others may include: gas explosion, traffic accident or event which could render the building unsafe

## **Emergency and Evacuation Drills**

- We will maintain an up-to-date and register of emergency telephone numbers that must be taken in an emergency or evacuation that is to be located in the emergency evacuation bag.



- Emergency telephone numbers will be displayed prominently throughout the Service in the kitchen, office, staff room and each child care room.
- National Regulations state that Evacuation rehearsals are to be **practiced every 3 months** by staff members, volunteers and children present at the service on the day. To ensure best practice our service will conduct emergency evacuation drills in a **weekly block once a term** so that all children and staff have experienced an evacuation.
- A record will be kept to ensure that all children participate in the emergency evacuation rehearsal at least 4 times per year.
- Each Educator will have a turn at finding the emergency and initiating the evacuation.
- The evacuation is to be timed during rehearsal
- Notes on any areas that need improving or revising are to be documented in **the Emergency Evacuation Rehearsal Record**. Educators will discuss and implement strategies to improve these areas, which will be documented in the Service's Staff Meeting minutes and Quality Improvement Plan.
- In the event of limited Educators i.e. early morning or late afternoon, staff members are to work together to perform the duties above (the roster should support one Certified Supervisor being on premises at all times to take responsibility and delegating duties). This scenario will be discussed and documented in the Service's Staff Meeting Minutes (WHS).
- In the event of an evacuation causing an inability to use Service phones, e.g. damaged phone lines, a communication plan will see a staff member seek assistance from neighbouring residents or businesses and / or use the mobile phone taken by a staff member as per our Emergency Evacuation Plan.
- Management will seek training opportunities for staff to participate in emergency evacuations.
- Inspecting, testing, and servicing fire extinguishers, blankets and other emergency equipment thoroughly is imperative to safety, and compliance to Australian regulations. The maintenance regime for the inspection and testing of fire extinguishers & hydrants is specified in the Australia Standard AS 1851 Maintenance of Fire Protection Systems and Equipment.
- All extinguishers have to be inspected at six monthly intervals and if they don't have a pressure gauge, they may need to be weighed to check they are still full. Some extinguisher types may require additional tasks to be carried out annually. Extinguishers need to be emptied, pressure tested and refilled every five years. There may be other servicing requirements at 3, 5 or 6 years
- The tests and intervals are to be recorded on a label or metal tag attached to the unit.
- The Nominated Supervisor is responsible for ensuring all educators, including relief educators and staff members, are responsive to our Emergency Evacuation Policy and procedure.

#### South Australia (SA)

- Country Fire Service – [www.cfs.org.au](http://www.cfs.org.au)
- Department of Education and Early Childhood Services - [www.decs.sa.gov.au/childrensservices](http://www.decs.sa.gov.au/childrensservices)
- Department for Communities and Social Inclusion – [www.dcsi.sa.gov.au](http://www.dcsi.sa.gov.au)
- Gowrie SA - [www.pscsa.org.au](http://www.pscsa.org.au)
- SA Health – [www.health.sa.gov.au](http://www.health.sa.gov.au)
- South Australia Police - [www.police.sa.gov.au](http://www.police.sa.gov.au)
- South Australian State Emergency Service – [www.ses.sa.gov.au](http://www.ses.sa.gov.au)
- WorkCover SA – [www.workcover.com](http://www.workcover.com) Police attendance: [131 444](tel:131444)
- Crime stoppers: [1800 333 000](tel:1800333000)

#### National Quality Standards (NQS)

##### Quality Area 2: Children's Health and Safety

2.1	Each Child's health is promoted
2.2	Healthy eating and physical activity are embedded in the program for children
2.3	Each child is protected





## Education and Care Services National Regulations



### Children (Education and Care Services) National Law

97	Policies and procedures in relation to emergency and evacuation
98	Emergency and evacuation procedures
168	Telephone or other communication equipment

### Source

- Australian Children's Education & Care Quality Authority. (2014).
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations
- ECA Code of Ethics.
- Guide to the National Quality Standard.
- Fire Protection Association Australia  
<http://www.fpaa.com.au/>
- Australian Government – Emergency Services  
<http://www.australia.gov.au/information-and-services/public-safety-and-law/emergency-services>
- Managing Emergency Situations  
<http://www.cscentral.org.au/Resources/managing-emergency-situations.pdf>
- Work Health and Safety Act 2011
- Work Health and Safety Regulations 2011
- NSW Rural Fire Service  
[www.bushfire.nsw.gov.au](http://www.bushfire.nsw.gov.au)
- Department of Education and Early Childhood Development Victoria  
<http://www.education.vic.gov.au/Documents/childhood/providers/support/SampleCSEMPPlan.pdf>
- ATTFS  
<http://www.attfs.com.au/Fire-Services>
- Fire System Services  
<http://www.firesys.com.au/Fire-Extinguisher-Service-and-Maintenance-pg14686.html>

### Review

Policy Review Date: June 2018	Ratification by Governing Council
Directors Signature: 	Chairperson Signature: 



# LOCKDOWN POLICY

*Our Service is committed to the ongoing safety and wellbeing of children, staff, families and visitors. To achieve this, we will implement a clear plan to manage all emergency situations.*

## PURPOSE

We aim to minimise the risk of harm, ensuring the safety of children, Educator's families and visitors of the Service in the event of a threatening situation.

## SCOPE

This policy applies to children, families, staff, management and visitors of the Service.

## IMPLEMENTATION

We have set procedures to follow in the event of any emergency requiring evacuation and lock down. These procedures comply with regulatory requirements and are consistent with recommendations by recognised authorities. They are designed to ensure the precipitate, safe and calm evacuation of all children, staff, families and visitors.

Whilst many emergency situations will require staff and children to evacuate from the Service, there are potential situations that will require the facility to go into 'lockdown'. For example, the following are examples of situations that may require lockdown:

- Severe storms
- Extreme smoke from distant bushfire
- Chemical or hazardous substance spill
- Gas leak / atmospheric hazardous substance
- Dangerous animal or insects
- Potentially dangerous intruder/unwanted or uninvited visitor
- Potentially violent/dangerous person due to intoxication or substance abuse
- Unidentified external disturbance

Lockdown means that all windows and external doors are locked, and where possible internal doors are locked, with children and adults being moved to a room/position that does not allow them to be viewed. Where possible access should be maintained to a bathroom and enough space should be available for children to be comfortably involved in quiet activities. It is therefore vital that appropriate spaces have been identified and displayed on an Emergency Lockdown Procedure. This information can be displayed on the back of the Evacuation Plan, which can then be quickly taken from the wall when required. This act will ensure that in a situation involving unwanted visitors, the plan is not visible or available for them to Define and list the circumstances in which the Service will identify a lockdown use to predict your reaction.

### Management or Nominated Supervisor will:

- Nominate the person/people with authority to manage the lockdown
- Determine communication channels
- Design a movement and wellbeing
- Develop an effective strategy for conducting the roll and communicating with children, educators, families and visitors of the Service
- Document roles and responsibilities of staff and Educators
- Plan to maintain children's safety
- Ensure all children, staff, families and visitors of the Service remain inside.
- If possible, Educators should make every effort to lock doors and windows.
- Ensure children remain in a confined area, or out of sight during the lockdown period.
- Practice emergency drills every day for 1 week during each term/once a month





- Review and Reflect on each emergency drill to ensure strategies are effective

### National Quality Standards (NQS)

#### Quality Area 2: Children's Health and Safety

- |              |   |
|--------------|---|
| <b>2.3.3</b> | Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented. |
|--------------|---|

### Education and Care Services National Regulations

#### Children (Education and Care Services) National Law

- |            |   |
|------------|---|
| <b>168</b> | Policies and Procedures in relation to emergency and evacuation |
| <b>97</b>  | Emergency and Evacuation procedures                             |
| <b>98</b>  | Telephone or other communication equipment                      |

### Source

- The Business of Childcare, Karen Kearns 2004
- Education and Care Services National Regulation 2015
- National Quality Standards
- Managing Emergency Situations in Education and Care Services

### Review

<b>Policy Review Date: June 2018</b>	<b>Ratification by Governing Council</b>
<b>Directors Signature:</b> 	<b>Chairperson Signature:</b> 

## Closures in the case of an emergency or extreme situation

*In an emergency or extreme situation the Director and Principal will undertake a risk assessment to examine the threat to children and Educators' health and safety. If the risk is decided to be high (ie we are unable to guarantee the safety of all Educators and children) then parents/carers or emergency contacts will be notified of a closure at the earliest possible time.*



# ANTI-BIAS & INCLUSION POLICY

*Gowrie SA, formerly Inclusive Directions, is an inclusion support agency funded through the Inclusion and Professional Support Program (IPSP). Support and funding is given to provide a quality inclusive environment for children with additional needs.*

*Children assisted through the program are:*

- *Children with disability, including children with ongoing high support needs.*
- *Children from culturally and linguistically diverse backgrounds.*
- *Children with a refugee or humanitarian intervention background.*
- *Indigenous children.*

*Our centre work collaboratively Gowrie SA to ensure the physical, emotional, cultural and educational needs of all children are met. The needs, health and safety of all Educators and children are considered when making decisions about children with additional health, behavioural or emotional needs joining the service.*

*All children have the right to be treated equally. Diversity in all its forms should be embraced in Children's Services to help develop positive and accepting attitudes in children and to help them gain a better understanding of their care environment, community, country and the world.*

## PURPOSE

We aim to provide an inclusive environment for all children, families and educators and acknowledging the uniqueness of each individual regardless of their additional needs and abilities, race, gender, sexuality religion, culture, physical and mental abilities and socio-economic background. This policy ensures all children; families and staff are welcome, treated equitably and with respect.

## SCOPE

This policy applies to children, families, staff, management and visitors of the Service.

## IMPLEMENTATION

Our Anti-Bias and Inclusion policy underpins the philosophy of the Service. The role of educators is to encourage children to share and learn about the individuality of each child and their family and their role in the Service. This policy aims to assist children to form positive social relationships and to learn to accept the diversity of members of the Service community.

'Educators who are culturally competent respect multiple cultural ways of knowing, seeing and living, celebrate the benefits of diversity and have an ability to understand and honour differences. This is evident in everyday practice when Educators demonstrate an ongoing commitment to developing their own cultural competence in a two way process with families and communities.' (EYLF Page 16)

### **In Relation to Cultural or National Origin and Racial Identity:**

- Children and Educators will have access to information and training about other cultures/racial identity, especially those relevant in the Service.
- Educators will work with one another, families and children to continue to extend both their individual and communities cultural competence.
- Educators will expose children to a wide variety of concrete materials from daily life of families/cultures.
- Where possible, the Service will employ Educators that reflect various cultural, national origin and racial identities.
- Educators will affirm and foster children's knowledge and pride in cultural identity.
- Educators will foster children's curiosity, enjoyment and empathetic awareness of cultural differences and similarities.
- Educators will teach children to overcome any inappropriate responses triggered by cultural differences.





- Educators will encourage children to ask about their own and other's physical characteristics.
- Educators will enable children to feel pride, but not superiority, about their racial identity.
- Educators will help children to become aware of our shared physical characteristics – what makes us all human.
- Educators will encourage parent input into the program, sharing culture, racial identity i.e. First language and to participate on a level that they feel comfortable.
- Educators will collect information from each family on enrollment and incorporate it in the program to meet individual family needs re: ethnicity and home language.
- Educators where possible will use both the Educators and children's first language verbally and visually within the Service environment.
- Educators will respect all cultures by presenting photographs, pictures, play equipment, books, posters, music, dramatic play and dolls that will encourage open discussion and exploration.
- Where possible creative materials will include 2D and 3D materials of different skin tones.
- Educators will present books that reflect different languages and children's first language.
- Educators will know and understand the needs, strengths and attitudes of each culture who attend the Service.

### **In Relation to Gender Equity**

- Educators will ensure that all children are given equal opportunities to engage in all experiences and interactions regardless of their gender.
- Educators will monitor and reflect on their own interactions for bias and reflect regularly on the language used with children.
- Educators will aim to use gender inclusive language.
- Educators will offer opportunities for both male and female family members to be equally involved within the program.
- Educators will assist children to identify stereotypes and unfair treatment so that they can discuss ways in which to include the perspectives of others.
- Educators will be positive role models.
- Educators will provide resource materials that are not stereotypical.
- Educators will provide diversity of gender play e.g. Mechanic workshop, males and females in work and play clothes.
- Educators will provide a balance of men and women involved in a variety of jobs in and out of the home e.g. Show men and women repair-people, doctors, beautician, police officer, salesperson, teacher etc.

### **In Relation to Diversity in Family Composition**

- Educators will create an environment that is welcoming to all families.
- Educators will respect each family, and work in partnership to support the child's emergent identity as an individual, member of their family, our Service and the community.
- Educators will provide resources, books, puzzles that reflect diversity in family structure including same sex, single parent, extended, nuclear, step and adopted families.
- Educators will engage in simple discussion about families that focus on fact rather than values e.g. "some children live with their Mum or Dad, some children live with their mum and dad, some with grandparents, and some with two mums or two dads.
- Educators will be encouraged to seek awareness and reflect on his/her own feelings, beliefs and background and evaluating the effect these may have on their attitudes and interactions with families.
- Educators will incorporate various family lifestyle choices during discussions ensuing that they reflect diversity in income. They will treat all families regardless of socioeconomic background with respect.
- The Educators and children will discuss how members of the community can support one another through the provision of resources, donations of goods or time etc.





### **In Relation to Indigenous and Torres Strait Islander People;**

- Educators will deepen their own knowledge and understanding of Indigenous and Torres Strait Islander culture through attending professional development, reading current information and regularly reflecting together as a team to embed Indigenous and Torres Strait Islander perspectives and culture into the program in a positive way, consistent with how local Indigenous community wish to be presented.
- The Service will develop an acknowledgement of country, which will be displayed and will be conveyed during special events and incorporated into the program on a regular basis.
- Educators will develop awareness/understanding about the Indigenous and Torres Strait Islander people as part of the cultural heritage of all Australians.
- Educators will show respect for the Indigenous and Torres Strait Islander culture, aiming to instill sensitivity/appreciation of the culture and a knowing and valuing of individuals.
- Educators will encourage access of the Indigenous and Torres Strait Islander community into the mainstream of children services.
- Educators will show sensitivity and respect the numerous Indigenous and Torres Strait Islander languages by incorporating where possible verbal and visual language into the Service environment.
- Educators will access and encourage involvement of the Indigenous and Torres Strait Islander families, Educators and community members who have a vast knowledge of their culture.

### **In relation to ability**

- Educators will provide an inclusive educational environment in which all children can succeed.
- Educators will promote acceptance, respect and appreciation for individuals varying abilities.
- Educators will consult with all families and other professionals to enable full participation in the program for children with varying abilities. Educators will evaluate and alter the environment to enable all children to develop autonomy, independence, competency, confidence and pride.
- Educators will provide children and parents with developmentally appropriate information about varying abilities to foster understandings that we are all similar and different.
- Educators will empower all children in their own learning to ensure that they gain a feeling of self-respect.
- Educators will treat all children equally and develop an understanding that everyone has something important to contribute.
- Educators will observe all children and with family consultation, provide an individualised program to extend the child's interests and abilities.
- Educators will display images of people of a range of ages, including elderly people and young children doing different activities.

### **Promoting inclusion and diversity into the curriculum**

- Educators will promote positive influences, modelling appropriate communication, non-bias or gender specific language and attitudes
- Educators will take a flexible approach with children and families
- Educators will develop appropriate expectations for each child
- Management will assist Educators with the development of required skills and knowledge for working with children and families
- Management and Educators will work with Inclusions support facilitators to aid the inclusion of children with additional needs
- Educators will explore the values and uniqueness of the diversity within the service. These opportunities will form part of the curriculum
- Educators treat children with respect by answering their questions honestly
- Educators will adapt activities, interactions, communication, the environment and documentation to ensure all children and families are actively included to participate in the curriculum





- Educators will provide children with a range of resources , equipment and opportunities to enhance their awareness of and access to diversity
- Educators will incorporate children's home language
- Educators will reflect on the curriculum ensuring inclusive practice and goals set for children are being met
- Educators will involve families in the planning of learning opportunities reflective of their culture

### National Quality Standards (NQS)

#### Quality Area 3: Physical Environment

- |              |  |
|--------------|--|
| <b>3.1.3</b> | Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space. |
|--------------|--|

#### Quality Area 5: Relationships with Children

- |              |   |
|--------------|---|
| <b>5.1.2</b> | Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning. |
| <b>5.1.3</b> | Each child is supported to feel secure, confident and included.   |

#### Quality Area 6: Collaborative partnership with families and the community

- |              |  |
|--------------|--|
| <b>6.3.2</b> | Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities. |
| <b>6.3.3</b> | Access to inclusion and support assistance is facilitated.   |

### Education and Care Services National Regulation

- |     |                            |
|-----|----------------------------|
| 155 | Interactions with children |
| 156 | Relationships in groups    |
| 157 | Access for parents         |

### Source

Australian Children's Education & Care Quality Authority. (2014).  
 Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2015,  
 ECA Code of Ethics.  
 Guide to the National Quality Standard.  
 Early Years Learning Framework for Australia: Belonging, Being and Becoming, 2009  
 Anti-Discrimination Board of NSW  
[www.lawlink.nsw.gov.au](http://www.lawlink.nsw.gov.au)  
 Exploring Multiculturalism  
[www.cscentral.org.au/Resources/Exploring\\_Multiculturalism.pdf](http://www.cscentral.org.au/Resources/Exploring_Multiculturalism.pdf)

### Review

<b>Policy Review Date: June 2018</b>	<b>Ratification by Governing Council</b>
<b>Directors Signature:</b> 	<b>Chairperson Signature:</b> 



# FAMILY COMMUNICATION POLICY

*In our Service, Family participation is an important part of making the Service a true part of the community. We believe in creating an environment that is welcoming and inclusive and supports a sense of belonging for children, families and educators.*

## PURPOSE

We encourage family participation and open communication within our Service. Families are invited to attend parent information meetings, and assist with projects which works in collaboration with our open door policy.

We aim to ensure open communication is concurrent through the enrolment and orientation process, policy review, feedback forms, parent committee, daily program, documentation, formal and informal meetings, emails and conversations.

## SCOPE

This policy applies to children, families, staff, management and visitors of the Service.

## IMPLEMENTATION

We understand the primary influence that families have in their children's lives, and that effective relationships between educators and families are fundamental to achieve quality outcomes for children. Community partnerships that focus on active communication, consultation and collaboration also contribute to children's learning and wellbeing.

We will provide regular information about the Service and continuous prospects for families to contribute in our curriculum.

### Management will ensure:

- Families are aware of our open door, unless such entry would pose a risk to the safety of children/educators or breach court orders regarding access to children.
- Educators provide information to families regarding the content and operation of the educational program; in relation to their child and that a copy of the educational program is available for inspection at the education and care service.
- Families have access to their child's developmental records outlining their strengths, needs and interests and developmental progress against the framework.
- A weekly menu which accurately describes the food and beverages provided each day is displayed in a place accessible to parents
- Families are notified of any incident, injury, trauma or illness that occurs for their child whilst at the Service.
- The service environment has an administrative space which is adequate for the purpose of consulting with parents and for conducting private conversations and meetings
- Families are notified of changes to Service policies and National Regulations
- The Education and Care Services National Regulations 2014 is available for parents to access
- The enrolment and orientation process provides families with information about the philosophy, policies and practices of the Service
- A Parent Committee is to encourage family involvement in the Service.

### Nominated Supervisor will:

- Inform families about the processes for providing feedback and making complaints.
- Be available for families on arrival and pick up to pass on feedback and information about their child's participation in the curriculum





- Encourage families to be involved in the curriculum, providing feedback, visiting the Service, bringing in items from the home environment and giving feedback on children's emerging interests and needs.
- Endorse continuous open and direct two way communication with families, assisting them to feel associated with their children's experiences, developing trust and collaboration.
- Families are provided with a range of communication methods which will include: emails, verbal communication, communal signage in the Service, newsletters, Daily Report, Family Involvement Wall, sign-in sheets, Notice Board and notes sent home
- A communication book is development with families when required (for example: Behaviour guidance and inclusion support plans)

#### Families will:

- Provide accurate information on enrolment and medical information forms during the enrolment process and notify educators when any information changes.
- Be requested to contribute to the quality improvement progression within the Service.
- Be invited to family events to be held periodically to help families network and develop friendships in the local community.
- Families will be asked to review the centre policies, children's goals and routines.

#### National Quality Standards (NQS)

##### Quality Area 6: Partnership with families and community

6.1.1	There is an effective enrolment and orientation process for families.
6.1.2	Families have opportunities to be involved in the service and contribute to service decisions
6.1.3	Current information about the service is available to families.
6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing
6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing
6.3.1	Links with relevant community and support agencies are established and maintained.
6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
6.3.3	Access to inclusion and support assistance is facilitated
6.3.4	The service builds relationships and engages with their local community.

#### Source

- Australian Children's Education & Care Quality Authority. (2014).
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2015,
- ECA Code of Ethics.
- Guide to the National Quality Standard.
- Early Years Learning Framework for Australia: Belonging, Being and Becoming, 2009
- Raising Children Network – Involving parents in school and child care  
[http://raisingchildren.net.au/articles/involving\\_parents\\_in\\_school\\_and\\_childcare.html](http://raisingchildren.net.au/articles/involving_parents_in_school_and_childcare.html)

#### Review

Policy Review Date: June 2018	Ratification by Governing Council
Directors Signature: 	Chairperson Signature: 





# Interactions with Children, Families and Staff Policy

**Children will be encouraged to display socially acceptable behaviour and language when dealing with their peers:**

- Educators will create a welcoming and relaxed atmosphere in which children experience equitable, friendly and genuine interactions with all Educators
- Appropriate language and behaviour will be role modelled by Educators
- Educators will support children to be aware of their own feelings as well as the feelings of others
- Children are encouraged to treat all children with respect as their friend

**Positive communication and mutual respect that is role modelled by Educators will benefit children in their development of similar skills along with increasing their self-esteem and self-confidence;**

- Children will be spoken to in a positive manner at all times to promote respect, tolerance and empathy; this includes children using non-verbal cues
- Children will engage with Educators in meaningful, open interactions that support the acquisition of skills for life and learning
- Educators will respect each child's uniqueness, are attuned to and respond sensitively and appropriately to children's efforts to communicate and will use the child's own language, communication styles and culture to enhance their interactions
- Educators will listen to children and take them seriously; they will support and encourage children to use appropriate language in their interactions with adults and peers.
- Educators will extend upon children's interests and ideas through questions and discussions, supported in observations, reflections and programming
- Communication with children will be down on the child's level as this shows respect to the child, allows for eye contact to occur and therefore promotes effective communication
- Educators will encourage and be involved in spontaneous interactions
- Educators will always use appropriate language keeping in mind that they are powerful influences in children's lives and are very active role models
- Children will never be singled out or made to feel inadequate at any time
- Educators will ensure that the dignity and rights of each child are respected at all times
- Educators will show empathy to children
- Educators will ensure that the values, beliefs and cultural practices of the child and family are considered and respected
- Educators will ensure that children are not forced to eat or sleep against their wishes or needs
- No child is ever isolated for any reason other than illness, accident or pre-arranged appointment with parental consent. During this time they will be under adult supervision
- Encouragement and praise is given freely regardless of success, allowing the children to undertake experiences that develop self-reliance and self-esteem
- Educators will regularly reflect on their relationships and interactions with children and how these can be improved to benefit each child

**Educators will acknowledge families as a valuable source of information on their child:**

- All families will be treated equitably without bias or judgement; recognising that each family is unique
- Educators are to greet parents as well as children upon arrival
- Educators are to encourage two way communication through leading by example and asking questions
- Educators are to use common terminology when talking to parents regarding their child's development
- Educators are never to discuss another child or family information with a parent or visitor





- Educators are to be sensitive to cultural differences amongst families and are to encourage families to share cultural aspects with the children and Educators at the Centre
- Educators will always endeavour and seek the advice and opinion from experts with family permission, to help with regards to a child with additional needs or support a family through resources available from such support agencies as KU Inclusion Support Agency, Area Health or the private sector
- Staff will endeavour to recognise and implement a number of different ways to communicate with families in their preferred chosen way
- Verbal communication will always be open, respectful and honest
- Service information, updates and notices will be made available via **Newsletter, communal signs, emails and sign-in sheets**
- Educators will regularly reflect on parent input into the program and make changes where necessary that will best benefit the service and children

**Educators will communicate with each other always exercising professionalism, respect and equality:**

- The service recognises that the way Educators interact with each other has an effect on the interactions they have with children and families
- Professional communication is very important to create an effective work environment and to build a positive relationship with families. Communication amongst colleagues creates a positive atmosphere and a professional service for families. Communication between staff and families ensures that important information is being passed on and that consistency occurs
- All duties within the room are to be shared and Educators are responsible for ensuring this occurs through the use of a roster where necessary
- Educators are to be respectful when listening to each other's point of view and ideas
- Effective communication is required to ensure that the teamwork occurs
- Educators will use staff meetings to communicate their professional reflections and ideas for continuous improvement as a team
- In-service training on communication will be encouraged to update and refresh knowledge
- Educators will refer to the Staff Grievance Policy/Procedure if they feel a situation with another Educator is not being handled with professionalism, respect and quality

**Educators will convey mutual respect and recognition of each other's strengths and skills through;**

- Recognising each other's strengths and valuing the different work each does
- Working collaboratively to reach decisions which will enhance the quality of the Education and care offered at the service
- Welcoming diverse views and perspectives
- Working together as a team and engaging in open and honest communication at all times
- Respecting each other's feelings
- Developing and sharing networks and links with other agencies
- Resolving differences promptly and positively and using the experience to learn more effective methods of working together

This policy was made with consideration to the National Quality Standard and Education and Care Services National Regulations

**Quality Area 5: Relationships with children**

<b>5.1</b>	Respectful and equitable relationships are developed and maintained with each child.
<b>5.2</b>	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.

**Review**

<b>Policy Review Date: June 2018</b>	<b>Ratification by Governing Council</b>
<b>Directors Signature:</b> 	<b>Chairperson Signature:</b> 





# MANAGEMENT POLICY

*Management committees provide families and the local community to participate in the management and structure of the Service. When they are involved in decision-making, families and the community are more likely to understand decisions and make a commitment to support the service.*

## PURPOSE

We are committed to providing a strong management team who are aware of their responsibilities to the Service, children, families, educators, and community. Management will adhere to Education and Care Services National Regulations and the National Quality Standards, ensuring positive working relationships are formed. Educators and Management will maintain their professionalism at all times performing in an ethical manner, which is reflective of the Services philosophy.

## SCOPE

This policy applies to management, educators and families of the Service.

## IMPLEMENTATION

### In relation to the Service:

- Management will be involved along with families and Educators in the development and review process for all policies and procedures
- Management will ensure that the Service is supplied with current legislation and advice from recognised authorities in relation to Occupational Health and Safety.
- Management ensures that at least one Educator is on the premises at all times with current training in Occupational Health and Safety.
- Independent audits for Occupational Health and Safety, Maintenance and Cleaning will be undertaken throughout the year.
- Independent audits for emergency safety will be undertaken including the inspection and service of emergency equipment e.g. exits lights, fire extinguishers.
- All electrical equipment will be tagged as per legislation requirements.
- Management will develop a professional development plan in collaboration with individual Staff and Educators to ensure accuracy and compliance
- Continuing to review and update the Quality Improvement plan documenting continuous improvement.

### In relation to the Children and Families:

- Management will communicate with families, information that relates to safety within the Service's environment and will seek feedback from families on this matter.
- Management will support families and/or children with additional needs, implementing appropriate individual management plans, AIR Plan etc. and work with support agencies to ensure we are providing a safe, supportive environment and continuity in care.
- Management will ensure all ideas and concerns are recognised and addressed.
- Management will seek assistance from families in the way of a Advisory Committee to represent the family body of the Service in respect to Policy decisions and any other areas of interest.
- Written information regarding the Service's management structure will always be made available to families.
- Written information regarding the procedure for handling grievances will always be made available to families.
- Information on management decisions that affect children, families or Educators is made available to Educators in a timely manner
- Information regarding staffing changes that affect families and children are made available in a timely manner including the introduction of relief Educators.





- Families will always have the opportunity to communicate with management in their preferred method and their preference in the way to communicate will be respected and adopted by management and Educators.
- Management and Educators review the effectiveness of staffing practices to ensure continuity of care for children.

#### **In relation to Educators:**

- Management will provide professional development opportunities for all Educators
- Management works with Educators to develop an Individual Professional Development Plan that supports professional growth, reflection and goals and shows continuous improvement
- Educators are encouraged to network with other Services and agencies to share effective work practices and share current information relating to the industry
- Management encourages and supports Educators to participate in formal study that will lead to relevant and recognised qualifications
- Management encourages the input and involvement from resource people to help them develop their skills and encourage Educators to share such knowledge with their colleagues at monthly staff meetings.
- Management and Educators work together in reflecting on rostering changes to ensure that continuity of care is not compromised for the children or their families
- All staffing changes are systematically reviewed to identify ways to minimise stress for the children, families and other Educators especially with consideration to changes in roster.
- Management will seek input from Educators to ensure that staffing practices are effective and meeting the needs of families and Educators.
- Educators are encouraged to suggest ways of communicating with Management if they feel accessibility is not functioning at its best.
- All Educators are to take part in an induction process, performance review and feedback meetings. This is to be an opportunity for both Educators and Management to share their experiences and feedback and to both evaluate their practices.
- Management encourages Educators to be involved in an advisory, consultative and decision making role within the Service.
- Management will attempt to employ Educators from cultural and linguistic backgrounds of the children at the Service or that are represented in the greater community.
- All Educators will receive a copy of the Service's philosophy, policies and procedures; a job description; conditions of employment; Educators handbook and information on the Service's grievance policy on employment.
- Supporting Certified Supervisor, Educational Leader, and educators in their role at the service
- Keeping all Service families informed of events and pertinent matters
- Employing and inducting educators and other staff members to the service, ensuring they have a clear understanding of the centre philosophy, policies and procedures.
- Verifying educators and staff members qualifications in accordance with the ACECQA requirements
- Ensuring ratio and qualification requirements are met by educators and staff of the Service
- Ensuring all educators and staff comprehend and adhere to National Regulations, National Quality Standards and the My Time Our Place framework
- Ensuring policies and procedures remain up to date and are followed by all employees.
- Ensuring all employees comply with the Code of Conduct and Australian Code of Ethics
- Working with current legislation and seeking advice from recognised authorities in relation to work health and safety.

#### **In relation to Education and Care Services National Regulations:**

- Management will ensure that Regulations are always being adhered to through strict Policies and Procedures.
- Educators and families will always have access to the current Regulations.





- During the induction process of Educators, the current Regulations will be discussed and Educators will be provided with a copy for their records.
- Procedures that support meeting current Regulations will be developed and implemented with consultation with Educators.
- Management will inform all Educators and families of any changes that need to take place because of Regulations
- Educators and families will be made aware of when the Service is going through the assessing process and how they can be involved

#### **In relation to Key Indicators set by the National Quality Standard:**

- All Educators will be introduced to the Quality Improvement Plan and National Quality Standard on employment as well as the system that the Service has in place to ensure reflection is occurring on a daily basis to meet the key standards and elements stipulated.
- Information on the National Quality Framework including National Quality Standard, My Time Our Place Framework and Education and Care Services National Regulations
- Quality Improvement is addressed directly in the Service's Professional Development Plan.
- A Quality Area represented in the National Quality Standard will be address at Educators meetings and feedback regarding the National Quality Standard will be sought from families.

#### **Family involvement in the Management Committee:**

- Whilst the Nominated Supervisor is responsible for the day to day running of the Service it is to be in line with the decisions of the Advisory Committee.
- The Committee consists of a Chairperson, Secretary (not staff), Nominate Supervisor, other elected members and two staff representatives.
- The members of the Committee, other than the Nominated Supervisor and staff representatives, are elected by those families who attend the Service; they may join the committee at any time throughout the year.
- Meetings are held twice a term in the week prior to the Governing council meetings starting from 2:00pm
- All families are encouraged to attend Committee meetings and may vote on motions.

#### **Functions of the Management Committee:**

The Committee has four vital functions and Committee members contribute to one or more of these functions, depending on their interests and skills:

- Finance - fundraising etc.
- Communication - keeping the Service's community informed of Committee decisions, new policies and events etc.
- Future planning - being actively involved in the Service's Quality Improvement Plan and the Professional Development Plan for the Service
- Policy development – formulating and updating the Service's policies and philosophies. The Nominated Supervisor, families and staff also contribute to the policy review process.
- The complete set of policies is available from the Nominated Supervisor at any time. Families are encouraged to consult this regularly.

#### **National Quality Standards (NQS)**

<b>Quality Area 7: Leadership and Service Management</b>	
<b>7.1</b>	Effective leadership promotes a positive organisational culture and builds a professional learning community.
<b>7.2</b>	There is a commitment to continuous improvement.
<b>7.3</b>	Administrative systems enable the effective management of a quality service.







#### Source

- Australian Children's Education & Care Quality Authority. (2014).
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2015,
- ECA Code of Ethics.
- Guide to the National Quality Standard.
- My Time Our Place Framework for Australia

#### Review

Policy Review Date: June 2018	Ratification by Governing Council
Directors Signature: 	Chairperson Signature: 



# GOVERNANCE POLICY

*The governance Policy provides the overall direction, effectiveness, supervision and accountability of a Service. Management are responsible for setting the directions and ensuring that its goals and objectives are met in line with the philosophy, and all legal and regulatory requirements governing the operation of the service.*

## PURPOSE

Our Service aims to ensure all legal and financial requirements are implemented and recognised through pertinent governance practices that provide quality education and care meeting the principles, practices and elements of the Early Years Learning Framework and National Quality Standards.

## SCOPE

This policy applies to children, families, staff, management and visitors of the Service.

## IMPLEMENTATION

Governance is the process by which our Service is directed, controlled and held accountable to ensure the right decisions are made.

The Approved Provider of the Service accepts the legal responsibilities associated with establishing and administering the Service. Our Service has the following established positions:

<b>Approved Provider</b>	<b>Clovelly Park Primary School Council INC</b>
<b>Nominated Supervisor</b>	Jo Battersby
<b>Certified Supervisors</b>	Jeanette Calderwood, Hilary Barr

### **The Approved Provider/Management is responsible for:**

- Ensuring compliance with the Education and Care Services National Law and Education and Care Services National Regulations
- Complying with family assistance law
- Appointing a Nominated Supervisor, an Educational Leader and a Director/coordinator for the Service
- Supporting the Nominated Supervisor/Responsible Person/Certified Supervisors in their role, providing adequate resources to ensure effective administration of the Service.
- Being an employer
- Complying with funding agreements where appropriate
- Ensuring the Service remains financially viable and can meet its debts and other obligations as they fall due
- Managing control and accountability systems
- Completing a Quality Improvement Plan for the Service and update it at least annually
- Complying with all other South Australian and Australian governments' legislation that impacts upon the management and operations of a Service.
- Acting honestly and with due diligence
- Developing coherent aims and goals that reflect the interests, values and beliefs of all stakeholders of the Service
- Developing a clear and agreed philosophy which guides business decisions and the work of Management and staff





- Ensuring there is a sound foundation of policies and procedures that complies with all legislative and regulatory requirements, and that enables the daily operation of the Service to be in line with the Service's philosophy and goals
- Establishing clearly defined roles and responsibilities for the members of the Advisory Committee and staff, individually and as a collective - clearly articulate the relationship between all stakeholders
- Reviewing the Service's budget and monitoring financial performance and management to ensure the Service is solvent at all times, and has good financial strength
- Approving annual financial statements and providing required reports to government setting and maintaining appropriate delegations and internal controls
- Appointing staff and monitoring their performance
- Evaluating and improving the performance of the Advisory Committee
- Ensuring all Educators and staff have a clear understanding about the hierarchy of management
- Reviewing the work process regularly
- Providing clear, and direct feedback and instruction that is suitable and communicated in writing

#### **The Nominated Supervisor is responsible for:**

- Adhering to the National Education and Care Service Regulations and National Law
- Developing ethical standards and a code of conduct which guide actions and decisions in a way that is consistent and reflective of the Service's expectations
- Undertaking periodical planning and risk assessments and having appropriate risk management strategies in place to manage risks faced by the Service
- Ensuring that the actions of and decisions made are clear and consistent and will help build confidence in all stakeholders
- The day to day management of the Service
- The effectiveness of the Service's well-defined partnership between the Advisory Committee and the Nominated Supervisor. The partnership requires clear understanding of roles and responsibilities, and regular and open communication
- Producing outcomes together with Educators and Staff. Educators must agree on their responsibilities and work according to current policies and procedures.
- Providing educators with training, resources and support.
- Identifying and reporting if something significant occurs
- Identifying work required for completion and delegate to Educators/staff
- Ensuring Educators and Staff not delegating responsibilities for which they are accountable for or have been delegated to them by Management
- Delegate all tasks in writing with a clear due date

#### **Centre Philosophy**

- The development and review of the philosophy and policies will be a continuous process on an annual basis or when required.
- The philosophy and associated statement of purpose will reinforce all other documentation and the practices of the Service. The philosophy will reflect the principles of the approved national framework "Being Belong Becoming" and "My Time, Our Place".
- There will be a collaborative and consultative process to support the development of the philosophy that will include children, parents and Educators.
- All documents will be dated and include nominated review dates.

#### **Confidentiality**

All members of the Advisory Committee along with the Nominated Supervisor, Educators and Staff who gain access to confidential information, whether in the course of their work or otherwise, shall not disclose information to anyone unless the disclosure of such information is required by law and will respect the confidentiality of all documents and meetings that occur. This also includes:

- Using information acquired for their personal or financial benefit, or for the benefit of any other person





- Permitting any unauthorised person to inspect, or have access to any confidential documents or other information.

This obligation, placed on a member of the Advisory Committee, Nominated Supervisor, Educator and Staff shall continue even after the individual has completed their term and is no longer on the Advisory Committee or employed by the Service.

The obligation to maintain confidentiality also applies to any person who is invited to any meetings of the Management Committee.

### **Ethical decision-making**

Our Service will make decisions which are consistent with our policies and procedures which work in conjunction with the national education and care law and regulations, our approved learning framework (MTOF) and the ethical standards.

### **Review and Evaluation of the Service**

- Ongoing review and evaluation will support the continuing development of the Service. We will ensure that the evaluation involves all stakeholders
- The development of a Quality Improvement Plan (QIP) will form part of the reflection procedure. Reflection on what works within the Service and what needs additional development. This will be included in the QIP.

### **Maintenance of Records**

- Regulation 177 outlines record keeping requirements.
- Regulations 181–184 outlines confidentiality and storage of records the Service is required to adhere to.
- The Service has a responsibility to keep sufficient records about staff, families and children in order to operate dependably and lawfully.
- The Service will safeguard the interests of the children and their families and the staff, using procedures to ensure appropriate privacy and confidentiality.
- The Approved Provider assists in determining the process, storage place and time line for storage of records.
- The Service's orientation and induction processes will include the provision of significant information to managers, educators, children and families.
- The Approved Provider will need to ensure that the record retention procedure meets the requirements of the following government departments:
  - Australian Tax Office (ATO)
  - Family Assistance Office (FAO)
  - Early Childhood Education and Community (ECEC)

### **Managing conflicts of interest**

- Conflict of interest, whether actual, potential or perceived, must be declared by all members of the Management Committee/Nominated Supervisor, Senior Staff and managed effectively to ensure integrity
- Every stakeholder that is in a position of management has a responsibility to ensure their transactions, external business interests and relationships will not provide potential conflicts and to make such disclosures in a timely manner as they arise
- The following process will be followed to manage any conflicts of interest:
  1. Whenever there is a conflict of interest, the member concerned must notify the Approved Provider about the conflict
  2. The member who is conflicted must not be present during the meeting of the Advisory Committee or Management meeting where the matter is being discussed, or participate in any decisions made on that matter. The member concerned must provide the committee / Licensee with any and all relevant information they possess on the particular matter





3. The minutes of the meeting must reflect that the conflict of interest was disclosed and appropriate processes followed to manage the conflict
4. A Conflict of interest disclosure statement must be completed by each member of the Advisory Committee / Staff member upon his or her appointment and annually thereafter.

#### National Quality Standards (NQS)

Quality Area 6: Collaborative Partnership with Families	
6.1.2	Families have opportunities to be involved in the Service and contribute to Service decisions.
6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.
Quality Area 7: Leadership and Management	
7.1.1	Appropriate governance arrangements are in place to manage the Service.
7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the Service and are maintained in accordance with legislative requirements.
7.3.2	Administrative systems are established and maintained to ensure the effective operation of the Service.
7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the Service, of serious incidents and any complaints



#### Education and Care Services National Regulations

Children (Education and Care Services) National Law	
168	Education and care services must have policies and procedures
177	Prescribed enrolment and other documents to be kept by approved provider
181	Confidentiality of records kept by approved provider
181-184	Confidentiality and storage of records

#### Source

<ul style="list-style-type: none"><li>• Australian Children's Education &amp; Care Quality Authority. (2014).</li><li>• Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2015,</li><li>• ECA Code of Ethics.</li><li>• Guide to the National Quality Standard.</li><li>• Confidentiality Policy</li><li>• Work Health and Safety Act</li><li>• Child Care Service Handbook (CCMS)</li></ul>
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#### Review

Policy Review Date: June 2018	Ratification by Governing Council
Directors Signature: 	Chairperson Signature: 



# NON ENGLISH SPEAKING BACKGROUND POLICY

*Everyone has the right to be treated equally and with respect. By helping children to appreciate and accept differences and similarities we can help them to learn to make decisions on the basis of individual choice.*

## PURPOSE

Diversity enriches life and culture. We aim to provide and promote a Service where children can realise their full potential regardless of gender, race and cultural background. We believe in honouring diversity striving to engage in respectful interactions with children, educators and families. This will be reflective in our relationships with children and their families and in our resources.

## SCOPE

This policy applies to children, families, staff, management and visitors of the Service.

## IMPLEMENTATION

Culturally and Linguistically Diverse (CALD)/Non-English Speaking Background (NESB) The term “culturally and linguistically diverse” (CALD) is commonly used to describe people who have a cultural heritage different from that of the majority of people from the dominant Anglo Australian culture, replacing the previously used term of people from a “non-English speaking background” (NESB).

### Management/Nominated Supervisor will ensure:

- Enrolment and Orientation information can be translated into the family’s home language
- If any family of a child enrolled at the Service is not fluent with the English language, policies and other Service information will be provided to that family in a language that is readily understood by the family
- An interpreting service is accessible to ensure clear communication between the service and family. Support from interpreting services is available if communication is difficult between staff, children and families.
  - Translating and Interpreting Service 131 450
  - Website: [www.tisnational.gov.au](http://www.tisnational.gov.au)
- General information, resources and support can be obtained from the Department of Family and/or Community Services relative to your State.
- Families have the opportunity to influence and shape the Service, to review Service policies and contribute to Service decisions with language not being a barrier or hindrance in the process
- Information, including brochures and factsheets are available to families about community Services and resources to support parenting and family wellbeing in their chosen language
- The expertise of families is recognised, encouraging them to participate in decision making about their child’s learning and wellbeing that are respectful to the family’s cultural background
- Families have opportunities and support to be involved in the program and in Service activities presented in a way that is not limited to English speaking families

### Educators will

- Provide a program and environment that is inclusive of all children and families, promoting to children the importance of showing acceptance of different and diverse cultural practice including home language.
- Explore different cultures within the Service and encourage children to learn about other cultures as well as their own.





- Consider the cultural and linguistic backgrounds of all the children in the program training themselves with common words to assist the child and family
- Be aware of interpretations of body language which may vary across cultures
- Pronounce and spell children's name correctly
- Find out which festivals are important to the children and family to include in the program
- Use books, posters and resources incorporating various languages into the Service



#### National Quality Standards (NQS)

Quality Area 6: Collaborative Partnership with families and communities	
6.1	Respectful supportive relationships with families are developed and maintained.
6.2	Families are supported in their parenting role and their values and beliefs about child rearing are respected.
6.3	The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.

#### Source

- Australian Children's Education & Care Quality Authority.
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations
- ECA Code of Ethics.
- Guide to the National Quality Standard.
- Exploring Multiculturalism, Anti-Bias and Social Justice in Children's Services by Miriam Giu

#### Review

Policy Review Date: June 2018	Ratification by Governing Council
Directors Signature: 	Chairperson Signature: 



# GRIEVANCE POLICY (Families)

*Feedback from families, educators, staff and the wider community is fundamental in creating an evolving Service working towards the highest standard of care.*

*It is foreseeable that feedback will include divergent views, which may result in complaints. This Policy details our Service's procedures for receiving and managing informal and formal complaints. Parents and Educators can lodge a grievance with management with the understanding that it will be managed conscientiously and confidentially.*

## PURPOSE

We aim to investigate all complaints and grievances with a high standard of equity and fairness. We will ensure that all persons making a complaint are guided by the following policy values:

- Procedural fairness and natural justice
- Code of ethics and conduct
- Culture free from discrimination and harassment
- Transparent policies and procedures
- Opportunities for further investigation
- Adhering to our Service philosophy

## Procedural fairness and natural justice

Our Service believes in procedural fairness and natural justice that govern the strategies and practices, which include:

- The right to be heard fairly;
- The right to an unbiased decision made by an objective decision maker; and
- The right to have the decision based on relevant evidence.

## SCOPE

This policy applies to children, families, staff, management and visitors of the Service.

## IMPLEMENTATION

Grievances can transpire in any workplace. Handling them appropriately is imperative for sustaining a safe, healthy, harmonious and productive work environment. The Grievance Policy ensures that all persons are presented with procedures that:

- Value the opportunity to be heard;
- Promote conflict resolution;
- Encourage the development of harmonious partnerships;
- Ensure that conflicts and grievances are mediated fairly; and are transparent and equitable

## Privacy and Confidentiality

- Management and Educators will adhere to our Privacy and Confidentiality Policy when dealing with grievances. However, if a grievance involves a staff member or child protection issues, a government agency may need to be informed.

## Conflict of Interest

It is important for the complainant to feel confident in

- Being heard fairly
- An unbiased decision making process

Should a conflict of interest arise during a grievance or complaints that involve the Approved Provider, Nominated Supervisor or other Management will be nominated as an alternative mediator.





Our service may also engage the resources of an Independent Conflict Resolution Service to assist with the mediation of a dispute. We will ensure that throughout the conflict resolution process the services Code of Conduct must be adhered to

**The Approved Provider/ Nominated Supervisor will:**

- Treat all grievances seriously and as a priority
- Ensure grievances remain confidential
- Ensure grievances reflect procedural fairness and natural justice
- Discuss the issue with the complainant within 24 hours of receiving the verbal or written complaint
- Investigate and document the grievance fairly and impartially. This will consist of:
  - Reviewing the circumstances and facts of the complaint (or breach) and inviting all affected parties to provide information where appropriate and pertinent
  - Discussing the nature of the complaint (or breach) and giving an educator, staff member, volunteer or visitor an opportunity to respond.
  - Permitting them to have a support person present during the consultation (for example: Union Representative, however this does not include a lawyer acting in a professional capacity)
  - Providing the 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.
  - Management will provide a written response outlining the outcome and provide a copy to all parties involved
  - If a written agreement about the resolution of the complaint is prepared, all parties will ensure the outcomes accurately reflect the resolution.
- Should management decide not to proceed with the investigation after initial enquiries, a written notification outlining the reasoning will be provided to the complainant
- 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 and Bullying
- Request feedback on the grievance process using a feedback form.
- Track complaints to identify recurring issues within the Service.
- Notify the Department of Education and Communities within 24 hours if a complaint alleges the safety, health or wellbeing of a child is being compromised.

**Families**

We have a duty of care to ensure that all persons are provided with a high level of equity and fairness in relation to grievances and complaints management and procedures. The grievance procedure for families ensures fair opportunity for all stakeholders to be heard and promotes effective conflict resolution within the service.

In general, grievances are best resolved by talking with the relevant Educator associated with a particular child and/or family.

**The Educators will:**

- Listen to the families view of what has happened
- Clarify and confirm the grievance, documenting all the facts prior to the investigation
- Encourage and support the family to seek a balanced understanding of the issue
- Discuss possible resolutions available to the family. These would include external support options
- Stimulate, encourage, and assist the family to determine a preferred way of solving the issue
- Record the meeting, confirming the details with the family at the end of the meeting





If the grievance cannot be resolved, it is to be referred to the Nominated Supervisor who will investigate further:

- If appropriate, collect relevant written evidence. This evidence will be treated in strict confidence
- Ensure evidence is kept in a secure and confidential place
- Involve the Approved Provider or Licensee in the conflict resolution if necessary
- Should it be necessary to interview relevant people concerning the grievance, their involvement should be kept to the minimum necessary to establish the facts
- They must also be made aware that the matter is to be kept confidential

Should the grievance be lodged against another person(s), these person(s) will be interviewed separately and impartially. Individuals must be given the opportunity to respond fully to the allegations and may have another person present, as a support person, if they wish. If after investigation, it is concluded that the grievance is substantiated:

- Both parties will be told of the decision and the reason for it.
- Immediate and appropriate steps will be taken to prevent the grievance from recurring
- If after investigation, it is concluded that the grievance is not substantiated both parties will be told of the decision and the reason
- The family will be informed that if they are not satisfied with any decision relating to the grievance procedure that they should consult with an external body for further advice such as the Department of Education and Communities
- If the grievance is of a serious nature, the Nominated Supervisor is responsible to inform the Department of Education and Communities

#### National Quality Standards (NQS)

Quality Area 6: Partnership with Families and Communities	
6.1.1	There is an effective enrolment and orientation process for families
6.1.2	Families have opportunities to be involved in the service and contribute to service decisions
6.1.3	Current information about the service is available to families
Quality Area 7: Leadership and Management	
7.1.1	Appropriate governance is in place to manage the service
7.1.2	The induction of educators is, co-ordinators and staff members is comprehensive
7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service
7.2.2	The performance of educators, co-ordinators and educators is evaluated and individual development plans are in place to support performance improvement.
7.2.3	An effective self-assessment and quality improvement process is in place
7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements
7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.
7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the service, of any serious incidents and of any complaints which allege a breach of legislation
7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.
7.3.5	Services practices are based on effectively documented policies and procedures that are available at the service and are reviewed regularly

#### Education and Care Services National Regulations

Children (Education and Care Services) National Law	
168	Education and care service must have policies and procedure
173	Prescribed information to be displayed
176	Time to notify certain information to Regulatory Authority

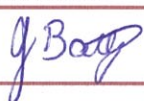





#### Source

- Education and Care Services National Regulation
- National Quality Standards
- ACECQA
- Human Rights and Equal Opportunities Commission

#### Review

Policy Review Date: June 2018	Ratification by Governing Council
Directors Signature: 	Chairperson Signature: 



# CONFIDENTIALITY POLICY

*The right to confidentiality and privacy of the child and the family is outlined in Early Childhood Code of Ethics and National Education and Care Regulations. We will respect the privacy of children and their parents and educators, while ensuring that they access high quality early years care and education in our Service.*

## PURPOSE

To preserve private and confidential files of the children, families, staff and visitors using the service. We aim to protect the privacy and confidentiality by ensuring continuous improvement on our current systems use, storage and disposal of records, ensuring that all records and information about individual children, families, educators and management are preserved in a secure place and are only retrieved by or released to people who need the information to fulfil their responsibilities at the service or have a legal obligation to distinguish.

## SCOPE

This policy applies to children, families, staff, management and visitors of the service.

## IMPLEMENTATION

Early Childhood Services are obligated by law, service agreements and licensing requirements to comply with privacy and health records legislation when collecting personal and health information about individuals.

### National Privacy Principles

#### NPP 1: Collection

Describes what an organisation should do when collecting personal information, including what they can collect, collecting from third parties and, generally, what they should tell individuals about the collection.

#### NPP 2: Use and disclosure

Outlines how organisations may use and disclose individuals' personal information. If certain conditions are met, an organisation does not always need an individual's consent to use and disclose personal information. There are rules about direct marketing.

#### NPPs 3-4: Information quality and security

An organisation must take steps to ensure the personal information it holds is accurate and up-to-date, and is kept secure from unauthorised use or access.

#### NPP 5: Openness

An organisation must have a policy on how it manages personal information, and make it available to anyone who asks for it.

#### NPP 6: Access and correction

Gives individuals a general right of access to their personal information, and the right to have that information corrected if it is inaccurate, incomplete or out-of-date.

#### NPP 7: Identifiers

Generally prevents an organisation from adopting an Australian Government identifier for an individual (e.g. Medicare numbers) as its own.

#### NPP 8: Anonymity

Where possible, organisations must give individuals the opportunity to do business with them without the individual having to identify themselves.

#### NPP 9: Trans-border data flows

Outlines how organisations should protect personal information that they transfer outside Australia.

#### NPP 10: Sensitive information

Sensitive information includes information such as health, racial or ethnic background, or criminal record. Higher standards apply to the handling of sensitive information.





#### **Management will:**

- Ensure personal information is protected in accordance with our obligations under the Privacy Act 1988 (Cth) and Privacy amendments (Enhancing Privacy Protection) Act 2012 (Cth)
- Ensure all records and documents are maintained and stored in accordance with Education and Care Service National Regulations
- Ensure the service acts in accordance with the requirements of the Privacy Principles and Privacy Act 1988 by developing, reviewing and implementing procedures and practices that identify
  - the name and contact details of the service;
  - what information the service collects and the source of information
  - why the information is collected;
  - who will have access to the information
  - Collection, storage, use, disclosure and disposal of personal information collected by the service
  - any law that requires the particular information to be collected;
  - adequate and appropriate storage for personal information collect by the service
  - protection of personal information from unauthorised access
- Ensure the appropriate use of images of children
- Ensure all employees, students volunteers and families are provided with a copy of this policy
- Deal with privacy complaints promptly and in a consistent manner, following the Service's Grievance Procedures.
- Ensure families only have access to the files and records of their own children
- Ensure information given to Educators will be treated with respect and in a professional manner
- Ensure children and staff files are stored in a locked and secure cabinet
- Ensure Information relating to staff employment will remain confidential to the people directly involved with making personnel decisions.
- Treat information shared with us by the family will be treated as confidential unless told otherwise.

#### **Nominated Supervisor will:**

- Adhere to centre policies and procedures, supporting management
- Ensure educators, staff, volunteers and families are aware of the privacy and confidentiality policy
- Ensure the service obtains consent from parents and/or guardian of children who will be photographed or videoed by the service
- Ensure families only have access to the files and records of their own children
- Treat information given to Educators will be treated with respect and in a professional manner
- Ensure only necessary information regarding the children's day to day health and wellbeing is given to non-primary contact educators – for example food allergies
- Will not discuss individual children with people other than the family of that child, except for the purposes of curriculum planning or group management. Communication in other settings must be approved by the family beforehand.
- Information shared with us by the family will be treated as confidential unless told otherwise.

#### **Certified Supervisors and Staff will:**

- Read and adhere to the privacy and confidentiality policy at all times
- Ensure recording information and photographs of children are kept secure and may be requires at any time by the child's parents or guardian
- Ensure families only have access to the files and records of their own children
- Treat private and confidential information with respect in a professional manner
- not discuss individual children with people other than the family of that child, except for the purposes of curriculum planning or group management. Communication in other settings must be approved by the family beforehand.
- Treat information shared with us by the family will be treated as confidential unless told otherwise.
- Maintain individual and Service information and store documentation according to this policy at all times.



- Not share information about the individual or service, management information, or other staff as per legislative authority.

**Personal information our service may request in regards to children:**

- Parent contact details
- Emergency contact details and persons authorised to collect individual children
- Children's health requirements
- Immunisation records
- Developmental records and summaries
- External agency information
- Custodial arrangements
- Incident reports
- Medication reports
- Child care benefit and child care rebate information
- Medical records
- Permission forms

**Personal information our service may request in regards to staff**

- Personal details
- Tax information
- Working contract
- Emergency contact details
- Medical details
- Immunisation details
- Working with children (DCIS screening check)
- Qualifications
- Medical history
- Resume
- Superannuation details
- Child Protection qualifications
- First Aid, Asthma and Anaphylaxis certificates

**National Quality Standards (NQS)**

<b>Quality Area 4: Staffing Arrangements</b>	
<b>4.2.1</b>	Professional standards guide practice, interactions and relationships.
<b>4.2.3</b>	Interactions convey mutual respect, equity and recognition of each other's strengths and skills
<b>Quality Area 5: Relationship with Children</b>	
<b>5.2.3</b>	The dignity and the rights of every child are maintained at all times
<b>Quality Area 6: Partnership with Families</b>	
<b>6.1</b>	Respectful supportive relationships are developed and maintained
<b>Quality Area 7: Leadership and Service Management</b>	
<b>7.1</b>	Effective leadership promotes a positive organisational culture and builds a professional learning community.
<b>7.2</b>	There is a commitment to continuous improvement
<b>7.3</b>	Administrative systems enable the effective management of a quality Service.

**Education and Care Services National Regulations**

<b>Children (Education and Care Services) National Law</b>	
<b>168</b>	Education and care services must have policies and procedures
<b>181</b>	Confidentiality of records kept by approved provider
<b>181-184</b>	Confidentiality and storage of records







## Source

- Australian Children's Education & Care Quality Authority. (2014).
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations
- ECA Code of Ethics.
- Guide to the National Quality Standard.
- National Privacy Principles  
<https://www.oaic.gov.au/privacy-law/privacy-archive/privacy-resources-archive/national-privacy-principles>
- Privacy Victoria  
[www.privacy.vic.gov.au](http://www.privacy.vic.gov.au)
- United Nations Convention of the Rights of a child
- Privacy Act 1988

## Review

Policy Review Date: June 2018	Ratification by Governing Council
Directors Signature: 	Chairperson Signature: 



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## NUT FREE POLICY

We have a student at our school who has an **extreme allergy to nuts and white fish** that is **life threatening**.

I thank the Governing Council for their strong support and approval of the implementation of a **Nut Free Policy** at the school.

### We ask that students do not bring nut products to school.

We have worked with the canteen and have substituted white fish for chicken tenders and have removed all nut products.

If you have any concerns regarding this please do not hesitate to contact a member of the leadership team or your child's teacher.

Now also includes Kiwi Fruit



