

## **Policies and Procedures**

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# Table of Contents

Our Principles	7
Administration	8
Hours of Operation	8
POLICY STATEMENT	8
CONSIDERATIONS	8
PROCEDURE	8
Service Access	8
POLICY STATEMENT	8
PROCEDURE	9
Enrolment and Orientation	9
POLICY STATEMENT	9
CONSIDERATIONS	10
PROCEDURE	10
Payment of Fees and Provision of Fee Statements	13
POLICY STATEMENT	13
PROCEDURE	13
Acceptance and Refusal of Authorisations	16
POLICY STATEMENT	16
PROCEDURE	16
Maintenance of Records	17
Policy Development and Review	18
POLICY STATEMENT	18
PROCEDURE	18
Participation and Access	19
POLICY STATEMENT	19
PROCEDURE	19
Management of Complaints	21
POLICY STATEMENT	21
CONSIDERATION	21
PROCEDURE	21
Roles of Management	22
POLICY STATEMENT	22
PROCEDURE	22
Financial Management	24

POLICY STATEMENT	25
PROCEDURE	25
Purchasing	25
POLICY STATEMENT	25
PROCEDURE	25
Confidentiality	27
POLICY STATEMENT	27
PROCEDURE	27
Governance and Management	27
POLICY STATEMENT	27
CONSIDERATIONS	28
PROCEDURES	29
Conflict of Interest	30
Staffing	33
Recruitment and Selection	33
POLICY STATEMENT	33
PURPOSE	34
SCOPE	34
IMPLEMENTATION	34
Staff Induction and Orientation	36
POLICY STATEMENT	36
PURPOSE	37
SCOPE	37
IMPLEMENTATION	37
Code of Conduct	38
Employee Wellness	44
Staff Development	46
POLICY STATEMENT	46
Staff Performance	48
POLICY STATEMENT	48
SCOPE	49
IMPLEMENTATION	49
Staff Grievance	53
Bullying, Discrimination and Harassment	58
Disciplinary Actions	60
POLICY STATEMENT	60

PROCEDURE	60
Relief Staff	62
POLICY STATEMENT	62
PROCEDURE	62
Student and Volunteers	63
Staffing Arrangements	65
POLICY STATEMENT	65
Responsible Persons	69
Standard return to work program for Category 2 employers	71
Our commitment	72
After an incident	72
Support for the worker	72
Recovery at work	72
Dispute prevention and resolution	73
Declaration	73
Health and Safety	74
Supervision	74
Sleep and Rest	76
Hygiene	78
POLICY STATEMENT	78
PROCEDURE	78
Nutrition and Food Safety	80
POLICY STATEMENT	80
CONSIDERATIONS	80
IMPLEMENTATION	81
Safe Storage of Hazardous Substances	83
POLICY STATEMENT	83
PROCEDURE	83
Transportation and Excursions	84
POLICY STATEMENT	84
PROCEDURE	84
Animals	85
POLICY STATEMENT	85
CONSIDERATIONS	85
PROCEDURE	86
Sun Protection	86

POLICY STATEMENT	87
PROCEDURE	88
Emergency and Evacuation	89
POLICY STATEMENT	90
CONSIDERATIONS	90
PROCEDURE	90
Administration of First Aid	91
POLICY STATEMENT	91
CONSIDERATIONS	91
PROCEDURE	92
Death of a Child or Staff Member	93
POLICY STATEMENT	93
PROCEDURE	93
Illness and Infectious Diseases	93
POLICY STATEMENT	93
CONSIDERATIONS	94
PROCEDURE	94
Immunisation	96
POLICY STATEMENT	96
CONSIDERATIONS	96
PROCEDURE	96
Management of Medical Conditions and Medication Administration	97
POLICY STATEMENT	97
CONSIDERATIONS	97
PROCEDURE	97
Medical Communication Plan	99
Anaphylaxis Management	100
Asthma Management	102
Diabetes Management	103
Epilepsy Management	105
Child Protection	107
POLICY STATEMENT	107
CONSIDERATIONS	108
PROCEDURE	108
Behaviour Support	110
POLICY STATEMENT	110

CONSIDERATIONS	111
PROCEDURE	111
Delivery and Collection of Children	112
POLICY STATEMENT	112
CONSIDERATIONS	112
PROCEDURE	112
Security	114
POLICY STATEMENT	114
CONSIDERATIONS	114
PROCEDURE	114
Building Equipment Repairs and Maintenance	115
POLICY STATEMENT	115
PROCEDURE	115
Storage	116
POLICY STATEMENT	116
PROCEDURE	116
Heating, Ventilation and Lighting	117
POLICY STATEMENT	117
PROCEDURE	117
Pest Control	118
POLICY STATEMENT	118
PROCEDURE	118
Indoor Environment	118
POLICY STATEMENT	119
PROCEDURE	119
Outdoor Environment	119
POLICY STATEMENT	119
PROCEDURE	120
Photography and Videos	120
Programming	122
Educational Program	122
Multi-culture	123
Gender Equality	124
Anti-bias and Inclusion	125
Excursions	127
Water Safety	128

Use of Technology & Media in Programming	130
Environmental Sustainability	131

# OUR PRINCIPLES

*Endorsed by the committee February 2019.*

We believe:

## **Children are individuals**

and will learn and grow to achieve their maximum potential in a fun, safe and positive environment which encourages them to play freely, investigate, make mistakes, be challenged and take personal responsibility.

## **Learning through relaxed, fun play is important.**

Children need some structure and routine, with plenty of opportunity to be inquisitive while taking measured risks in a safe environment.

## **All children learn differently.**

Guidance can enhance all areas of development including social and emotional development. Children's behaviour can be positively guided to develop acceptable behaviour patterns and enhance their wellbeing and resilience.

## **Children are committed and involved.**

They seek to collaborate with their peers and adults to challenge, create, explore and develop their individual identities.

## **Children need an inclusive, accessible, equitable environment**

that allows them to fully participate.

## **It is important for children to understand and explore the natural environment**

and the interdependence between people, plants, animals and the land.

## **We value strong connections with community**

and collaborative relationships between children, educators, families, management and the community.

## **Self-reflection and continuous improvement**

enable our service to grow and flourish.

## **Experienced, skilled and supported staff**

enhance children's learning and development and ensure their safety and wellbeing.



# Administration

## Hours of Operation

*Endorsed by the committee for implementation from 29 December 2016.*

### **POLICY STATEMENT**

We will meet the needs of the parents in our local community who either work, study or have other commitments, by operating for days and hours that allow them to reasonably get to and from work or place of study.

### **CONSIDERATIONS**

National Standards, section 4.3

### **PROCEDURE**

During government school terms, the Centre will operate Monday to Friday, in the mornings and the afternoons. Before school, the centre will be open between the hours of 7am and 9am. After school the centre will be open between the hours of 3pm and 6pm.

During government school holidays, the centre will operate Monday to Friday, between the hours of 7am to 6pm.

The centre will also open from 7am to 6pm on designated government school pupil free days.

The centre will be closed on designated public holidays.

All parents will be notified of days of closure.

All hours of operation will be posted on the door and be accessible to parents upon the child's initial enrolment.

No children are to be left unattended at the centre outside these hours.

Please refer to dropping off and collection and late collection policy for further information regarding these procedures.

The centre does not modify its opening hours in the event of teacher strikes.

## Service Access

*Endorsed by the committee for implementation on 29 December 2016.*

### **POLICY STATEMENT**

We will provide places for school aged children needing care during their time out of school hours. We will not discriminate against any families needing care however, the demand for Outside School Hours Care sometimes exceeds the number of places our service is approved for and there may be a waiting list to manage family

demands. When this happens, our service will comply with the Australian Government 'Priority of Access Guidelines' to ensure places are allocated to families with the greatest need for child care support.

## PROCEDURE

Our centre will be available for children who currently attend primary school only. For January vacation care, this will include incoming kindergartens and may include outgoing Year 6 children, at the discretion of the Nominated Supervisor.

No one will be discriminated against on the basis of their cultural background, religion, sex, gender, disability, age, marital status, sexuality or income.

Educators will work in partnership with families to provide care that meets the child's needs and is consistent with the family's culture, beliefs and child rearing practices. Specific requests will be acknowledged where practical, to demonstrate respect and ensure continuity of care of the child.

Families with children with additional needs will be provided with the necessary support and resources to allow them to fully participate in the service.

The service will follow the Commonwealth Government Priority of access guidelines for allocating a place in the centre, including placement on waiting list. Families will be advised about the Priority of Access Guidelines when they enroll their children in our service. Families will also have access to a copy of this policy.

When our service has no vacant places and is providing care for a child who is Priority 3 under the Guidelines, the service may require that child to leave the service in order to make room for a child with a higher priority. However, this can only happen if our service:

1. Notified the family that our service follows the Priority of Access Guidelines and this Policy when their child first entered care at our service, and
2. Gives the family at least 14 days' notice of the need for their child to vacate their place.

A waiting list will be developed and updated regularly which identifies priority of access eligibility, date placed on list and required days of care.

Placement from the waiting list is determined by priority of access guidelines, and date of placement on the waiting list.

## Enrolment and Orientation

*Endorsed by the committee for implementation on 29 December 2016.*

## POLICY STATEMENT

Our service accepts enrolments to the service for primary school age children in accordance with funding priorities and guidelines. An orientation process is in place for children and their families. The purpose of this is to:

- Enable educators/staff to meet and greet children and their families
- Provide essential operational information
- Form the foundation for a successful and caring partnership between home and the service.
- To help children develop a sense of belonging, feel accepted, develop attachments and trust those who care for them ("My Time, Our Place", Outcome 1).

## CONSIDERATIONS

Education and Care Services National Regulations

- 158, 159, 160, 161, 162, 168, 177, 183

Service policies/documentation

- Service Enrolment form
- Family Handbook
- Fee Policy
- Confidentiality Policy
- Delivery and Collection of Children Policy
- Acceptance & Refusal of Authorisations Policy
- Governance & Management Policy

Other

- Network Record Keeping Factsheet
- Child Care Service Handbook (DEEWR)
- A New Tax System (Family Assistance) Act 1999
- CCMS

## PROCEDURE

### Eligibility

Access and eligibility will be subject to the Priority of Access Guidelines set down by the Department of Education, Employment and Workplace Relations (DEEWR), these are:

- Priority 1 – a child at risk of serious abuse or neglect
- Priority 2 – a child of a single parent who satisfies, or of parents who both satisfy, the work, training, study test under section 14 of the A New Tax System (Family Assistance) Act 1999
- Priority 3 – any other child

Within these main categories priority should also be given to the following children:

- Children in Aboriginal and Torres Strait Islander families
- Children in families which include a disabled person
- Children in families on low incomes
- Children in families from culturally and linguistically diverse backgrounds
- Children in socially isolated families
- Children of single parents.

As well as the above, the service policy is that children must be enrolled in Primary school in order to be eligible to attend the service. Children of Preschool age will not be accepted into the program, except for the January Vacation care period (from 1 January) immediately prior to them commencing Primary school – this enrolment will be accepted upon proof that the child is enrolled to commence Primary school. Children who have completed Year 6 may be eligible to attend the service at the discretion of the Nominated Supervisor.

### Inclusion of children additional needs

Educators will provide each child, regardless of their additional needs and abilities with a supportive and inclusive environment that allows each child to fully participate in their education and care at the service. Educators will ensure that all children are treated equally and fairly and that each child will have the opportunity to grow and develop to their individual potential.

The service will:

- Ensure the indoor and the outdoor environment will be suitable for children with additional needs. The physical environment will be arranged so it is suitable for all persons regardless of mobility to minimise barriers to participation.
- Ensure the program and curriculum meets the needs of all children, including children with additional needs.

- Encourage families to meet with the Educators who will be working with the child before the child commences care, allowing the Educators to discuss and understand the child's needs and ensure the appropriate resources and support are provided to both the family and the child.
- Access professional development for educators to help the service meet 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 no information regarding a child will be given out to a person who is not that child's parent or guardian, without the parent/guardians permission.

#### The Educator's will:

- Educators will treat all children equally and fairly regardless of perceived differences and ensure each child is supported to participate in the program.
- Educators will act as advocates for all children's rights.
- Ensure the environment and equipment used by Educators will be flexible and be able to adapt to each child's needs within the service to support the inclusion of children with additional needs.
- Educators will program experiences for each child to suit individual abilities, strengths and interests also considering any professional support plans for the child.
- Educators will support children to treat all peers equally and fairly, with programming experiences that allow children to explore emotions such as compromise and empathy. Educators will listen carefully to children's concerns and discussing diverse perspectives on issues of inclusion and exclusion and fair and unfair behaviour.
- Educators recognise families as having expert knowledge about their child's needs, abilities and interests and will consult with them regularly to collaborate and create a continuity of learning in conjunction with professional support plans and cohesive practices from home.
- Educators will work with other professionals who play a role in supporting the child's development. Educators will seek specific professional intervention and training to support a within the service.
- Information documented about the individual child with additional needs may be used to develop an individual support plan that will kept on file at the service and shared with families, the child's medical practitioners and/or professional support services.
- Educators will 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.
- Educators will discuss a wide range of emotions, thoughts and views constructively with the children within a supportive environment.
- Educators will not judge or compare one child's development with another

#### **Waiting list**

Where demand for care exceeds the service's number of approved places, families will be placed on the service's waiting list. When completing waiting list details families will be advised of the Priority of Access Guidelines.

#### **Enrolment**

Enrolments will be created in line with the Priority of Access Guidelines and the Child Care Management System (CCMS). There are three enrolment types under the CCMS:

- Formal enrolments
- Informal enrolments
- AMEP/Other enrolment

Enrolments will not be accepted from families without full completion of the enrolment form. To secure the enrolment, parents are required to pay the enrolment fee and security deposit (2 weeks full fees). Information about fees is included in the Fee Policy.

#### **Attendance and enrolment records**

Accurate attendance records will be kept, which:

- Records the full name of each child attending the service
- Records the date and time each child arrives and departs
- Is signed on the child's arrival and departure by either:

- The person who delivers or collects the child
- The Nominated Supervisor or an educator (Regulation 158); and
- Meet the requirements of the Child Care Management System (CCMS)
- An enrolment record for each child will be kept at the service which includes all details outlined in Regulations 160, 161 and 162.

### **Child's attendance once enrolled**

The service's responsibility for the child begins when placed in the staff's care by parent or guardian, or when they arrive from school for the afternoon session. If a child is to be absent on a day they are normally booked, the family must notify the service as soon as possible. The rules for Allowable Absences under CCMS will be followed in relation to all absences.

If a child who is enrolled with the service, but is not on the Roll for a particular day, arrives at the service, the Nominated Supervisor, or other relevant staff member will be contacted immediately to see if the child has been booked in for the day.

If a child has not been enrolled they must not be taken into care under any circumstances. In this case, please contact the school and/or child's parents (if possible) immediately.

### **Cancellation of enrolment**

- Cancellation of an enrolment may be initiated in two different situations:
  - A parent advises the service that no further care needs to be provided
  - The service identifies that care is no longer required or being provided
  - (CCMS Ending Enrolments)
- The family must give two weeks notice if they wish to cancel a child's enrolment; failure to do so will mean that the security deposit will not be refunded. Refunds may be granted under exceptional circumstances after discussion with the Nominated Supervisor.
- CCMS guidelines will be followed once an enrolment is cancelled.

### **Confidentiality and storage of records**

Enrolment information will be kept in strict confidence according to the services Confidentiality Policy. All enrolment records will be kept in a safe and secure place and kept for the period of time specified in the Regulations (Regulations 158, 159,160, 183).

### **Orientation**

Families who are enrolling their child for the first time will be sent the Parent Handbook and the key policies for families prior to the child's first day at the service. Families should read this handbook so that their child is prepared for their first day at the service and to give them time to complete all relevant forms.

Parents should advise educators when they are greeted that it is their child's first day at the service and the educator will introduce themselves and guide them through the sign-in/out process, check that all relevant forms and authorities have been signed and show them around the Centre.

Educators will introduce the child to other children and engage them in an activity. The educator will remain with the child until they are settled and comfortable in the new environment. Educators will carefully monitor the child whilst in the service to ensure they are settling in.

### **Non-English Speaking Background Procedure**

- 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
- Alternatively, the information may be provided to that family through an interpreter, or other person chosen by the family who is capable of explaining the information in a language that is understood by the family
- Support from interpreting services is available if communication is difficult between staff, children and families. Translating and Interpreting Service (TIS National) 131881 Website: [www.immi.gov.au/](http://www.immi.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 opportunities 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 is available to families about community services and resources to support parenting and family wellbeing in their chosen language
- The expertise of families is recognised and they share 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

## Payment of Fees and Provision of Fee Statements

*Endorsed by the committee for implementation on 3rd August 2021.*

### POLICY STATEMENT

Coogee Care Centre is a not-for-profit registered charity, ran by families for families. We are committed to providing quality education and care to all children at an affordable fee for families. As an approved childcare service, Child Care Subsidy (CCS) is available to reduce fees to eligible families. Our fee structure is based on our ability to meet the requirements of the Education and Care National Law and National Regulations, Family Assistance Law and the Australian Taxation Office and guidelines contained in the Child Care Provider Handbook.

View PDF: <https://coogee-care-centre.blissbook.com/pdfs/42347.pdf>

### PROCEDURE

A flat fee is charged per session of Before School, After School and Vacation Care.

Our fees effect from **13 July 2021 (Fees increase by 5% each year July 1st)**

<b>Before School Care</b>	<b>\$12.60</b>
<b>After School Care</b>	<b>\$21.00</b>
<b>Vacation Care (Inclusive of both Incursions and Excursions)</b>	<b>\$54.60</b>
<b>Un-notified Absence Fee</b>	<b>\$10.00</b>
<b>Late Pick Up Fee</b>	<b>\$20.00</b> (Per family for every 10mins, or part thereof, after our closing time).
<b>Annual Membership Fee</b>	<b>\$10.00</b> Annually per family

#### Definitions

A **permanent place** is one that has been allocated to a child for a twelve-month period, excluding vacation care. Two weeks’ notice in writing is required for changes or cancellations. To request these bookings please email the service.

**Casual places** can be requested Via the XPLOR app. If we are fully booked at the time of request, you will be put on a waitlist and notified if a place becomes available. **Note that Coogee Care has very limited casual places.**

**\*Un-notified Absence:** If children are not attending a booked afternoon session, you **must notify the Centre by 2.30pm** on the day of booking. You can do this in your **Xplor App**, by SMS, or email. Failure to do this means we treat your child as missing. This will result in an un-notified fee on your account.

We also require notification of absence for both Before School Care and Vacation Care.

**Notifying the school, does not notify the Centre**, we run an independent administration office and business.

**Late Fee:** The Centre closes at 6:00pm. A late fee is charged for children who are collected after 6:00pm. Late fees are calculated on the spot & are determined by the time the child is signed out.

### Statements and Fees

Statements are emailed weekly (Mondays) from XPLOR and will be reflective of one week in advance. Payment schedules will be set for weekly payments (Thursdays).

Statements can be viewed at any time on your Xplor app.

Failure to pay due fees within 14 days of receiving statement may result in the cancellation of care.

All fees **must be up to date** for the service to accept "vacation care" and to enrol your child in the following year.

Fees are payable for every session that a child is enrolled at the Centre. This includes when your child is sick or on family holidays.

Fees are charged for full sessions only, regardless of the actual attendance hours on any day.

Families are not charged for NSW public holidays.

Families are not charged during shutdown periods. Coogee Care Centre shuts down for a minimum of two weeks over each Christmas and New Year period.

Cessation of care applies when your child finishes care on an absence. No subsidy is payable for your child/ren if you finish care on an absence. No subsidy is payable for your child/ren if you commence care on an absence. You will find more information about this ruling online through Services Australia. Approved exemptions are listed on the site.

Should families be experiencing financial difficulty and find themselves unable to meet their commitments to the service, then that family should make an appointment with the Director to come to an acceptable arrangement. This should be done prior to the account falling into arrears where possible. Additional Child Care Subsidy (ACCS) is available in certain situations.

If no arrangements/ agreement can be reached, your child's place at the service may be withdrawn and debt recovery procedures may be initiated.

### Disputed Accounts

In the event of a disputed account, an appointment should be made with the centre to discuss the issue. The family must provide all receipts and documents to substantiate any claims. If, at the end of the resolution process, agreement has not been reached and satisfactory evidence has not been provided, the Management Committee (at its discretion) may initiate debt recovery proceedings.

All records are maintained confidentially.

### Absences

- Families are requested to contact the Centre if their child is unable to attend a particular session, to avoid being charged the \$10.00 non-notification fee, as outlined in the 2021 Family Handbook.
- Families are still charged the regular fee if their child is unable to attend.
- Under the Child Care Subsidy (CCS) families are allowed 42 absence days per child, per financial year and may be entitled to additional absence days in certain circumstances.
- Families can view their absence count through their Centrelink online account via myGov. Families will also find this information on their statements

You can find further information for this online at:

<https://www.servicesaustralia.gov.au/individuals/services/centrelink/child-care-subsidy/how-manage-your-payment/if-your-child-absent-from-child-care>

## Child Care Subsidy (CCS)

Parents/guardians are required to register for Child Care Subsidy (CCS) through their myGOV account linked to Centrelink and approve the CWA on their Xplor app.

- Basic requirements that must be satisfied for an individual to be eligible to receive Child Care Subsidy.

The child must:

- be a 'Family Tax Benefit child' or 'regular care child' and
- be 13 or under and not attending secondary school and
- meet immunisation requirements

•The person claiming the Child Care Subsidy, or their partner must:

- meet residency requirements
- be liable to pay for care provided under a Complying Written Arrangement (their written agreement) with their childcare provider
- childcare must be provided by an approved provider

•Families level of Child Care Subsidy will be determined by:

- Combined family income - Activity test of parents
- Type of early learning and childcare Service.

•Child Care Subsidy will be provided directly to the Service and this amount deducted from the parent/family account.

•Families must regularly check their details are correct and report a change in circumstance to Centrelink (family income, activity levels, relationship changes or any other changes to their circumstances).

•Any disputes with CCS payments are the responsibility of the family.

•The family will be referred to contact Centrelink directly for any enquiries regarding CCS payments.

•Coogee Care Centre cannot act on your behalf with Centrelink

•Child Care Subsidy (CCS) payments are only able to be backdated for 28 days.

Coogee Care is an Approved Provider for Child Care Subsidy (CCS) purposes Further information about the CCS <https://www.servicesaustralia.gov.au/individuals/services/centrelink/child-care-subsidy>

### **Responsibility of Families**

- On enrolment provide the Service with the correct details to facilitate the CCS claim, if required, including:
  - Centrelink Reference Numbers for child and Child Care Subsidy (CCS) claimant.
  - Date of Birth for child and Child Care Subsidy (CCS) claimant.
- Ensure payment of fees follow policy requirement i.e., Fees to be paid on time and must be up to date prior to enrolling for Vacation Care and/or enrolling your child for the following year.
- On enrolment, set up Direct Debt Via XPLOR
- Notify Centrelink of any changes that may affect their Child Care Subsidy (CCS) entitlement.
- Confirm their child's enrolment through the parents myGov account.
- Approve (complying written agreement) CWA on the XPLOR app



## Methods of Payment

Coogee Care Centre requests all families to be set up with Direct Debit. You can get the process started by visiting [Xplor](#). Forms are also available from the Centre.

Special circumstances will be considered for families who need to direct deposit funds. Please contact [Accounts@CoogeeCareCentre.org.au](mailto:Accounts@CoogeeCareCentre.org.au) to arrange an appointment.

Question about your account? Email us at [Accounts@coogeeccarecentre.org.au](mailto:Accounts@coogeeccarecentre.org.au)

# Acceptance and Refusal of Authorisations

*Endorsed by the committee for implementation on 29 December 2016.*

## POLICY STATEMENT

Our service will request authorisation from families when required to ensure the safety of the children and staff and may refuse a request unless the appropriate authorisation is provided. For example, if a child is to attend an extra-curricular activity for which authorisation is required, but has not been given, this will result in the child not being able to participate in the activity. Preferably, authorisation is required in written format, however in some circumstances staff discretion may be used.

The Education and Care Services National Regulations require services to ensure that an authorisation (permission) is obtained from families in certain situations. For example, the Regulations stipulate an authorisation must be obtained for:

- Administering medication to children (Regulation 93)
- Children leaving the premises of a service with a person who is not a parent of the child (Regulation 99)
- Children being taken on excursions (Regulation 102)
- Access to personal records (Regulation 181)

Authorisation from families may also be required if:

- A child is leaving the service to attend an extra-curricular activity away from the service, for example, attending a sporting activity, dance, drama, etc. that is run by a provider other than the OSHC service.
- Children are leaving the service to make their own way home.

## PROCEDURE

The Nominated Supervisor, or the person in day-to-day charge of the service will:

- Ensure documentation relating to authorisation (permission) from families contains:
  - The name of the child enrolled in the service;
  - The date;
  - Signature of the child's parent/guardian or nominated person who is on the enrolment form;
  - The approximate time the child will return to the service if the child is leaving the service to attend an extra-curricular activity and the time they will return to the service (if applicable);
  - The original form/letter provided by the service;
- Apply these authorisations to the collection of children, administration of medication, excursions and access to records.
- Keep these authorisations in the child's enrolment record.
- Ensure the child will not be permitted to leave the service to attend any extra-curricular activity until authorisation is obtained.
- Ensure that children are not permitted to sign themselves out or leave the service without an authorised adult, unless written authorisation has been given.

- Obtain written authorisation, if a person other than the parents/guardian or other nominated person cannot collect the child.
- In certain circumstances verbal authorisation, may be accepted at the discretion of the senior staff member on duty. This would be relevant in situations where there has been an emergency situation and no one from the child's authorised list is able to collect the child. An email, fax or text message is suitable as written authorisation.
- Exercise the right to refuse if written or verbal authorisations do not comply with the requirements outlined above.
- Waive compliance for authorisation where a child requires emergency medical treatment for conditions such as Anaphylaxis or Asthma. The service can administer medication without authorisation in these cases, provided they contact the family and emergency services as soon as practicable after the medication has been administered.

## Maintenance of Records

*Endorsed by the committee for implementation on 29 December 2016.*

### **POLICY STATEMENT**

We aim to ensure that all appropriate and required records are kept for the specified period of time. We will protect the privacy and confidentiality of all clients, staff and management of the centre, by ensuring that records and information are kept in a secure place and only disclosed to people who have a legal right to know.

### **PROCEDURE**

Staff and management will ensure that all required records are recorded, properly maintained, updated and kept in the nominated secure place.

All records are to be kept confidential and only made available to authorized persons.

All documents relating to children and parents will only be made available to the parent/guardian or approved persons enrolling the child, staff and authorized members of the management committee who require relevant information, or Commonwealth or State Government officers when requested.

All documents relating to staff will only be made available to the individual staff member, the Director, the Assistant Director, and an authorized member of the Management Committee or police if required.

All documents relating to fee payment and CCB will only be made available to the parent/ guardian or approved persons enrolling the child, staff and authorized members of the Management or Commonwealth Government officers.

No member of staff may give information on matters relating to the children, to anyone, other than to the parents or guardian enrolling the child, when this information has been obtained in the course of employment in the centre.

Exceptions are made:

- For normal information exchange among staff and management for the daily operation of the centre and wellbeing of the staff and children.
- When required to do so in a court of law when subpoenaed.
- When the welfare of the child is at risk the appropriate government agencies may be contacted.

No member of staff may give information on matters relating to staff or management to anyone except in normal information exchange among staff and management for the daily operation of the centre and wellbeing of the staff and children, or when required to do so in a court of law.

### **RECORDS TO BE KEPT WILL BE:**

In relation to daily operations.

Full enrolment forms

Waiting list.

Daily records of attendance

A Diary, recording any messages to ensure all staff are fully aware of relevant information.

Incident, Injury, Trauma and Illness Records will be kept until the child turns 25.

Medication Forms

Excursion Approval

Written Program, indicating daily activities in the centre.

Information folder, containing updated relevant information such as infectious diseases leaflets.

#### **In relation to fees.**

Child Care Benefit records will be kept for a period of 3 years.

Cheque books will be kept for a period of 7 years.

Amount Owing Records, indicating fees due, and any outstanding fees, along with procedures undertaken to retrieve outstanding fees.

Accounting Documents. All records relating to fees accounting and bank statements are to be kept for a period of 7 years.

#### **In relation to staff.**

Staff Employment details, indicating personal details, date of employment, hours of work, position title and job description, resume and references, date for review, and any discipline or grievance procedures.

#### **Staff wages, holiday and sick leave entitlements.**

Time and wage records are to be kept for a period of 7 years.

Union and Superannuation details.

Occupational Health and Safety details.

In relation to management.

Management structure, including position titles and duties and current persons holding the positions.

Minutes of meetings and AGMs.

Policy and Procedure documents, including centre details, philosophy and policies.

Insurance and financial details.

Insurance documents will be kept for a period of 7 years.

Funding and other relevant agreements, such as school/hall usage etc. will be kept for a period of 7 years.

All records are to be kept updated as required and appropriate information passed on to any new staff or management member.

All records, which require to be kept for an extended period of time, will be stored securely in the designated place and shall not be removed without the knowledge of the management and only to those who are legally required to obtain the information.

## **Policy Development and Review**

*Endorsed by the committee for implementation on 29 December 2016.*

### **POLICY STATEMENT**

We will provide effective management and a quality service through the ongoing development and review of policies, which are required to run the service efficiently.

Management will ensure that all individuals are aware of relevant policies and have free access to the policies.

### **PROCEDURE**

Management will ensure the development and review of all required policies. This will be based on the following criteria:

- An issue or problem arises that is not addressed in a current policy.

- A current policy is not meeting the current need.
- Daily operations of the centre are unclear to staff, parents or management.
- Staff, parents or management are unsure what to do in a certain situation.
- There have been changes due to outside influences.

All policies must reflect the current philosophy of the centre.

Policies will be available on the website, along with the centre's philosophy.

Staff and parents and any other relevant persons will be encouraged to have input into the development, review or changes to any policies under the policy review section of the services website.

All other policies will be reviewed within an 18-month period and more frequently if the need arises or there are changes to legislation or recognized best practice.

Any changes to existing policies will be circulated immediately to all involved in the service through the website. The date the changes will become effective will be noted.

## Participation and Access

*Endorsed by the committee for implementation on 29 December 2016.*

### POLICY STATEMENT

Coogee Care Centre aims to provide an environment that allows for each child and family to participate in the program. Children will be encouraged to develop their own sense of identity, and educators will facilitate this in a way that embraces the needs and abilities of each child. We also believe that participation by parents/guardians/approved persons in issues relating to their children is important. We aim to provide a caring and supportive environment where everyone feels welcomed and valued. Parents are encouraged to be involved in issues that relate to them and their children, through participation and discussion about all issues relevant to the running of the centre.

### PROCEDURE

#### Inclusive Practices

Educators will provide each child, with a supportive and inclusive environment that allows each child to fully participate in their education and care at the service. Educators will ensure that all children are treated equally and fairly and that each child will have the opportunity to grow and develop to their individual potential.

The service will:

- Ensure the program and curriculum meets the needs of all children, including children with additional needs.
- Obtain and use resources that reflect the diversity of children, families and the community and increase awareness and appreciation of Australia's Aboriginal and Torres Strait Islander and multicultural heritage.
- Encourage families to meet with the Educators who will be working with the child before the child commences care, allowing the Educators to discuss and understand the child's needs and ensure the appropriate resources and support are provided to both the family and the child.
- Access professional development for educators to help the service meet the needs of each child.
- Seek assistance, training and where possible, financial funding from inclusive support agencies to promote the development of skills in children with identified additional needs.

Educator's will:

- Educators will treat all children equally and fairly and ensure each child is supported to participate in the program.
- Educators will act as advocates for all children's rights.
- Educators will act as positive role models by encouraging all children to be involved in a variety of activities.
- Ensure the environment and equipment used by Educators will be flexible and be able to adapt to each child's needs within the service to support the inclusion of children with additional needs.
- Educators will program experiences for each child to suit individual abilities, strengths and interests also considering any professional support plans for the child.
- Educators will listen carefully to children's concerns and discussing diverse perspectives on issues of inclusion and exclusion and fair and unfair behaviour.
- Educators recognise families as having expert knowledge about their child's needs, abilities and interests and will consult with them regularly to collaborate and create a continuity of learning in conjunction with professional support plans and cohesive practices from home.
- Educators will work with other professionals who play a role in supporting the child's development. Educators will seek specific professional intervention and training to support a within the service.
- Information documented about the individual child with additional needs may be used to develop an individual support plan that will kept on file at the service and shared with families, the child's medical practitioners and/or professional support services.
- Educators will 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.
- Educators will discuss a wide range of emotions, thoughts and views constructively with the children within a supportive environment.

#### **In regards to parents:**

Staff will greet and farewell parents on arrival and departure and communicate with parents in a positive and supportive manner, making the parents feel welcome and valued.

Staff will establish a pattern of exchange of information, communicating to parents about their child or what they did on that day that may be of interest to them.

Staff will accept individual differences in the way parents bring up their children.

Parents will be informed of all relevant issues in the centre through direct contact, emails, the newsletter, or the website.

Parents are welcome in the centre at all times and staff will happily explain activities or answer any questions about the centre to them.

Parents need to be aware however of the staff's requirement to supervise the children during the activity sessions. If parents wish to discuss or exchange detailed information about their child or the centre with the Directors or another staff member, an appointed time suitable to both will be organised.

Parents are encouraged to become involved in the centre's activities by:

- Keeping them informed and updated on current issues in the centre
- Collecting information in the enrolment process, such as what skills and knowledge they can offer, to contribute to the diversity of experiences for the children attending the centre.

- Inform them of the management structure and how they can be involved.

- Invite them to attend or to read a report of the AGM meeting.

Inform them of relevant management decisions.

Encouraging feedback and input from parents in relation to the program, policies or other issues relating to the centre.

#### **Access by Non-Custodial Parent**

If a child is subject to an access order or agreement, the service must have a copy on record plus any subsequent alteration registered by the court.

Evidence of court orders or agreements will be considered part of the enrolment in order to minimise the likelihood of distressing situations occurring in the future.

When a non-custodial parent attempts to collect a child from the centre the staff will:

- Be polite, firm and clear and remember your primary duty is to the children in your care.

- Clarify the legal position with the non-custodial parent. For example, staff may say, "I'm sorry but I'm not legally able to allow the child to leave with you without the permission of the custodial parent."
- Ask the person politely to leave.
- If they refuse to leave, call the police.
- In all cases staff should be immediately aware of any unfamiliar person on the premises and find out what they want as quickly as possible.

## Management of Complaints

*Endorsed by the committee for implementation on 29 December 2016.*

### POLICY STATEMENT

Our service will maintain a complaints and grievance management system to ensure that all educators, families and communities members know that complaints and grievances will be taken seriously and investigated promptly and fairly. Complaints and grievances will be investigated and documented in a timely manner. Our complaints and grievance management system will be promoted in the parent handbook, staff handbook and on our website. We will identify complaints and grievances as opportunities to improve the quality of our service.

### CONSIDERATION

- Education and Care Services National Regulations r168
- National Quality Standard 7.3
- Other Service policies/documentation:
  - Staff Handbook
  - Providing a Child Safe Environment Policy
  - Excursion Policy
  - Authorisations and Refusals Policy
- Other
  - Community Services Complaints, Appeals and Monitoring Act, 1994.

### PROCEDURE

- The service will support an individual's right to complain and will help them to make their complaints clear and try to resolve them.
- A complaint can be informal or formal.
- Families will be provided with clear written guidelines detailing the grievance procedure, in the parent handbook.
- All confidential conversations with individuals who have a complaint or grievance will take place in a quiet place away from children, other families or staff that are not involved.
- If an individual has a complaint or comment about the service, they will be encouraged to talk to the Responsible Person to discuss their concern and come to a resolution to address the issue.
- If the complaint is not handled at this level to the satisfaction of the person making the complaint, they should discuss the issue with the Director or Assistant Director, either in writing or verbally.
- All complaints will be recorded and dated indicating the issue of concern and how it was resolved. All information on complaints and grievances will include evidence that complaints are investigated within satisfactory timeframes and have led to amendments to policies and procedures where required.
- The complainant will be informed as to what has been decided regarding the issue. Staff will also be informed of any relevant issues that they need to address or be aware of.
- If any complaint cannot be resolved internally to the person's satisfaction, external options will be offered such as an unbiased third party.

# Roles of Management

*Endorsed by the committee for implementation on 29 December 2016.*

## POLICY STATEMENT

We will operate a quality centre and will ensure that we adhere to the legal requirements of a managing body. The Management Committee will ensure that decisions are made in a proper way, according to the centre's constitution and in the best interests of the service.

## PROCEDURE

The management committee will ensure that the service is managed according to the funding bodies' requirements and that all relevant guidelines, acts, regulations and the constitution are adhered to. The management committee structure will be recorded with the duties clearly described. Members of the committee will consist of parents and interested community members. Office bearers will be elected each year at the Annual General Meeting.

All committee members will know the requirements regarding:

- Management structure, roles and duties.
- Constitution.
- Centre's philosophy and goals.
- Policies and procedures.
- Funding and operational agreements.
- National Standards.
- Meetings.
- Financial requirements.
- Employment responsibilities.

Existing members are encouraged to give support to new incoming members.

Membership of the management committee will be open to all parents using the service.

Parents will be actively encouraged to participate.

Decisions about the overall operation of the centre will be made at the management committee level. Parents and staff will be kept informed about the committee's membership, meetings and decisions and have opportunities to have input into the management of the service.

The director will attend management committee meetings and present a written progress report regarding the running of the centre and will provide information to the committee to assist in making decisions.

A staff member may attend a meeting to raise issues on behalf of the staff and to provide feedback to other staff on the committee's decisions.

## ROLE OF THE COMMITTEE

The committee is responsible for the ongoing management of the centre. Primarily this involves legal, financial and employment responsibilities.

However, the responsibility for the day-to-day operations of the centre is delegated to the Director.

The committee meets in accordance with the constitution.

General ongoing tasks of the committee include:

- Ensuring the needs of the parents, children and staff are met.
- Ensuring the smooth daily operation of the centre.
- Communication of relevant issues.

- Publicity and public relations.
- Development and review of policies.
- Planning.
- Financial management and administration.
- Liaison and compliance with funding and licensing bodies.
- Employment, supervision and direction of staff, ensuring appropriate industrial awards are adhered to.
- Continued maintenance and repair of the building and equipment.
- Addressing ongoing issues as they arise.

Nominated management committee members may gain access to the services records, etc. but only in accordance with confidentiality guidelines and when necessary to fulfill their management responsibilities. Confidentiality will be maintained at all levels at all times.

### **Specific Roles of the Officers.**

#### **President**

- Facilitate the smooth running of the management committee.
- Set the meeting agenda, which will cover all necessary business.
- See that the meeting is properly convened in accordance with the rules of the organization.
- Determine if a quorum is present at meetings.
- Chair the meeting, helping to make the meeting enjoyable, efficient and quick.
- Ensure the agenda is adhered to and that all members have a chance to contribute to the discussion.
- Help the meeting come to agreement.
- When decisions are made, clearly state what the decisions were, who will implement these and ensure this is recorded in the minutes.
- Summaries at the end of every meeting so that individuals have a clear understanding of tasks to be performed and decisions made.
- Close the meeting only after the business at hand has been properly conducted.
- Act as a spokesperson for the committee when necessary.

#### **Vice President**

Perform the above duties in the chairperson's absence and to assist the chairperson in performing their tasks.

#### **Secretary**

- Keep records of all business to do with the committee, including membership records, correspondence and minutes.
- Call meetings giving notice as required under the constitution.
- Read and table for the meeting all relevant incoming and outgoing correspondence.
- Deal with this correspondence as decided by the committee.
- Ensure that all correspondence relevant to the staff is forwarded to them as soon as possible.
- Before each meeting, organise the venue and type and distribute the agenda.
- Take the minutes for the meeting.

After each meeting, copy and distribute the minutes to the members of the

- committee.
- Ensure the minute book is kept and updated and signed by the Chair at the next meeting.

#### **Treasurer**

Is responsible to oversee the following tasks which may be delegated as appropriate.

- Oversee the financial management of the centre.
- Ensure that true and proper financial records are kept.
- Plan a budget for financial expenditure.
- Pay accounts promptly.
- Keep records of receipts and payments.



- Arrange for the banking of monies as soon as possible.
- Deduct income tax and submitting to the Taxation Department.
- Allocation of petty cash and equipment allowance to the centre.
- Present a written report and Income and Expenditure Statement to the Committee meetings.
- Ensure an annual audit is carried out.
- Ensure that all government and funding agreement requirements are carried out.

Some other roles can include:

#### Assistant Secretary

Take on some of the responsibility of the Secretary's role such as dealing with the correspondence. Perform the Secretary's duties in their absence.

#### Assistant Treasurer

Take on some of the Treasurer's responsibilities, such as staff payments and petty cash as decided by the Treasurer. Perform the Treasurer's duties in their absence.

#### Financial sub committee

Assist in all the above duties and to ensure that the financial aspects of the committee are properly maintained and in order.

In order to spread the Management Committee's workload, when possible the following officers should be appointed.

#### Publicity Officer

- To make statements to the press on behalf of the organisation.
- To publicise the activities of the organisation.
- To arrange for promotion material such as posters, pamphlets, newsletters etc.

#### Liaison Officer

- To act as the liaison person between the staff, parents, school, the community and the committee
- To be a contact person on the committee, for staff if required, e.g. if need to inform them of their absence, issues or problems that they wish to seek the committee's advice on.
- To encourage interaction between staff, parents and the committee.
- To be on the sub-committee to employ staff for the centre.
- To ensure new staff are oriented to their job.
- To encourage staff to participate in staff training.
- To be involved in staff evaluation and review.
- To ensure that staff and parent handbooks are updated and available.
- To participate in the grievance procedure where necessary.
- To liaise with the Director on the suitability and use of volunteers, work experience or practicum placements.

#### Fundraising Officer

- To arrange fundraising activities, either directly or by delegation.
- For co-ordinating and overseeing fundraising efforts.
- To be responsible for ensuring that fundraising money is collected and given to the Treasurer for banking.

#### Public Officer

The Committee should appoint a Public Officer to be responsible for submitting the Annual Returns.

## Financial Management

*Endorsed by the committee for implementation on 29 December 2016.*

## **POLICY STATEMENT**

We aim to provide a quality service that meets the needs of the children by providing them with the resources they need and meet the needs of the parents by providing affordable care.

The committee is responsible for all financial aspects and will ensure that all funding, government legislation and acts are fully followed, and that clear records of all the financial transactions are recorded and stored for the required time in a secure place.

## **PROCEDURE**

The Treasurer will draw up an annual budget in consultation with the Director and be approved by Management. The Treasurer will review the budget with the Director clearly identifying relevant issues such as allocated petty cash and monies made available for new equipment etc.

Fundraising will be encouraged and supported by the committee but will not be a part of the income required in the budget.

The Treasurer will report monthly on the progress of the financial state at the committee meetings. This information will be available to members of the association.

New Management committee members will be provided with a summary of the service's financial position on their election to Management.

The Treasurer will be responsible for ensuring that required financial transactions are recorded properly, and stored in a secure place.

The Treasurer will draw up a timetable for the year that indicates when all returns, audits, reports and other financial accountabilities are due.

The Treasurer will be responsible for ensuring that all these are carried out by the appropriate time frame.

The Director or other delegated person, will be responsible for the day to day financial management of the centre such as collection and banking of fees, allocation of petty cash and payment of bills.

The Treasurer is responsible to ensure the audit takes place and that the balance sheet, income and expenditure statement and financial report are completed.

The Treasurer is responsible for ensuring that the financial report is submitted to the funding bodies within the time frame outlined in funding agreements.

The Audited Balance sheet and Income and Expenditure statement will be presented to the Association's members at the AGM.

All financial records will be kept for a period of 7 years and will be made available for inspection by the relevant government Department officers.

## **Purchasing**

*Endorsed by the committee for implementation on 29 December 2016.*

## **POLICY STATEMENT**

The Centre seeks to implement measures which provide financial protection and minimize the risk of fraudulent, inappropriate or negligent financial practices. Such policy seeks to protect the financial reputation of the organization and its ongoing viability.

## **PROCEDURE**

When purchasing is carried out within the Centre, the conduct of purchases will be in line with the following five principles:

- Open and effective communication;
- Value for money;

- Enhancing the capabilities of local business and industry;
- Environmental protection;
- Ethical behaviour and fair dealing.

Ordering and purchasing authority is restricted to the Director. Such authority may be transferred should other employees be required to act in this position. This may include purchasing through petty cash, debit card or the appropriate use of Service accounts e.g. grocery account.

Purchase limits extend to goods and Services over \$500 for one single item or goods or Services over and above the three-month budget forecast. Goods and services over these limits must be approved at an Executive or Committee meeting.

Authorisation for purchases over \$500 may be approved in events of emergency where two members of the Executive have been contacted and agreed to the expense. Documentation of such discussion shall be made and presented at the next Committee meeting.

Exceptions may apply when a government grant (or other grant) requires that goods be purchased within a given timeframe and that this timeframe is earlier than an Executive meeting.

The Committee shall ensure that the purchasing policy does not negatively impact on the efficient operations of the Service and that all purchase requests are followed up in a timely manner.

## **DEBIT CARD**

It is the objective of the Committee to ensure that debit cards issued to staff are used correctly and are not subject to fraudulent use.

### Procedures

1. Cards issued by the Centre are to be utilised for organisation use for purchasing of appropriate goods and services. Cards should only be used where it is necessary to pay for goods and services immediately or online (e.g., software subscription) rather than on an established account with the supplier.
2. The card limit will be set by the Committee.
3. Only management approved employees will be issued with cards.
4. All expenditure incurred by employees is to be directly related to the requirements of their position and in accordance with purchasing limits and conditions.
5. Cards are to be returned to the Committee immediately upon termination or notification to terminate employment.
6. Monthly transaction reports are to be submitted to the Committee, including zero purchase months.
7. Breaches of this policy may result in termination due to serious misconduct.

### Responsibilities

#### The Committee Will:

- Be provided with debit card statements at each Committee meeting.
- Monitor use of cards by employees.
- Issue cards only to approved employees and provide notification of expenditure limits.
- Ensure correct accounting, procurement and taxation practices are applied.
- Counsel and discipline employees who breach Service policy and procedure.

#### Employees will:

- Be accountable for expenditure and must keep cards secure while on their person.
- Report any loss or theft immediately to Management.
- Be responsible for the economic use of cards that have been issued to them.
- Ensure correct procedures for use of all cards issued and that all receipts for purchases are returned to Management for reconciling of accounts.

#### Restricted Purchases

- Personal purchases or purchases for family or friends
- Purchases where an existing account with the supplier exists
- Hire Vehicles and/or fuel
- Payment of fines
- Purchases that don't directly relate to the Centre's operations.

# Confidentiality

*Endorsed by the committee for implementation on 29 December 2016.*

## POLICY STATEMENT

All matters pertaining to the Centre should be considered to be confidential, and should not be discussed with unauthorised personnel. This includes:

- Information pertaining to any child enrolled at the Centre and/or that child's family.
- Information about any of the staff or committee members and/or their families.
- Information on issues relating to the running of the Centre.

Idle discussion does nothing but undermines the staff's relationship with parents and is detrimental to the good name of the Centre. The privacy of others should be respected at all times.

## PROCEDURE

Privacy is to be respected at all times.

No information is to be given out without written authority from the parent or legal guardian.

The only exceptions will be for legal reasons such as information for the police or Department of Community Services.

Confidential information is to be stored in a secure, lockable cabinet or in the office which is only accessible to authorized staff.

A confidential issue can be discussed at a meeting without divulging the personal details of the individual/s involved. Once the meeting is closed details should not be discussed with people outside the meeting.

Any information given in confidence to a staff member should remain between that member of staff and the Director. If the Director considers that this information will impact on the wellbeing of any child or staff member at the Centre, then the information will be shared as is necessary.

There will be times when parents need to speak in confidence with staff of the Centre. This should be done in a quiet private area.

Confidentiality needs to be taken seriously within the service. A professional approach is needed at all times.

Staff and Committee contact details, phone numbers, addresses etc. are not to be given out under any circumstances. In the event of someone needing to contact a staff or committee member, take their particulars and advise them that you will pass them onto the said person and that they will call back.

# Governance and Management

*Endorsed by the committee for implementation on 29 December 2016.*

## POLICY STATEMENT

Our service aims to provide a quality education and care service and will operate according to all legal requirements and recognized best practice in service management. We will ensure there are appropriate governance arrangements in place at all times (as per Quality Area 7.1.1). There will be ongoing process of review and evaluation and all relevant information will be readily available to stakeholders.

The governing document of the organisation will be the constitution that deals with the key legal requirements for running the organisation. A copy of the constitution will be readily available to all committee members to consult. New members will be given a copy of the constitution as part of their orientation.

For the purpose of Regulations the Committee is the Approved Provider. The Committee as the Approved Provider will ensure that all aspects of governance and management are clearly articulated and complement the service Philosophy. The Committee as Approved Provider will ensure that copies of the current policies and procedures required under Regulation 168 is available for inspection at the service at all times (as per Regulation 171).

## CONSIDERATIONS

- Education and Care Services National Regulations 103, 168, 171, 172, 173, 177, 183 to 185
- National Quality Standard 7.3
- Service policies/documentation
  - Constitution
  - Service Philosophy
  - Quality Improvement Plan
  - Family Handbook
  - Staff Handbook
  - Fee Policy
  - Confidentiality Policy
- Other
  - Food Safety Standards.
  - Network Record Keeping Factsheet
  - Child Care Service Handbook (DEEWR)
  - Work, Health and Safety Act (2011)
  - Child Care Benefit legislation

## RESPONSIBILITIES

- The responsibilities of the Approved Provider that cannot be delegated to any other person or body include:
- Compliance monitoring – ensuring compliance with the objects, purposes and values of the service, and with its constitution
- Organisational governance – setting or approving policies, plans and budgets to achieve those objectives, and monitoring performance against them
- Strategic planning – reviewing and approving strategic direction and initiatives
- Regulatory monitoring – ensuring that the service complies with all relevant laws, regulations and regulatory requirements
- Financial monitoring – establishing and maintaining systems of financial control, internal control, and performance reporting; reviewing the service's budget; monitoring management and financial performance to ensure the solvency, financial strength and good performance of the service
- Financial reporting – considering and approving annual financial statements and required reports to government;
- Organisational structure – setting and maintaining a framework of delegation and internal control
- Staff selection and monitoring – selecting, evaluating the performance of, rewarding and, if necessary, dismissing the staff. Delegate the functions of sub-committees, the Nominated Supervisor, and other staff.
- Risk management – reviewing and monitoring the effectiveness of risk management and compliance in the service; agreeing or ratifying all policies and decisions on matters which might create significant risk to the service, financial or otherwise
- Dispute management – dealing with and managing conflicts that may arise within the organisation, including conflicts arising between committee members, staff, members, or volunteers.
- The Nominated Supervisor is responsible for the day-to-day management of the service and to address key management and operational issues under the direction of, and the policies laid down by the Approved Provider, including:
  - Developing and implementing organisational strategies and making recommendations to the Approved Provider on significant strategic initiatives;
  - Making recommendations for the appointment of staff, determining terms of appointment, evaluating performance, and developing and maintaining succession plans for staff;
  - Having input into the annual budget and managing day-to-day operations within the budget;
  - Maintaining an effective risk management framework;

- Keeping the Approved Provider and Regulators informed about any developments that may impact on the organisation's performance

## PROCEDURES

### Philosophy and policies

- The development and review of the Philosophy and policies will be an ongoing process.
- The philosophy and associated statement of purpose will underpin all other documentation and the practices of the service and will reflect the principles of the approved national framework for school age care "My Time, Our Place". There will be a collaborative and consultative process to support the development of the philosophy that will include children, families and Educators. The statement of Philosophy will be included in the Quality Improvement Plan for the service. The statement of purpose will define how the statement of philosophy will be implemented in the service.
- Policies and procedures will provide clear documentation that will define agreed and consistent ways of doing things to achieve the stated outcomes.
- The Committee as Approved Provider will ratify the Philosophy and the policies. The Approved Provider can only alter policies and the changes minuted as a record.
- All documents will be dated and include nominated review dates.
- There will be a comprehensive index for the service policies as it is likely that some policies may address several aspects of operational practice.
- The service philosophy and policies will be available for all stakeholders and there will be reference to this in parent and staff handbooks and general service information.

### Financial management

- The Approved Provider will be responsible for developing and overseeing the budget of the service and for ensuring that the service operates within a responsible, sustainable financial framework.
- In line with this responsibility the Committee will conduct a budget planning meeting each year as part of its annual business planning. The details of budgeting and fee setting are set out under the Fee Policy.
- Financial reporting including an income and expenditure statement and balance sheet will be presented to the Committee on a regular basis and the opportunity provided to ask questions or seek further advice from any Management Committee member.

### Facilities and environment

- The Committee will ensure regulations 103–115 relating to the physical environment required for an OSHC service are maintained at all times.
- In the event of the relocation of the site the Committee will ensure that the requirements of the regulations are considered if and when site re-arrangements are proposed.
- Work, Health and Safety implications will be considered by the committee in relation to educators locking up and leaving the service at the end of the day and risk assessments of the practices will be undertaken.

### Equipment and maintenance

- Appropriate equipment and furniture, to meet the needs of the children and educators, will be well maintained and safe.
- Processes will be in place for routine cleaning of toys and equipment.

### Review and evaluation of the service

- Ongoing review and evaluation will underpin the continuing development of the service. The Committee will ensure that the evaluation involves all relevant stakeholders.
- The development of a Quality Improvement Plan (QIP) will form part of the review process. Reflection on what works well and what aspects of the service need further development will be included in the QIP and discussed at meetings of the Committee.
- All members of the Committee will maintain confidentiality. This is addressed in the Confidentiality Policy.

- Regulation 177 outlines requirements and includes references to records that services must keep. Regulations 183–184 detail storage of records.
- The service has a duty to keep adequate records about staff, families and children in order to operate responsibly and legally. The service will protect 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 relevant information to educators, children and families.
- Clear guidelines on who will have access to which particular records will be given to committee members, educators and families. These will be available at all times at the service.
- The Approved Provider will need to ensure that the record retention process meets the requirements of the following government departments:
  - Australian Tax Office (ATO)
  - Family Assistance Office (FAO)
  - Department for Education, Employment and Workplace Relations (DEEWR)
- In the event of ceasing to operate, the service Management Committee will identify where the records will be kept and seek professional advice on the winding up of the service
- A list of nominated contacts for Child Care Management System, Australian Taxation office and Superannuation funds, as well as any other accounts, will be maintained and available to all members of the Management Committee. These contacts will be reviewed annually and updated as contacts change to ensure currency in communication for effective governance.

### **Work, Health and Safety**

- Policies and procedures will be in place to address the legal requirements relating to safety in the workplace and this information should underpin any service specific requirements, including grievance/complaints procedures.
- The nominated supervisor will report back to the Management Committee on any Work, Health and Safety issues as they arise.
- All committee members will be provided with information to assist them in meeting their obligations under the legislation

## **Conflict of Interest**

The purpose of this policy is to help Committee Members of Coogee Care Centre to effectively identify, disclose and manage any actual, potential or perceived conflicts of interest in order to protect the integrity of Coogee Care Centre and manage risk.

### **Objective**

The Committee aims to ensure that Committee and Director/Nominated Supervisor are aware of their obligations to disclose any conflicts of interest that they may have, and to comply with this policy to ensure they effectively manage those conflicts of interest as representatives of Coogee Care Centre.

### **Scope**

This policy applies to the Committee and Nominated Supervisor of Coogee Care Centre.

### **Definition of conflicts of interests**

conflict of interest occurs when a person's personal interests conflict with their responsibility to act in the best interests of the organisation. Personal interests include direct interests as well as those of family, friends, or other organisations a person may be involved with or have an interest in (for example, as a shareholder). It also includes a

conflict between Committee Members/Nominated Supervisor duties to Coogee Care Centre and another duty that the Committee Members/Nominated Supervisor has (for example, to another organisation). A conflict of interest may be actual, potential or perceived and may be financial or non-financial.

These situations present the risk that a person will make a decision based on, or affected by, these influences, rather than in the best interests of the organisation and must be managed accordingly.

## **Policy**

This policy has been developed because conflicts of interest commonly arise, and do not need to present a problem to the organisation if they are openly and effectively managed. It is the policy of the Coogee Care Centre as well as a responsibility of the Committee, that ethical, legal, financial or other conflicts of interest be avoided and that any such conflicts (where they do arise) do not conflict with the obligations to Coogee Care Centre.

Coogee Care Centre will manage conflicts of interest by requiring Committee Members and the Nominated Supervisor to:

- avoid conflicts of interest where possible
  - identify and disclose any conflicts of interest
  - carefully manage any conflicts of interest, and
- follow this policy and respond to any breaches.

## **Responsibility of the Committee**

The Committee is responsible for:

- establishing a system for identifying, disclosing and managing conflicts of interest across the organisation
- monitoring compliance with this policy, and
- reviewing this policy on a regular basis to ensure that the policy is operating effectively.

On registering as a charity, Coogee Care Centre must ensure that its Committee members and Nominated Supervisor are aware of the ACNC governance standards, particularly governance standard 5, and that they disclose any actual or perceived material conflicts of interests as required by governance standard 5.

## **Identification and disclosure of conflicts of interest**

Once an actual, potential or perceived conflict of interest is identified, it must be entered into Coogee Care Centre's register of interests, as well as being raised with the committee. Where all of the other committee members share a conflict, the Committee should refer to governance standard 5 to ensure that proper disclosure occurs. The register of interests must be maintained by the Secretary, and record information related to a conflict of interest (including the nature and extent of the conflict of interest and any steps taken to address it).

## **Action required for management of conflicts of interest**

### **Conflicts of interest of Committee members**

Once the conflict of interest has been appropriately disclosed, the committee (excluding the committee member/Nominated Supervisor disclosing and any other conflicted committee member) must decide whether or not those conflicted committee members should:

- vote on the matter (this is a minimum),
- participate in any debate, or
- be present in the room during the debate and the voting.



In exceptional circumstances, such as where a conflict is very significant or likely to prevent a Committee member from regularly participating in discussions, it may be worth the Committee considering whether it is appropriate for the person conflicted to resign from the Committee.

What should be considered when deciding what action to take:

- In deciding what approach to take, the Committee will consider whether the conflict needs to be avoided or simply documented
- whether the conflict will realistically impair the disclosing person's capacity to impartially participate in decision-making
- alternative options to avoid the conflict
- the organisation's objects and resources, and
- the possibility of creating an appearance of improper conduct that might impair confidence in, or the reputation of, the organisation.

The approval of any action requires the agreement of at least a majority of the Committee (excluding any conflicted Committee member/s) who are present and voting at the meeting.

The action and result of the voting will be recorded in the minutes of the meeting and in the register of interests.

### **Compliance with this policy**

If the Committee has a reason to believe that a person subject to the policy has failed to comply with it, it will investigate the circumstances.

If it is found that this person has failed to disclose a conflict of interest, the Committee may take action against them. This may include seeking to terminate their relationship with the organisation.

If a person suspects that a Committee member has failed to disclose a conflict of interest, they must notify the person responsible for maintaining the register of interests.

# Staffing

## Recruitment and Selection

### POLICY STATEMENT

Recruiting and selecting suitable employees who exhibit the necessary level of skills and ability is integral to the success of Coogee Care Centre.

This policy seeks to provide guidance and assistance to all who are involved in the recruitment, selection and promotion of employees at Coogee Care Centre. It outlines the principles and procedures that are to be followed in the recruitment and selection process. This Policy aims to ensure that recruitment standards are consistent, appropriate and free from discrimination or bias.

### National Quality Standard (NQS)

Quality Area 4: Staffing Arrangements		
4.1	<b>Staffing arrangements</b>	Staffing arrangements enhance children's learning and development.
4.1.1	<b>Organisation of Educators</b>	The organisation of Educators across the Service supports children's learning and development.
4.1.2	<b>Continuity of staff</b>	Every effort is made for children to experience continuity of Educators at the Service.
4.2	<b>Professionalism</b>	Management, Educators and staff are collaborative, respectful and ethical.
4.2.1	<b>Professional collaboration</b>	Management, Educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	<b>Professional Standards</b>	Professional standards guide practice, interactions and relationships.
7.2.3	<b>Development of professionals</b>	Educators, co-ordinations and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

### Education and Care Services National Regulations

Children (Education and Care Services) National Law NSW	
126	Centre-based services – general educator qualifications
147	Staff Members
149	Volunteers and Students

### Related Policies

Code of Conduct Policy
Child Protection Policy
Supervision Policy
Privacy and Security Policy
In-Service and Staff Development Policy
Responsible Person Policy
Student and Volunteers Policy

## PURPOSE

To ensure our Service supports each new team member to learn about us and what we do, so they quickly become high performing team members.

## SCOPE

This policy applies to staff, management, students, and volunteers at the Service.

## IMPLEMENTATION

### **Merit principle applies**

When recruiting and promoting staff, Coogee Care Centre aims to ensure that the best person for the job is chosen in each case.

Coogee Care Centre seeks to ensure that recruitment and selection decisions are based purely on the principle of merit. This means that persons will be selected on the basis of whether they have the right skills, qualifications, suitability and other talents that are required for the position.

Decisions to recruit or promote employees that unlawfully discriminate against a person based on their sex, race, disability, age, sexuality, pregnancy, family responsibilities etc, or due to personal biases or favouritism, do not result in the best person being chosen and should not occur.

Each workplace-decision-maker who has a role in the recruitment of employees or in selection for promotion should do their utmost to ensure that the merit principle is applied in every case.

### **Equal Employment Opportunity**

Coogee Care Centre is an equal employment opportunity employer (EEO) and aims to ensure that all applicants for selection or promotion are not unlawfully discriminated against on any of the protected attributes contained in equal opportunity laws.

This means that no form of unlawful discrimination should take place in job advertisements, job interviews or the selection process.

### **The process of recruitment and selection**

#### Internal advertising

All positions that become vacant at Coogee Care Centre, and are promotional in nature, should be advertised internally.

Current employees are encouraged to apply for suitable positions as they arise. Each application will be assessed on its merits, based on the essential and desirable criteria required for the position. Any decisions regarding promotion will also be made on the basis of merit.

#### External Advertising

External advertising may be used as deemed appropriate by Coogee Care Centre. All external advertising or agency costs must be approved by the Director. Reference checking of external applicants should occur at the appropriate time.

#### Job Advertisement Format and Content

The job advertisement should be written in clear, non-discriminatory language.

The advertisement must contain the title of the job and a list of duties and key results areas. The advertisement should both outline the essential criteria of the job and indicate that applicants are required to address all of these criteria. Desirable criteria can also be included.

Advertisements should also specify what information the applicant should include with their application and whether application forms are required to be completed. Information about how application forms can be obtained should be included, and application forms should be sent out when requested.

The advertisement should state that Coogee Care Centre is an equal opportunity employer.

## **The selection panel**

Wherever possible, recruitment decisions should be made by a panel of at least two people.

The membership of the panel will be determined by the Director. At least one member of the panel should have a detailed knowledge of the requirements of the job – preferably, the Director.

## **The essential and desirable criteria**

The selection panel will review the job description of the position in question and make sure that it is current and accurate. The level of remuneration attached to the position should also be reviewed. The panel will then, in consultation with the relevant manager, determine the essential and desirable criteria for the job.

The essential criteria are those criteria which are necessary for the performance of the job. The desirable criteria are those criteria that will assist the applicant perform the job and provide them with a competitive advantage over other candidates. By determining the essential and desirable criteria for the position, the panel will have a standard with which they will be able to compare each candidate. It is important that each candidate is judged according to criteria that is objective and based on merit, and which is applied in a consistent manner.

## **The short list**

The selection panel should review all of the applications and make a short list of those applicants who best meet the essential criteria for the position.

Arrangements should be made for interviewing those applicants who are short listed as soon as possible.

## **The job interview**

The selection panel should consider and prepare a list of the questions that will be asked of the candidates at the interview. These questions should only relate to matters that are relevant to the position. Questions which are based on, or relate to, a person's protected attributes which unlawfully discriminate should not be asked – this includes questions that may constitute sexual harassment (for more information, see the Anti-Discrimination & Equal Employment Opportunity).

Panel members should ask comparable questions of all applicants, as biases and unfair assumptions can affect, or can be perceived as affecting recruitment and selection decision making.

Panel members should document each applicant's responses and the reasons for short listing and selecting the chosen applicants.

The panel should meet and agree on the successful applicant, who should be notified of the decision in writing.

Unsuccessful applicants should also be notified of the result. The Director may offer feedback to unsuccessful applicants.

### General comments in the interview

In the course of the interview the candidate should be notified of the following matters (where applicable):

that employment would be subject to a probationary period of 3 Months; or

that employment is offered on a fixed term basis; or

that employment is offered on a fixed-project basis.

The panel should avoid making any pre-contractual representations to the candidates regarding the position (eg - prospects of bonuses or promotion), if these claims are in any way misleading or incorrect.

## **Reasonable adjustment**

Where a job applicant has a medical condition but is in all other respects the best person for the job, Coogee Care Centre will endeavour to make reasonable adjustments to the position so that the person is nevertheless able to perform the job. For example, this may involve reasonable adjustments to the workstation. Reasonable adjustments will be afforded to successful applicants unless this would cause unjustifiable hardship to Coogee Care Centre.

## **Privacy**

Coogee Care Centre respects and complies with its obligations under privacy legislation.

Consequently, any personal information gathered about applicants that does not become an employee record relating to the successful candidate will be destroyed at the conclusion of the selection process, unless the candidate has provided Coogee Care Centre with his or her permission or consent to retain the record.

## Reference checking

Any Director that carries out a reference check in relation to a prospective or existing employee should note the following:

The referee should be informed that the information they convey, due to privacy laws, will be accessible to the prospective employee/existing employee and also may be discussed with the candidate. As a general rule, the referee's opinions should not be directly relayed to the candidate. The purpose of obtaining a referee's opinion is to confirm representations a candidate has provided relating to their experience, qualifications or general suitability for the position.

Only disseminate material/information provided by the referee to those directly involved in the recruitment process. Questions posed to the referee should be prepared and written down prior to the referee being contacted, and should only relate to the requirements of the position.

Questions should include the following query – "Given the opportunity, would you re-employ [name of candidate]?"

## 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.
- National Quality Framework
- Office of the Children's Guardian

<https://www.kidsguardian.nsw.gov.au/child-safe-organisations/working-with-children-check>

## Review

Policy Reviewed	Modifications
April 2019	•Entire policy adopted

# Staff Induction and Orientation

## POLICY STATEMENT

We invest time and resources to help each new team member learn about us and what we do, so they quickly become high performing team members.

We take seriously our obligation to ensure all our team members understand our systems, procedures and safe system of work. This includes Agency/Temp Staff, even if they are only on-site for one shift.

## National Quality Standard (NQS)

Quality Area 4: Staffing Arrangements		
4.1	<b>Staffing arrangements</b>	Staffing arrangements enhance children's learning and development.
4.1.1	<b>Organisation of Educators</b>	The organisation of Educators across the Service supports children's learning and development.
4.1.2	<b>Continuity of staff</b>	Every effort is made for children to experience continuity of Educators at the Service.
4.2	<b>Professionalism</b>	Management, Educators and staff are collaborative, respectful and ethical.
4.2.1	<b>Professional collaboration</b>	Management, Educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.

4.2.2	<b>Professional Standards</b>	Professional standards guide practice, interactions and relationships.
7.2.3	<b>Development of professionals</b>	Educators, co-ordinations and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development.

## Education and Care Services National Regulations

<b>Children (Education and Care Services) National Law NSW</b>	
126	Centre-based services – general educator qualifications
147	Staff Members
149	Volunteers and Students

## Related Policies

Code of Conduct Policy
Child Protection Policy
Supervision Policy
Privacy and Security Policy
In-Service and Staff Development Policy
Responsible Person Policy
Student and Volunteers Policy

## PURPOSE

To ensure our Service supports each new team member to learn about us and what we do, so they quickly become high performing team members.

## SCOPE

This policy applies to staff, management, students, and volunteers at the Service.

## IMPLEMENTATION

A member of the Area Leader team will conduct the Orientation (first day) induction (first two weeks) process for new team members.

The process will include:

- Introductions to existing staff and management committee.
- Guided tour of the service.
- Being shown where all relevant records are kept.
- Discussion about working arrangements and expectations, including professional code of conduct and duty of care.
- Information about the review and appraisal system.
- Opportunity to ask any questions regarding the centre or expectations.

The new staff member will be provided with the following information:

- Centre operation and hours.
- The service philosophy and policies.
- Parent information book.
- Centre's code of conduct.
- Job description.
- Emergency procedure duties.

- List of current staff and management committee and their positions.
- Appropriate lines of communication with staff and management.

After the induction period the team member will meet with the Director to complete the process.

#### Source

<ul style="list-style-type: none"> <li>•Australian Children's Education &amp; Care Quality Authority.</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>•National Quality Framework</li> <li>•Office of the Children's Guardian</li> </ul> <p><a href="https://www.kidsguardian.nsw.gov.au/child-safe-organisations/working-with-children-check">https://www.kidsguardian.nsw.gov.au/child-safe-organisations/working-with-children-check</a></p>
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#### Review

Policy Reviewed	Modifications
April 2019	•Entire policy adopted

## Code of Conduct

We believe in forming an inclusive and welcoming environment and workplace by providing experiences that motivate and facilitate personal growth and development for staff and educators. The values that underpin our work ethic include equality, respect, integrity and responsibility.

#### National Quality Standard (NQS)

Quality Area 4: Staffing Arrangements		
4.1	<b>Staffing arrangements</b>	Staffing arrangements enhance children's learning and development
4.1.2	<b>Continuity of staff</b>	Every effort is made for children to experience continuity of educators at the service
4.2	<b>Professionalism</b>	Management, educators and staff are collaborative, respectful and ethical
4.2.1	<b>Professional collaboration</b>	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills
4.2.2	<b>Professional Standards</b>	Professional standards guide practice, interactions and relationships

Quality Area 7: Governance and Leadership		
7.1.1	<b>Service philosophy and purpose</b>	A statement of philosophy guides all aspects of the service's operations. 7
7.1.3	<b>Roles and responsibilities</b>	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.

#### Education and Care Services National Regulations

Children (Education and Care Services) National Law NSW	
168	Education and care services must have policies and procedures

## Related Policies

Privacy and Security Policy Interactions with Children, Family and Staff Policy In-Service and Staff Development Policy Grievance Policy (staff) Child Protection Policy Respect for Children Policy Responsible Person Policy
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## PURPOSE

Our Service aims to establish a common understanding of work place standards expected of all employees of the Service. We aim to ensure positive working relationships are formed between all educators and management, promoting dignity and respect by avoiding behaviour which is or may be perceived as harassing, bullying or intimidating. Educators and management will always conduct themselves in an ethical manner and strive to make all interactions positive and compliant in accordance with the Service's philosophy.

## SCOPE

This policy applies to staff, management and visitors.

## IMPLEMENTATION

The Approved Provider, Nominated Supervisor, Educators and Staff, Volunteers and Students will adhere to the Early Childhood Australian Code of Ethics, National Regulations and Quality Standard and Service policies and procedures at all times, promoting positive interactions with the Service and the local community.

## Respect for people and the Service

- Employees and Management are committed to the Service philosophy and values, inclusive of best practice in early childhood education and building positive partnership with children, families and staff.
- Effective, open and respectful reciprocal communication and feedback between employees, children, families and management is conveyed
- It is important to treat colleagues, children and families with respect. Bullying or insulting behaviour, including verbal and non-verbal aggression, abusive, threatening or derogatory language or intimidation towards other employees, children, visitors or families is unacceptable and will not be tolerated.
- Employees are committed to valuing and promoting the safety, health and wellbeing of employees, volunteers, children and families.
- Employees are committed to an Equal Opportunity workplace and culture which values the knowledge, experience and professionalism of all employees, team members and managers, and the diverse heritage of our families and children.

## Expectations of Employees

- Employees will ensure their work is carried out proficiently, harmoniously and effectively. They will act in a professional and respectful manner at all times whilst at work, giving their full attention to their responsibilities and adhering to all Service policies, procedures, laws, regulations and National Quality Standard.
- Employees will act honestly and exercise attentiveness in all Service operations. They will carry out all lawful directions, retaining the right to question any direction which they consider to be unethical. If uncertain they can seek advice from the Nominated Supervisor, Approved Provider or the Ombudsman.
- Employees will have a solid understanding of the Service's policies and procedures, if uncertain about the content of any policy or procedure with which they must comply; employees should seek clarification from the Nominated Supervisor or Approved Provider.
- Management will inform employees about essential information and make documents readily accessible to them.
- Employees will be courteous and responsive when dealing with colleagues, students, visitors, children and families.
- Employees will work collaboratively with colleagues



- Employees will be mindful of their duty of care towards themselves and others
- Employees will be positive role models for children at all times
- Employees will respect the rights of all children
- Employees will respect the confidential nature of information gained about each child participating in the program.

### **Expectations of Leaders and Management**

In addition to the above responsibilities, leaders and management are expected to:

- Promote a collaborative and interconnected workplace by developing a positive working environment where all employees can contribute to the ongoing continuous improvement of the room and Service.
- Promote leadership by working with employees to improve professional development and growth
- Provide ongoing support and feedback to employees
- Model professional behaviour at all times whilst at the Service
- Implement supportive and effective communication systems, consulting employees in appropriate decision making.
- Take appropriate action if a breach of the code of conduct occurs
- Share skills and knowledge with employees
- Give encouragement and constructive feedback to employees, reflecting the value of different professional approaches

### **Reporting a breach in the code of conduct**

- All employees are required by law to undergo a Working with Children Check, which is verified by the employer
- If employees become aware of a serious crime committed by another person, they are required to report it to management
- All employees must report possible risk of harm to children or young persons to management.
- Employees will report any concerns they may have about inappropriate actions of any other employee that involves children or young people to management

### **Managing Conflict in the workplace**

- Management will remain objective and impartial when managing conflict in the workplace
- Management have a responsibility to address a possible breach of the code of conduct by any employee as soon as you become aware of the breach.
- Allegations will be investigated and can result in remedial action, or disciplinary action ranging from a caution to dismissal.
- Management will consider all relevant facts and make decisions or take actions fairly, ethically, consistently and with appropriate transparency. If they are uncertain about the appropriateness of a decision or action they will consider:
  - whether the decision or conduct is lawful
  - whether the decision or conduct is consistent with our policies and objectives
  - whether there will be an actual, potential or perceived conflict of interest involving obligations that could influence the business relationship or conflict with business duties

### **Adhering to Service confidentiality**

- Unless authorised to do so by legislation, employees must not disclose or use any confidential information without appropriate approval
- All employees are to ensure confidential information must be not accesses by unauthorised people
- Employees will adhere to the Service's "Privacy and Confidentiality Policy".

### **Baby- Sitting**

- We do not provide babysitting services outside normal operating hours
- Should employees undertake private babysitting arrangements with families, our Service takes no responsibility for any private arrangements between staff members and family. However, we do expect staff to inform the Service if they are babysitting or caring for a child that attends the Service.

- We have rigorous recruitment and suitability processes in place to ensure that we employ competent and professional members of staff and maintain our duty to safeguard children whilst on our premises and in the care of our staff. We have no such control over the conduct of staff outside of their position of employment. Parents should make their own checks as to the suitability of a member of staff for babysitting.
- We will not take responsibility for any health and safety issues, conduct, grievances or any other claims arising out of the staff member's private arrangements outside of the Service hours. The member of staff will not be covered by the Service's insurance whilst babysitting as a private arrangement.
- Out-of-hours work arrangements must not interfere with the staff member's employment at the Service.
- All staff are bound by contract of the Service's Privacy and Confidentiality Policy, where they are unable to discuss any issues regarding the Service, other staff members, parents or other children.

### **Record Keeping**

- Employees and Management will maintain full, accurate and honest records as required by national regulations
- Managers have a responsibility to ensure that employees comply with their record keeping obligation outlined in the Records Keeping Policy.

### **Duty of Care**

- Management and employees have a responsibility to take reasonable care for the health and safety of themselves and others at the workplace to enable compliance with the work health and safety legislation.
- Duty of Care relates to both physical and psychological wellbeing of individuals
- Management and employees have a duty of care to take reasonable care for the safety and welfare of children and young people in care. Thus, taking all reasonable action to protect children and young people from risk of harm that can be reasonably predicated.

### **Social Media**

- The Service offers to the community a Facebook and Instagram page as a communication tool. The administrator of the account is the Quality Area 6 Leader.
- The Administrator controls the content on these pages and ensures that the postings are relevant and respectful of the Service, the children, the staff, families and greater community. No children's faces should be shown or identities revealed.
- Staff members that have a personal Facebook account are not permitted to post any negative comments relating to the Service, children, colleagues or families. If they choose to 'like' the Service's page they have a responsibility to ensure that their profile picture is always an appropriate representation of an early childhood Educator. If it is not, we request that they do not 'like' the page.
- Staff members are to use their own personal discretion when adding a family of the Service as a 'friend' on Facebook. The Service does not recommend staff to add families of the Service as they will be seen still as a representative of the Service and held to the Service's Code of Conduct on all posts on their private 'wall' if families have access.
- Families are asked in our Social Media policy to respect that staff may have a personal policy on adding families due to their professional philosophy and that the Service does not recommend staff to have families as friends on their private account.
- Staff members are not permitted to request the 'friendship' of families from the Service.

### **Use of alcohol, drugs and tobacco**

- Smoking is NOT permitted in or on surrounding areas of the Service. It is expected that the odour of cigarette smoke will not be detected on an employee's clothing. If an employee is found smoking on the premises, that employee may be terminated. Our Service supports the [Smoke Free Environment Act 2000](#). The company and its employees will follow all conditions outlined in this act.
- Our Service is bound by the Education and Care National Regulations. As such, alcohol, drugs or other substance abuse by employees can have serious adverse effects on their own health and the safety of others. As such, all employees must not:
  - Consume alcohol nor be under the influence of alcohol while working with children
  - Use or possess illegal drugs at any workplace; nor

- Drive a vehicle, having consumed alcohol or suffering from the effects of illegal substances
- Bring alcohol or any illegal drugs on the premises
- If a co-worker suspects another to be affected by drugs or alcohol, they must inform the Nominated Supervisor immediately. No employee will be allowed to work under the influence of drugs or alcohol.
- Employees undergoing prescribed medical treatment with a controlled substance that may affect the safe performance of their duties are required to report this to the Nominated Supervisor.
- All issues pertaining to these matters shall be kept strictly confidential. A breach of this policy may initiate appropriate action including the cancellation of employment

### **Dress Code**

- All employees must adhere to our uniform/dress code supplied during induction including the wearing of sun protection measures when the required by the Sun Safety Policy. Enclosed shoes must be worn at all times, no high heels or wedges. Clothes must be suitable for movement, active play and messy play. No offensive logos or political statements are to be worn.

### **Personal Hygiene**

All employees are to adhere to the following standards:

- Shoes are enclosed with flat soles for safety
- Good oral hygiene and grooming is essential
- Employees are to maintain an appropriately professional appearance at all times

### **Personal Phone Calls/Mobile Phones**

- Employees are not authorised to use the Service's phones for personal reasons unless in the case of an emergency.
- No personal mobile phones are to be used or carried while on the floor.
- Educators and staff are not to contact families or children of the Service for personal reasons

### **Service Email**

- Email is to be used only for company usage, not for private communications.
- Passwords and access privileges are treated as strictly confidential to the Educator issued with that access or persons delegated to know and use that access in the normal course of operation. It is the responsibility of the authorised user to take fair and reasonable steps to ensure the passwords and other forms of access are held safe.

### **Dismissal**

All staff members are made fully aware that the following breaches of the Code of Conduct and role responsibilities may lead to termination of employment:

- Reporting to work under the influence of alcohol or drugs
- Refusal to complete required additional training
- Possessing or selling drugs at the Service
- Immoral, immature or indecent conduct while at the Service
- Inappropriate use of company equipment
- Refusing to work as directed
- Possessing a dangerous weapon while at the Service
- Bringing disrepute to the Service
- Bringing disrepute to the relationship between a family and the Service
- Disclosure of confidential information
- Falsifying documentation
- Associating with families
- Taking, abusing or destroying company property
- Interfering with work schedules, falsification of reports, documents or wages information
- Failure to report for work
- Walking off the job
- Failure to follow policies and procedures

- Vulgarity, disrespectful conduct to families, management or colleagues
- Making or publishing false, vicious or malicious statements about any client, employee, supervisor, the company or its services
- Failure to hand in lost property is regarded, as stealing and dismissal will follow. Lost property is to be handed to the Nominated Supervisor.

### Disciplinary Action

All staff members are made fully aware that continued abuse of the following might result in disciplinary action. These include, but are not limited to the following:

- Unauthorised absence
- Having personal visitors whilst on shift
- Continued personal phone calls
- Unauthorised solicitation or distribution of money or materials
- Poor work standard
- Carelessness
- Low level of enthusiasm
- Lack of personal cleanliness
- Failure to report health, fire or safety hazards
- Repeated tardiness

<b>Code of Conduct Agreement</b>
<b>•have read and understood the Services Code of Conduct, and agree to abide by the provisions set out in the Code of Conduct at all times. Failure to do so may lead to disciplinary action or dismissal.</b>
<b>Name:</b>
<b>Signature:</b>
<b>Position:</b>
<b>Date:</b>

### Jurisdiction specifications for NSW

<b>New South Wales (NSW)</b>
For working with children check information, refer to the website: <b><a href="https://www.kidsguardian.nsw.gov.au/">https://www.kidsguardian.nsw.gov.au/</a></b>

### Source

<ul style="list-style-type: none"> <li>•Australian Children’s Education &amp; Care Quality Authority.</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>•Anti-Discrimination Act</li> <li>•Fair Work Act</li> <li>•Industrial Relations Act</li> <li>•Work Health and Safety Act</li> <li>•Ombudsman Act</li> <li>•Privacy and Personal Information Protection Act</li> <li>•Revised National Quality Standard 2018</li> </ul>
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## Review

Policy Reviewed	Modifications
February 2019	•Entire policy adopted

# Employee Wellness

Coogee Care Centre recognises our ability to achieve our objectives depends on the wellbeing of our employees. We acknowledge that key elements of workplace wellness include the physical and cultural environments as well as the policies, practices and procedures that guide our service.

Coogee Care Centre will provide a healthy workplace that values and enhances the health and wellbeing of all employees by implementing our wellness benefits.

## National Quality Standard (NQS)

Quality Area 7: Governance and Leadership		
4.1	<b>Staffing arrangements</b>	Staffing arrangements enhance children's learning and development.
7.1.1	<b>Service philosophy and purposes</b>	A statement of philosophy guides all aspects of the service's operations
7.1.2	<b>Management Systems</b>	Systems are in place to manage risk and enable the effective management and operation of a quality service
7.1.3	<b>Roles and responsibilities</b>	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.
7.2	<b>Leadership</b>	Effective leadership builds and promotes a positive organisational culture and professional learning community
7.2.3	<b>Development of professionals</b>	Educators, co-ordinations and staff members" performance is regularly evaluated and individual plans are in place to support learning and development.

## Related Policies

Code of Conduct Policy
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## PURPOSE

This Employee Wellness Policy provides the foundation for providing environments, policies and practices to support the health and wellbeing of all employees. Positive benefits are also likely to extend beyond employees to result in better health for children and families in our community.

Coogee Care Centre will enhance its workplace wellness by:

- › creating and supporting workplace wellness benefits
- › consulting with employees to ensure workplace wellness strategies meet the needs of the workforce
- › supporting employee participation in wellness activities
- › supporting employees to adopt and maintain healthy behaviours and reduce unhealthy behaviours.

## SCOPE

This policy applies to employees of the Service.

## WELLNESS BENEFITS – ALL STAFF

## **Induction & On the Job Development**

Gain knowledge, skills and experience to improve effectiveness. On the job development provides opportunities to practise and expand skills by exposing the employee to different tasks and projects.

### **Pathway to Level Three**

Educators on Award Level 2 can complete a training checklist to demonstrate sufficient knowledge and experience to perform duties and be remunerated at Level 3 on the Children's Services Award.

### **Peer-to-Peer Recognition (Bonusly)**

Recognising good performance is important. Bonusly lets employees give recognition that's candid, social and can be redeemed for real-life rewards.

### **Flu Vaccinations**

Each year, in the run up to flu season, we provide free flu vaccinations for staff.

### **Long Service Awards**

Coogee Care recognises departing staff who reach key milestones in length of service. Staff who achieve 3, 4 and 5 years of service receive a gift card.

### **Staff and Committee Social Functions**

Each term staff and committee gather to celebrate the term's successes.

### **End of Year Gift Cards**

At the end of each year the committee provides each staff member with a gift voucher.

### **Staff and Committee End of Year Function**

At the end of each year staff and committee gather to celebrate the year's successes.

## **WELLNESS BENEFITS – PERMANENT PART TIME STAFF**

### **Traineeships & Study Leave**

Employees can receive a nationally recognised vocational training qualification while continuing to work in their current role. Traineeships are generally two years long and include some face-to-face training, on the job development and assignments.

### **Roster Priority**

First access to Before School Care shifts and non-face to face tasks.

### **Self-Care included in Personal Leave**

Employees can take self-care days as part of their personal leave provided it is not part of their notice period.

## **WELLNESS BENEFITS – RESPONSIBLE PERSONS & NOMINATED SUPERVISOR**

### **Employee Assistance**

Assistance is available to help employees with personal and workplace concerns. Employees can be reimbursed up to a set amount every calendar year for out of pocket counselling or psychology expenses.

### **Performance Bonuses**

An annual bonus linked to agreed goals.

The awarding of performance bonuses is at the discretion of the Committee, after receiving recommendations from the Nominated Supervisor.

A performance bonus will be awarded to current Responsible Persons and Nominated Supervisor each annual review period, after consideration of:

- The proportion of the review period they acted as Responsible Person/Nominated Supervisor
- The Quality Area designated to them remaining compliant with relevant Law and Regulation in the review period.
- The service as a whole remaining compliant with relevant Law and Regulation in the review period.
- In the event of an Assessment and Rating, the Quality Area assigned to the Responsible Person achieves a rating of Meeting the Standard or better.

The committee will consider an additional bonus in the event of an Assessment and Rating, the Quality Area assigned to the Responsible Person achieves a rating of Exceeding the Standard.

## **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.
- Revised National Quality Standard
- Should mental health days be included in personal leave? <https://www.headsup.org.au/training-and-resources/news/2017/10/24/should-mental-health-days-be-included-in-personal-leave>

## Review

Policy Reviewed	Modifications
February 2019	•Entire policy adopted

# Staff Development

## POLICY STATEMENT

Professional Development is a term used which includes, workshops, conferences, in-services, training sessions, formal studying, readings and research. A commitment by Early Childhood Educators to ongoing professional development is the key to effective continuous improvement and the provision of quality childcare. Engaging in professional development helps to identify areas of strengths and area requiring improvement.

## National Quality Standard (NQS)

Quality Area 7: Governance and Leadership		
7.1.1	<b>Service philosophy and purposes</b>	A statement of philosophy guides all aspects of the service’s operations
7.1.2	<b>Management Systems</b>	Systems are in place to manage risk and enable the effective management and operation of a quality service
7.2	<b>Leadership</b>	Effective leadership builds and promotes a positive organisational culture and professional learning community
7.2.1	<b>Continuous improvement</b>	There is an effective self-assessment and quality improvement process In place
7.2.2	<b>Educational leadership</b>	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle
7.2.3	<b>Development of professionals</b>	Educators, co-ordinations and staff members” performance is regularly evaluated and individual plans are in place to support learning and development.

## Education and Care Services National Regulations

Children (Education and Care Services) National Law NSW	
118	Educational Leader
126	Centre-Based services – general educator qualifications
136	Approval of qualifications
138	Application for qualification to be assessed for inclusion on the list of approved qualifications

## Related Policies

## **PURPOSE**

Professional development allows individuals to build and improve their knowledge and skills within the early childhood industry whilst keeping up to date with current research and recommended practice. The Education and Care Sector continues to grow and change. These changes impact on licensing and assessment requirements as well as our interactions and documentation of individual children. To comply and improve we implement procedures for identifying areas in which our educators and staff can enhance skills and knowledge in the education and care industry through relevant and effective professional development and training. We aim to review and update individual professional development plans based on performance appraisals detecting strengths, interests and goals.

## **SCOPE**

This policy applies to Educators, Staff and Management of the Service

## **IMPLEMENTATION**

The ECA Code of Ethics suggests that in relation to being professional, educators will take responsibility for articulating their professional values, knowledge and practice and the positive contribution to the early childhood profession. Educators will engage in critical reflection, ongoing professional learning and support research that builds knowledge and that of the profession.

Management will ensure:

- The roster supports at least one educator who holds a recognised and current first aid qualification including CPR, child protection, asthma and anaphylaxis management training
- A budgeted amount is available to provide relevant training to educators and staff
- To record all professional development completed by educators and staff and pass on relevant material to enhance skills and knowledge
- The Nominated Supervisor undertakes professional development in accordance with National Regulations and the individual professional development plan
- Provide a variety of professional development for educators and staff which includes: current research and readings, team meeting discussions, in-house training, networking, conferences etc
- Educators and staff have the opportunity to experience different rooms. This shall be achieved through rotation of educators and staff at the beginning of each calendar year. However, rotation may occur at other times of the year when deemed necessary. Individual needs will be considered when rotation occurs but the final decision should not hinder other staff members from the opportunity to develop their skills and knowledge.
- Continuity of care for the children will be the primary consideration when allocating staff to rolls and areas.
- Mentoring programs and management support networks are implements for educators and staff to ensure guidance and inspiration
- They are positive role models for Educators and staff
- Educators are supported to attend professional development by committing time and resources in order to develop new skills and knowledge

Nominated Supervisor/Responsible Persons will:

- Ensure Child Protection training is valid and updated at least every 18 months to maintain skills and knowledge required by National Regulations and best practice.
- Keep their first aid, anaphylaxis management and emergency asthma training up to date and supply the Service with valid certificates
- Be a positive role model for Educators and Staff
- Collaborate with the Educational Leader to identify training needs across the service and source appropriate training and mentoring for educators



- Ensure strategies are implemented by Educators to make practical use of the information gained from professional development.

Educators will:

- Keep up to date with Child Protection training ensuring currency and compliance
- Attend any required training set by management to enhance educator’s skills and knowledge
- Present their newly acquired skills and knowledge during team meetings to share information gained with their colleagues.

Professional Development will be provided on a justifiable foundation to all educators and staff and may include:

- Mentoring by appropriate educators/staff
- In-house workshops run by an external trainer
- External workshops, seminars etc.
- Formal TAFE, college of University courses
- On-the-job training (e.g. through changes in role or through exchange of information between educators/staff)
- Educator and management exchanges between Services
- Provision of appropriate resources (books, movies, documentaries etc.)

### Source

<ul style="list-style-type: none"> <li>•Australian Children’s Education &amp; Care Quality Authority.</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>•Revised National Quality Standard</li> </ul>
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### Review

Policy Reviewed	Modifications
February 2019	•Entire policy adopted

## Staff Performance

### POLICY STATEMENT

The service understands that its employees are key to its success as an organisation. It therefore encourages its staff to be continually improving their skills and abilities both through on-the-job and off-the-job training and feedback.

Coogee Care Centre acknowledges that training of and feedback to staff provides benefits both to its employees in terms of their overall career and prospects for advancement within the organisation, as well as being central to the success it is able to achieve as a service.

### National Quality Standard (NQS)

Quality Area 7: Governance and Leadership		
7.1.1	<b>Service philosophy and purposes</b>	A statement of philosophy guides all aspects of the service’s operations

7.1.2	<b>Management Systems</b>	Systems are in place to manage risk and enable the effective management and operation of a quality service
7.2	<b>Leadership</b>	Effective leadership builds and promotes a positive organisational culture and professional learning community
7.2.1	<b>Continuous improvement</b>	There is an effective self-assessment and quality improvement process in place
7.2.2	<b>Educational leadership</b>	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle
7.2.3	<b>Development of professionals</b>	Educators, co-ordinations and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

## Education and Care Services National Regulations

<b>Children (Education and Care Services) National Law NSW</b>	
<b>118</b>	Educational Leader
<b>126</b>	Centre-Based services – general educator qualifications
<b>136</b>	Approval of qualifications
<b>138</b>	Application for qualification to be assessed for inclusion on the list of approved qualifications

## Related Policies

Code of Conduct Policy
Retention of Records Policy

## SCOPE

This policy applies to Educators, Staff and Management of the Service

## IMPLEMENTATION

Performance Reviews:

- All staff will be informed of the review system on acceptance of the position and given details in the orientation process.
- Reviews will then be conducted on an annual basis.
- Staff and management will agree with the format of the review system, which may be updated to more suitable systems after review, discussion and endorsement by the Management Committee and staff.
- All staff will be given at least two weeks notification of an upcoming review and a convenient time arranged for both parties.
- The review system shall clearly state the expectations for each position and identify clear performance measures.
- The review system shall ensure two-way communication is maintained and is used as a positive avenue for improving staff performance.
- The review system can be used as a tool to identify future training needs of the staff.
- At the completion of the review an action plan will be developed identifying areas of training, and action to be taken and goals set for each staff member. This will be agreed to and signed by both parties.

## Managing Staff Underperformance

Underperformance is not the same as misconduct. Misconduct is a serious offence such as theft or assault, which may warrant instant dismissal. In cases of misconduct, Coogee Care Centre will seek specific advice from the Fair Work Ombudsman and/or Australian Childcare Alliance about how to proceed before taking any action.

Reasons an employee may underperform include:

- The employee not understanding what is expected of them or their job roles and responsibilities.
- Interpersonal differences.
- The employee not having the required skills and knowledge to complete the job.
- Lack of feedback on the employee's performance.
- Lack of motivation, low morale in the workplace, or poor or under-resourced work environment.
- Personal issues such as family, physical, medical, mental health, or drug or alcohol abuse.
- Cultural misunderstanding or intolerance.
- Workplace bullying.

It is important to manage underperforming employees in a prompt and professional manner by adhering to the following procedure:

1. Identify the issue

- It is important to correctly and precisely identify the problem and possible underlying causes.

2. Assess and analyse the issue by determining:

- a) The seriousness of the issue.
- b) How long the issue has existed.
- c) The employee's present performance and how this varies to what is expected of the employee.

3. MANAGEMENT IS TO ORGANISE A MEETING WITH THE EMPLOYEE. THE EMPLOYER IS REQUIRED TO:

- a) Let the employee know the purpose of the meeting in advance so they can adequately prepare for the meeting.
- b) Provide a date and time to attend the meeting.
- c) Advise the employee they are allowed to bring a support person of their choice, or union representative to the meeting.

4. MEET WITH THE EMPLOYEE

The meeting should take place in a private and comfortable environment that is non-threatening, away from distractions and interruptions.

5. DISCUSS THE ISSUE

Management should:

- a) Discuss the issue with the employee in specific terms and explain that the meeting will be documented. From this discussion, the employee should be able to clearly understand:
  - i) What the issue is.
  - ii) Why it is an issue.
  - iii) How it impacts on the workplace.
  - iv) Why there is a concern.
- b) Discuss the outcome they wish to achieve from the meeting.
- c) Give the employee the opportunity to have their point of view heard and duly considered.
- d) Listen to the employee about why the issue has occurred, or to any comments the employee makes.
- e) Provide the employee with a verbal summary of what has been ascertained and achieved in the meeting.

6. MUTALLY AGREED RESOLUTION

- a) An employee who contributes to the solution will be more likely to accept and act on it. It is important for management to collaborate and negotiate with the employee to resolve the issue. To assist with this:
  - i) Explore ideas by asking open ended questions.
  - ii) Emphasise common ground.
  - iii) Keep on track.
  - iv) Focus on positive possibilities.
  - v) Offer assistance such as professional development, redefining role and responsibilities, or provision of other support as deemed necessary during the meeting.

7. DEVELOP A PERFORMANCE MANAGEMENT PLAN WITH THE EMPLOYEE OUTLINING:

- a) Clear actions that are to be implemented.
- b) Performance expectations and what is to be achieved over a specific period of time.
- c) The employee's role and responsibilities.
- d) Professional development opportunities and expectations.
- e) Timeframes for improvement.
- f) A date for a follow-up meeting to review the employee's progress.

8. MEETING MINUTES SHOULD BE FINALISED AND SIGNED BY MANAGEMENT AND THE EMPLOYEE. IT MUST BE EXPLAINED TO THE EMPLOYEE THAT THIS COULD BE USED AS EVIDENCE IF LEGAL ACTION IS REQUIRED.

9. MONITOR PERFORMANCE

- a) Create and implement a Performance Management Plan with the employee.
- b) Management will monitor the employee's performance and continue to provide feedback, encouragement, and support.
- c) Management will work with the employee to ensure that performance improvements are sustained.
- d) Management will ensure that the employee understands that more serious actions may need to be taken if the employee's performance does not improve. This may include further counselling, the issuing of formal warnings, and ultimately if the issue cannot be resolved, termination of employment.

10. OFFICIAL WARNINGS

- a) It is best practice to give employees warnings in writing before ending their employment.
- b) An employer does not have to give the employee 3 warnings, or even 1 warning. However, an employer should give the employee a chance to correct any performance issues.
- c) If a warning is to be given to an employee, employers are to ensure:
  - i) They are clear about the reason for the warning.
  - ii) Details are clearly documented.
  - iii) Clear expectations about what needs to be done differently or improved have been given to the employee.
  - iv) That the warning is fair and reasonable in the circumstances.

11. TERMINATION OF EMPLOYMENT

Termination of employment occurs when an employee's employment with an employer ends. Employment can end for diverse reasons, including an employee resigning from their position or the employee being dismissed.

It is essential to adhere to the Fair Work Ombudsman and the Fair Work Commissions who regulate Commonwealth workplace laws and guidelines about terminating employment. If an employee's performance does not improve to the required standard, termination of their employment may be an option. An employee cannot be dismissed in circumstances that are "harsh, unjust or unreasonable." It is vital to be fair to employees, giving reasons for dismissal, and an opportunity to respond to those allegations.

**NOTICE OF TERMINATION**

An employer must provide an employee with written notice of the day of termination when ending their employment.

An employer must ensure they have:

- Given the minimum period of notice.

Paid the employee in lieu of giving notice. This is paid at the employee's full pay rate as if they had worked the minimum period. This includes incentive-based payments and bonuses, loading, monetary allowances, overtime or penalty rates, and any other separately identifiable amounts.

PERIOD OF CONTINUOUS SERVICE	MINIMUM NOTICE PERIOD
1 year or less	1 week

More than 1 year – 3 years	2 weeks
More than 3 years – 5 years	3 weeks
More than 5 years	4 weeks

Notice periods don't apply to employees who:

- are casual
- are employed for a specific period of time or task (eg. a fixed term contract)
- do seasonal work
- are fired because of serious misconduct (eg. engaging in theft, fraud or assault)
- have a training arrangement and are employed for a set period of time or for the length of the training arrangement (other than an apprentice)

1	The employer will make every attempt to address the employee's unsatisfactory performance and/or conduct prior to terminating the employee's employment.
2	If the issue/s raised in the employee's performance improvement plan is not or cannot be resolved after the employee has had a reasonable opportunity to rectify the situation, the employer can decide to end the employment relationship.  The employer may seek legal advice or advice from Fair Work for assistance prior to the termination to ensure compliance. Visit <a href="http://www.fairwork.gov.au">www.fairwork.gov.au</a> or contact the Fair Work Infoline on 13 13 94 (Fair Work Ombudsman 2013).
3	A valid reason must exist for an employer to dismiss an employee which must be provided in a termination of employment letter.  The reason or reasons must be based on the employee's poor performance, incapacity to do the work they are employed to do, conduct, or changes to the operational requirements of the business.  The employer will ensure they have documented work history of the employee's poor performance, behaviour standards, or incapacity to do the job to justify the action.
4	The employer will ensure the employee understands the reason/s for their termination and is given the correct amount of notice.
5	If the employee is being dismissed for misconduct, the grounds for the dismissal must be clearly documented and verified as valid reasons for dismissal due to misconduct.
6	The employer will provide the employee with a letter of employment or Separation Certificate indicating the period of their employment, job classification and the type of work involved. A separation certificate is required if the employee needs to apply for unemployment benefits. These can be found here: <a href="https://www.humanservices.gov.au/individuals/forms/su001">https://www.humanservices.gov.au/individuals/forms/su001</a>
7	The employer will provide a completed PAYG payment summary to the employee within 14 days of the ETP being paid to the employee.
8	The employer will meet with the employee to provide the letter of employment and/or Separation Certificate and keep a copy for Service records.
9	The employer must keep records of when an employee leaves the Service, including the name of the person who terminated the employment, and details of how the termination took place (notice given by employee, termination by employer, etc.).

#### Source

•Fair Work Ombudsman <https://www.fairwork.gov.au/>

## Review

Policy Reviewed	Modifications
April 2019	•Entire policy adopted

## Staff Grievance

Feedback from families, educators, staff and the wider community is fundamental in creating an evolving Childcare 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. Educators can lodge a grievance with management with the understanding that it will be managed conscientiously and confidentially.

### National Quality Standard (NQS)

Quality Area 4: Staffing Arrangements		
4.1.1	<b>Organisation of educators</b>	The organisation of educators across the service supports children's learning and development.
4.1.2	<b>Continuity of Staff</b>	Every effort is made for children to experience continuity of educators at the service
4.2	<b>Professionalism</b>	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	<b>Professional collaboration</b>	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	<b>Professional standards</b>	Professional standards guide practice, interactions and relationships.

### Education and Care Services National Regulations

Children (Education and Care Services) National Law NSW	
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

### RELATED POLICIES

Code of Conduct Policy
Privacy and Confidentiality Policy
Family Communication Policy
Interactions with Children, Family and Staff Policy
Respect for Children Policy
Student and Volunteer Workers Policy
Responsible Person Policy
Grievance Policy (Families)

## PURPOSE

We aim to investigate all complaints and grievances with a high standard of equity and fairness. We believe in team collaboration to ensure a safe, healthy and harmonious work environment.

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
- 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
- Are transparent and equitable

## Definitions

**Complaint:** An issue of a negligible nature that can be resolved within 24 hours, and does not require a comprehensive investigation. Complaints include a manifestation of discontentment, such as poor service, and any verbal or written complaint directly related to the Centre (including general and notifiable complaints). Complaints do not include staff, industrial or employment matters, occupational health and safety matters (except associated with the safety of children).

**Complaints and Grievances Register:** Records information about complaints and grievances received at the centre, along with the outcomes. This register must be kept in a secure file, accessible only to educators and Department of Early Childhood Education and Care. The register can provide valuable information to the Approved Provider and Nominated Supervisor of the service to ensure children and family's needs are being met.

**Grievance:** A grievance is a formal statement of complaint that cannot be addressed immediately and involves matters of a more serious nature. For example: If the service is in breach of a regulation causing injury or possible harm to a child.

**Mediator:** A person who attempts to make people involved in a conflict come to an agreement.

**Mediation:** An attempt to bring about a peaceful settlement or compromise between disputants through the objective intervention of a neutral party.

**Notifiable complaint:** A complaint that alleges a breach of the Regulation and Law, National Quality Standards or alleges that the health, safety or wellbeing of a child at the service may have been compromised. Any complaint of this nature must be reported by the Approved Provider or Nominated Supervisor to the Department of Early Childhood Education and Care within 24 hours of the complaint being made (Section 174(2)(b), Regulation 176(2)(b)).

If the Director is unsure whether the matter is a notifiable complaint, it is good practice to contact The Department of Early Childhood Education and Care for confirmation. Written reports must include:

- details of the event or incident
- the name of the person who initially made the complaint
- if appropriate, the name of the child concerned and the condition of the child, including a medical or incident report (where relevant)
- contact details of a nominated member of the Grievances Subcommittee
- any other relevant information.

Written notification of complaints must be submitted using the appropriate forms, which can be found on the ACECQA website: [www.acecqa.gov.au](http://www.acecqa.gov.au) and logged using NQA ITS (National Quality Agenda IT System).

**Serious incident:** An incident resulting in the death of a child, or an injury, trauma or illness for which the attention of a registered medical practitioner, emergency services or hospital is sought or should have been sought. This also includes an incident in which a child appears to be missing, cannot be accounted for, is removed from the centre in contravention of the Regulations or is mistakenly locked in/out of the centre premises (Regulation 12).

A serious incident should be documented in an Incident, Injury, Trauma and Illness Record as soon as possible and within 24 hours of the incident. The Regulatory Authority must be notified within 24 hours of a serious incident occurring at the centre (Regulation 176(2)(a)). Records are required to be retained for the periods specified in Regulation 183.

We acknowledge that conflict is a natural part of the work environment. It is important that all conflict is resolved. Unresolved conflict can lead to tension; stress; low productivity; bitter relationships; excess time off; ill health; anxiety and many other destructive emotions. When conflict is addressed and handled constructively the outcomes are feelings of relaxation; openness; high productivity; vitality; good health, empowerment; a sense of achievement etc.

Positive communication between educators is vital to the smooth running of the Service and to ensure a positive environment for children. Educators are expected to treat other educators with respect, accept differences and share ideas. It is every staff member's responsibility to contribute to the development of an open, healthy and constructive work environment. All grievances, whether considered minor or not, are to be dealt with promptly, professionally and thoroughly.

The Service's employees are expected to look at conflict in a positive way, ready to learn something new, reflect on good quality practice, improve work relationships and ultimately provide better care and education for children.

Employees are also to be aware of their responsibility in being good role models for children in their handling not only of conflict with work colleagues, but with children, parents and other associates.

Employees should regularly reflect on the Code of Ethics- Early Childhood Australia for guidance and direction of appropriate behaviour when dealing with conflict. The Code of Ethics states that all team members should "make every effort to use constructive methods to resolve differences of opinion in the spirit of collegiality."

### **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 involves 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 reflects the resolution and sign in agreement.
- 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.

**Educators, staff, volunteers and visitors will:**

- Be aware of the possible ramifications of their actions when dealing with staff issues.
- Raise the grievance or complaint directly with the person they have grievance with in a professional manner and at an appropriate time. Both parties should try to resolve the issue and develop solutions to ensure the problem does not happen again. Discussions should be based on the principles of privacy, confidentiality, respect and open-mindedness, will not involve other educators, staff, volunteers or visitors (e.g. parents) and will take place away from children.
- Raise the grievance or complaint with the Approved Provider/Management or Nominated Supervisor. If they are unable to resolve the concern, or feel uncomfortable raising the matter directly with the person concerned. The Approved Provider or Nominated Supervisor (or other manager) may ask for the issue to be put in writing.
- Provide all relevant information, outlining the issue, identifying any other person involved in the problem and any suggested solution.
- Communicate openly about the issue with the relevant parties.
- Raise any grievance involving suspected or actual unlawful activity (including bullying) with the Approved Provider or Nominated Supervisor immediately and privately.

- Maintain confidentiality at all times.
- Maintain professionalism at all times.

When the persons involved cannot resolve the grievance between them in a constructive and professional way the following steps will be followed:

**The aggrieved person is to contact their immediate supervisor (AreaLeader, Nominated Supervisor or Licensee) who will act as Mediator.**

The Mediator will have an interview with the persons involved and clarify the facts, work out whether advice is needed from other sources, discuss options available and help to formulate a plan of action.

If an employee does not feel comfortable in approaching their supervisor, or the conflict is with their immediate supervisor, they can contact the next level of management to act as Mediator.

**If an amicable resolution does not occur at this meeting the Mediator is to present a report to the next level of management outlining:**

- The nature of the grievance
- The procedures followed to date
- The solution(s) sought
- The recommended plan of action or resolution

**If an agreement is reached the mediator is to present a report to the next level of management outlining:**

- The nature of the grievance
- The procedures followed to date
- The solution(s) agreed upon
- The plan of action to reach this solution and review time if warranted
- A copy of this report is to be provided to all persons involved in the grievance, and a copy is to be retained at the workplace.

**Grievance Procedures**

Harmonious staff relations within the Service largely depend on staff feeling satisfied that their professionalism is being acknowledged by their involvement in appropriate decision-making processes.

The quality of industrial relations is likely to be substantially better in a workplace if the decision-making processes adopted, permit staff to have input into decisions, which affect the nature and quality of their professional work.

Management and staff within the organisation will work together to develop and implement appropriate strategies to facilitate consultative and collaborative decision making processes within the workplace. Where staff feel these processes have failed and are in conflict with decisions made by Management, including the Board, the following procedures are to be ensued:

- The aggrieved person(s) is/are to discuss the grievance with their immediate supervisor.
- The supervisor is to report to the Nominated Supervisor/ Licensee of the grievance.
- The Mediator will seek advice as necessary from other sources, (e.g.: unions, Work Cover and funding bodies).
- The Mediator will then advise Management of the possible solutions.

Meetings are to be arranged with the aggrieved person(s) as necessary throughout the process. The outcome of the grievance must be reported to the aggrieved person within a week of the decision.

**Resolution of Grievances**

Grievances are considered resolved when all persons involved agree to a solution, when the cause of the grievance has been removed or resolved, and when arrangements have been made, if appropriate to repair any damage and distress suffered by the persons involved. Strategies agreed upon by both parties are to be put in place to help avoid further conflict.

**Unresolved Conflict**

If resolution of the conflict is unsuccessful after all procedures in Grievance Policy have been followed it may then be necessary to take disciplinary action.

### Confidentiality

Mediators are to use discretion and to do their utmost to maintain confidentiality. Any breach of this confidentiality could result in a charge of misconduct. However, confidentiality cannot be guaranteed in the following situations: if it is considered that someone is in danger, if disciplinary action or criminal investigation might be necessary; or if employer liability might be involved.

No action will be taken against the person about whom a formal complaint is lodged until they are made aware of any allegations so that they may respond.

### Support Person

A Staff member (members) is able to nominate a support person to attend any meetings with them. This person may be a union representative.

### Educators, staff, volunteers and visitors will not:

- Become involved in complaints or grievances that do not concern them.
- Raise complaints with an external complaints body, such as a court or Tribunal, without exhausting our grievance procedures.

### Source

<ul style="list-style-type: none"><li>•<b>Education and Care Services National Regulation</b> <a href="http://acecqa.gov.au/">http://acecqa.gov.au/</a></li><li>•<b>National Quality Standard</b> <a href="http://acecqa.gov.au/">http://acecqa.gov.au/</a></li><li>•<b>ACECQA</b> <a href="http://acecqa.gov.au/">http://acecqa.gov.au/</a></li><li>•<b>Human Rights and Equal Opportunities Commission</b> <a href="https://www.humanrights.gov.au/">https://www.humanrights.gov.au/</a></li><li>•<b>Fair Work Australia</b> <a href="https://www.fairwork.gov.au/">https://www.fairwork.gov.au/</a></li><li>•<b>Ombudsman</b> <a href="http://www.ombudsman.gov.au/_data/assets/pdf_file/0020/35615/Better-practice-guide-to-complaint-handling.pdf">http://www.ombudsman.gov.au/_data/assets/pdf_file/0020/35615/Better-practice-guide-to-complaint-handling.pdf</a></li><li>•<b>Revised National Quality Standard</b></li></ul>
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### Review

Policy Reviewed	Modifications
February 2019	•Entire policy adopted

## Bullying, Discrimination and Harassment

Our Service is committed to creating a workplace with vision and meaningful direction, adhering to code of conduct and ethical behaviour to ensure a productive work environment free from bullying, discrimination and harassment.

### National Quality Standard (NQS)

Quality Area 4: Staffing Arrangements		
4.2	<b>Professionalism</b>	Management, educators and staff are collaborative, respectful and ethical.

4.2.1	<b>Professional collaboration</b>	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills
4.2.2	<b>Professional standards</b>	Professional standards guide practice, interactions and relationships.

## **PURPOSE**

We are committed to providing a safe and equitable workplace for all staff and educators. Bullying, discrimination and harassment will not be tolerated under any circumstances. As part of this commitment, we aim to prevent workplace bullying by adhering to the Early Childhood Code of Ethics, Fair Work requirements and philosophy, ensuring a safe workplace for all staff and Educators employed at the Service.

## **SCOPE**

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

## **IMPLEMENTATION**

Everyone has a right not be bullied or harassed at work. Workplace bullying occurs when a person or group of people repeatedly behave unreasonably towards a worker or a group of workers, creating a risk to health and safety. Bullying may involve any of the following types of behaviour:

- Aggressive or intimidating conduct
- Belittling or humiliating comments
- Spreading malicious rumours
- Teasing, practical jokes or 'initiation ceremonies'
- Exclusion from work-related events
- Unreasonable work expectations
- Displaying offensive material
- Pressure to behave in an inappropriate manner

Bullying does not include management action carried out in a reasonable manner.

Discrimination occurs when someone is treated less favourably than others because they have a particular characteristic or belong to group within the population, such as age, race or gender.

Harassment involves unwelcome behaviour that intimidates, offends or humiliates a person because of particular characteristics as listed above and including; disability, religion, or sexuality.

There are a number of anti-discrimination, equal employment opportunities, workplace relations, and human rights laws which make it illegal to discriminate or harass a person in the workplace.

Our Service philosophy, code of conduct and early childhood code of ethics will guide educator interactions and best practice by providing a vision, a purpose and meaningful direction to ensure a safe working environment for all staff.

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

- A thorough induction process for new employees is conducted at the commencement of employment
- They have a comprehensive understanding of the Service's code of conduct, complaint and grievance policy and the Early Childhood Code of Ethics
- Educators are informed that inappropriate behaviour, including bullying and harassment will not be tolerated
- Educators are aware of the Service's bullying and harassment procedure
- Inappropriate behaviour is addressed
- Educators are aware of appropriate interactions through professional development and training
- Staff and Educators are aware of their job roles and responsibilities which will be clarified through job descriptions, team meetings, performance appraisals and expectations
- Constructive feedback is provided to staff and Educators
- Communication practices are reviewed frequently to ensure best practice
- All staff and educators are treated equally
- Meetings are documented accurately and appropriately
- An understanding and compliance with discrimination law

### Educators will:

- Be involved in decision making with a clear understanding of their roles and responsibilities, outlined in each individual job description
- Be encouraged to embrace the uniqueness and diversity of their colleagues
- Respect the skills, strengths and opinions of all educators in order to create team cohesion based on professionalism
- Comply with discrimination law
- Be responsible for their own actions in the workplace
- Raise matters of concern at an early stage to management
- Provide management with specific information regarding the perceived bullying and being prepared to have the complaint made known to the person, to allow for fair management and rectification
- Maintain confidentiality and not discuss or release information relating to bullying allegations

### Source

- Australian Children’s Education & Care Quality Authority (2014)
- Guide to the Education and Care Services National Law
- Education and Care Services National Regulations (2015) ECA Code of Ethics
- Guide to the National Quality Standard
- Fair Work
- Early Childhood Australia [www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au)
- Australasian Legal information institute [www.austlii.edu.au](http://www.austlii.edu.au)
- Revised National Quality Standard

### Review

Date Reviewed	Modifications
February 2018	Entire policy adopted

## Disciplinary Actions

### POLICY STATEMENT

We will provide a quality service through the professional behaviour and high standards of conduct of our staff. We will encourage staff to maintain good working relationships and have a commitment to maintaining a quality standard of work.

Should staff fall below clearly identified standards then we will address this in a swift and considerate manner.

### PROCEDURE

It is important that the staff are fully aware of the expectations regarding them as an employee of the centre and that clear guidelines are given regarding staff duties, code of conduct and professionalism.

Management will ensure that all staff are given clear job descriptions and orientation into the position with opportunity to clarify any issues.

Staff are responsible to address any concerns and clarify any issues in the job description or expectations that they are unsure of.

Staff are encouraged to maintain good working relationships and have a commitment to maintaining a quality standard of work.

Staff will be given clear notification should their standard of work or conduct fall below what is expected and outlined in their job description.

Staff have the right to appeal against any allegation and the right to speak on their behalf or to have a union representative appear on their behalf.

The following steps will be followed to deal with poor work performance or conduct. There may not be the need to go through all the steps when the issue is resolved however staff should be aware of the whole process. Should staff fall below clearly identified standards then the Co-ordinator or Management will:

#### STEP 1: VERBAL WARNING

- Give a verbal warning as soon as possible indicating the specific problem regarding the performance of their work or conduct. The issues must clearly relate to the job description.
- Indicate what should happen to improve the situation and how the staff member can improve their performance.
- Identify any support needed to assist the staff member to make the changes and take steps to implement these.
- Indicate how the improvements will be measured, and when a review will take place. (1-4 weeks depending on the circumstances)
- Give an opportunity for the staff member to respond to the concerns and seek union representation if required. If this resolves the issue then there is no need to go any further.

#### STEP 2: WRITTEN NOTICE

- Where the problem continues to occur the staff member will be given written notice of the complaints against them.
- A formal documented interview with the management committee will take place. The worker should attend and has the right to reply and discuss any complaints against them, or to be represented by a union member or other representative of their choice.
- The staff member will be given at least 48 hours notice of the meeting.
- Minutes will be taken of the meeting and copy put on the staff members file and given to the staff member. The staff member may attach a written reply to the minutes.
- The aim of the meeting is to negotiate how the situation may be improved.
- The staff member will again be given specific indication of where their performance standards are not being met, indicate where changes are required and ways of achieving these, and told the method and date of review of their performance.
- The staff member will be granted another probationary period.
- The staff member will be informed at this stage that termination will be considered if no changes occur.
- If this resolves the issue then there is no need to go any further.

#### STEP 3: FINAL WRITTEN WARNING.

- If the problem still persists another meeting of the management committee should be called and the staff member given notice to attend.
- The matter should be discussed as per the first meeting and further action considered.
- At this stage the staff member will be given a "final written warning".
- Again the staff member has the right of reply and can discuss the situation. They also have the right to have a union representative or person of their choice attend the meeting.
- If this resolves the issue then there is no need to go any further.

#### STEP 4: TERMINATION OF EMPLOYMENT.

- If the problem still continues after the 3 warnings, another special meeting of the management committee will be called and a decision made as to the employment of the staff member.
- If the management believe that the staff member's performance is unlikely to improve then the staff member will be dismissed.
- A written notice will be given indicating date of dismissal (1 week from notice) and reasons for dismissal.
- The staff member may be paid out in lieu of such notice.

#### PROCEDURE FOR DEALING WITH SERIOUS UNACCEPTABLE BEHAVIOUR

Where a staff member in the workplace:

- Intentionally endangers life.
- Is found stealing.

- Reports to work under the influence of drugs or alcohol.
- Inflicts or threatens physical or sexual abuse or harassment.

The Coordinator or Management Committee will suspend the employee without loss of pay pending an investigation.

The investigation is to be completed within 72 hours and an interview date determined.

If the employee is a union member the union representative will be informed.

The interview is to be attended by the Coordinator, a nominated representative of the Management Committee, the person reporting the unacceptable behaviour and the union representative if desired.

The employee is to be advised formally of the findings of the investigation and the action being taken.

When immediate termination is required, a dismissal notice is prepared at the interview. When continued employment is recommended a warning letter will be issued.

All the relevant records will be recorded on the employee's file.

If the employee is vindicated of the accusation, all relevant formal documentation is to be removed from their file.

## Relief Staff

### POLICY STATEMENT

We aim to continue the quality of care in the centre by the employment of fit and proper persons for relief staff. A work agreement clearly outlining their duties and expectations will be given to all relief staff employed.

### PROCEDURE

The centre will employ relief staff on a casual basis to fill short-term vacancies or staff absences.

The Co-ordinator will keep a register of relief staff, which will be maintained and updated regularly.

A file recording experience, qualifications, Prohibited Employment Declaration and completed Working with Children Check, will be kept with the register.

Unsuccessful applicants for positions vacant who seem suitable will be asked if they would like to be placed on the relief staff list.

Unless in an emergency, all relief staff will need to have been through an interview with the Coordinator, have referees and references checked, and are deemed a fit and proper person to care for the children.

When no one from the centre's list is available to fill the position, the Coordinator may contact another Out of School Hours centre to employ someone they recommend from their relief list.

When necessary to employ relief staff prior to the checking process being completed, work requirements will be modified to include additional supervision of relief staff or limiting their direct access to children.

Job descriptions will be drawn up for all relief staff.

Relief staff will be asked to fill out a casual work agreement before commencement of duties.

The Coordinator will, where possible, provide a modified induction to the centre which will include a tour of the centre, introductions to staff, a copy of the staff handbook, job description for relief staff, code of conduct and copies of relevant policies.

The Coordinator will ensure that they are fully aware of their duties and the centre's expectations prior to commencement.

Relief staff must adhere to all areas of confidentiality.

Anyone who will be collecting children from school will be given clear instructions as to the meeting place, list of children to be collected, special centre identification badge (so the children know they may go with that person) and a copy of the procedure for missing or absent children.

All relief staff will be paid the appropriate wage and minimum hours as outlined for casual staff under the relevant award.

Relief staff must sign in upon arrival and sign out on departure.

# Student and Volunteers

Our service values the participation of students and volunteers. Having students and voluntary workers within the service helps to inform the community about our program and the value of the work we do. Students and voluntary workers are welcome at the service: However, the children's care and safety are our first priority.

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service
7.1.1	service philosophy and purposes	A statement of philosophy guides all aspects of the service's operations
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defines, and understood and support effective decision making and operation of the service
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle
7.2.3	Development of professionals	Educators, co-ordinations and staff members" performance is regularly evaluated and individual plans are in place to support learning and development.

## PURPOSE

Our service supports participation of students (including work placement) and volunteers wanting to develop professional skills and knowledge in their effort to become Early Childhood Professionals. We aim to build relationships with community members, providing appropriate learning opportunities for students and volunteers to contribute to our program. To ensure a professional and pleasurable learning experience, students and volunteers will be encouraged to participate in the centre's daily routine and assist in accordance with their qualification necessary to work with children under the National Quality Framework.

## SCOPE

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

## IMPLEMENTATION

Management/Nominated Supervisor/ Responsible Person will:

- Appoint an educator to be the 'Student Supervisor/mentor,' for the duration of the placement.
- Conduct an orientation for the student or volunteer including taking the student or volunteer on a tour of the service, showing emergency exits, staff room and bathroom facilities.
- Provide the student/volunteer with a Work Placement Orientation Package.
- Negotiate with the student or volunteer the times/hours to be worked, and dates of the placement.
- Advise students or volunteer to bring in a poster with a photo outlining the reason for their placement.
- Inform families, children, and Educators when work experience students and volunteers are present at the service, including their role and hours they will be spending at the service.
- Ensure Work Placement Students or Volunteers are never left on their own with children or included in the ratio of adult to children.
- Ensure students are aware that they must not discuss concerns, issues or complaints with parents, guardians and/or visitors.
- Introduce the student or volunteer to educators and their Room Leader.
- Assist the student or volunteer to complete the Educator Acknowledgement Checklist.
- Show the student or volunteer where they can access the service's policies.



- Ensure the student has signed a confidentiality agreement prior to commencing their placement.
- Discuss any relevant important information about specific children to the student or volunteer (i.e. court orders, additional needs, dietary needs) so that the student or volunteer is aware of potential issues.
- Liaise with learning institutions and accept suitable student placements under the institution's supervision.
- Assist learning institutions to place suitable students with individual Educators.
- Ensure student's/volunteer's paperwork and insurances are current.

#### **Educators will:**

- Maintain open communication with Work Experience Students and Volunteers along with their practicum teachers about their performance.
- Support all student's and volunteer's practicum requirements to the best of their ability during the placement.
- Work as a team sharing appropriate skills and knowledge with each student and volunteer.
- Ensure all educators are provided with relevant information about tasks the student is required to complete in the service as part of their practicum.
- Be aware of student and volunteer expectations.
- Have the time and proficiencies to support each student and volunteer in their placement.
- Encourage students to seek help and advice as required.
- Be a positive role model, showing appropriate behaviour and conduct themselves in a professional manner.
- Guide the students throughout the day.
- Make the student or volunteer feel welcome and a valued member of the team.

#### **The Supervising Educator will:**

- Discuss the progress of written work and performance with the student or volunteer.
- Discuss any concerns raised by the student with the Student Supervisor.
- Ensure students or volunteers are directly supervised at all times.
- Encourage students to use their initiative.
- Ensure the student/volunteer remains up to date with their assessments/tasks to be completed.
- Discuss concerns with student/volunteer with management.
- Never leave the student alone with a child or children.

#### **Work Experience Students and Volunteers will:**

- Learn about the children through interaction and practical experience.
- Develop the skills and knowledge needed to care for and educate children.
- Learn about the importance of working as part of a team in the Early Childhood Profession.
- Learn strategies for working in a team environment.
- Learn and accommodate the expectations of qualified educators in the service.
- Inform the Student Supervisor in writing of what will be expected of them by their training body, University or School, or any other training organisation, and provide time sheets and evaluation forms.
- Keep up to date with all written work requirements.
- Work a variety of shifts to gain knowledge of different aspects of service operations.
- Bring in a poster introducing themselves that will include:
  - Name
  - Photo
  - Course they are studying
  - RTO/university they are studying with
  - Dates and times they will be at the service
  - The focus of their study.
- Discuss any problems the student may be experiencing with the Student Supervisor.
- Adhere to all policies and procedures.
- Never remove a child from direct staff supervision.

#### **Probity Checks:**

- All students will supply identity details to the Nominated Supervisor
- All students will complete a Working with Children Volunteer/student declaration

•All students will have a meeting with the Nominated Supervisor so that they will receive information regarding the following service policies:

- a. Child protection
- b. Record Keeping and Confidentiality
- c. Complaints

### **STUDENTS AT RISK**

If educators feel that the student is at risk of failing their practicum, the following steps will be taken:

- 1.The Room Leader will alert the Student Supervisor of any concerns regarding the student.
- 2.Both the Student Supervisor and the Room Leader will discuss concerns with the student.
- 3.The Student Supervisor will arrange for the student’s teacher to visit the service and discuss concerns that have ascended.
- 4.The student’s educational institution and Nominated Supervisor will govern the outcome of the practicum.

### **TERMINATION OF PRACTICUM:**

Termination of student’s placement will occur if the student:

- Harms or is at risk of harming a child in their care.
- Is under the influence of drugs or alcohol.
- Fails to notify the service if they will not be attending the service.
- Does not adhere to starting times or break times.
- Is observed using repeated inappropriate behaviour at the service.
- Does not comply with all policies and procedures addressed in the student package.
- Does not provide the photo with an introduction on commencement.
- Does not keep up to date with their work placement tasks.
- Removes any child or children from the direct supervision of an educator.

### **SOURCE:**

Education and Care services National Regulations.

Dealing with Employee Work-related Concerns and Grievances Policy and Guidelines: NSW DPC Fair Work Act.

Fair Work Commission: Anti-bullying jurisdiction.

My Time, Our Place: Framework for School Age Care in Australia.

National Quality Standards.

Preventing and Responding to Workplace Bullying: Safe Work Australia Draft Code of Practice.

Revised National Quality Standards.

Work Health and Safety Act, 2011.

### **Review**

<b>Policy Reviewed</b>	<b>Modifications</b>
February 2019	•Entire policy adopted

## **Staffing Arrangements**

### **POLICY STATEMENT**

Our Service aims to provide Educators and Nominated Supervisors who have the qualifications and experience to develop warm, nurturing, and respectful relationships with children. We are committed to ensuring that children’s health, safety, and wellbeing is protected at all times through providing appropriate and effective supervision according to legislated ratios and best practice. Our Educators, in collaboration with our Educational Leader, design and implement programs that support children’s engagement, interests, learning, and development.

### **National Quality Standard (NQS)**

<b>Quality Area 4: Staffing Arrangements</b>		
4.1	<b>Staffing arrangements</b>	Staffing arrangements enhance children’s learning and development.
4.1.1	<b>Organisation of Educators</b>	The organisation of Educators across the Service supports children's learning and development.
4.1.2	<b>Continuity of staff</b>	Every effort is made for children to experience continuity of Educators at the Service.
4.2	<b>Professionalism</b>	Management, Educators and staff are collaborative, respectful and ethical.
4.2.1	<b>Professional collaboration</b>	Management, Educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other’s strengths and skills.
4.2.2	<b>Professional Standards</b>	Professional standards guide practice, interactions and relationships.

**Related Policies**

Code of Conduct Policy
Child Protection Policy
Supervision Policy
Privacy and Security Policy
In-Service and Staff Development Policy
Responsible Person Policy
Student and Volunteers Policy

**PURPOSE**

To ensure our Service adheres to the National Education and Care Service Regulation as we maintain compliance with qualifications and ratio requirements.

**SCOPE**

This policy applies to staff, management, students, and volunteers at the Service.

**IMPLEMENTATION**

Our Service will endorse the appropriate number of educators to children, taking into consideration qualification requirements and experience, which meet National Regulations and Standards.

**Actively working towards:**

Definition: An Educator who is enrolled in a course for an approved Early Childhood qualification.

- The Educator is required to provide documentary evidence of their course, training plan and progress towards completion of the course.
- Individuals actively working towards an approved qualification may be counted towards qualification requirements.
- Our Service will ensure we communicate with the Educator’s RTO to ensure the Educator successfully completes their qualification.
- We will support the Educator in completing their qualification through mentoring and assistance.

**Educational Leader**

The Educational Leader has an influential role in inspiring, motivating, affirming and challenging or extending the practice and pedagogy of Educators. It is a joint endeavour involving inquiry and reflection, which can significantly impact on the important work Educators do with children and families.

- The Approved Provider will nominate a qualified and experienced Educator to take on the Educational Leader role and responsibilities.

- The Educational Leader will keep a record about how they mentor and guide Educators of the Service to ensure continuous improvement.
- The Educational Leader will guide Educators to provide a compliant program.

### **Nominated Supervisor**

The Nominated Supervisor is a suitable person appointed by the Approved Provider who is placed in day-to-day management of an approved Service. Nominated Supervisors have a range of responsibilities under the National Law and Regulations including programming, supervision and safety of children, entry to and exit from the premises, food and beverage, administration of medication, excursions, staffing, sleep and rest.

- The Nominated Supervisor is responsible for the day-to-day management of the Service, ensuring compliance with the National Law, Regulations and National Standards.
- The Nominated Supervisor will accept the role in writing, to ensure they have a clear understanding about their role and responsibilities.
- The Nominated Supervisor will ensure the Service program is reflective of the approved learning framework, incorporate the children's developmental needs, interests and experiences and consider the individual differences of each child.
- The Nominated Supervisor will adhere to Service policies ensuring a safe and healthy environment is provided.

### **Responsible Person**

A Responsible Person is required to be physically present at the Service at all times that children are being educated and cared for. The Responsible Person will be the Approved Provider, or a person with management or control placed in day-to-day charge of the Service. The Responsible Person must be at least 18 years old and have adequate knowledge and understanding of the provision of education and care to children.

- Our Service will ensure there is always a Nominated Supervisor or Responsible Person on the premises when children are being educated and cared for.
- Our Service will clearly communicate the Responsible Person on duty, which will be displayed in the foyer area for families, educators, staff and visitors.
- The Responsible Person will adhere to Service policies and procedures and maintain a safe and healthy environment for children.
- The Responsible Person will always act with professionalism when dealing with children, educators, visitors and families.
- Responsible Persons are required to have approved first aid qualification, anaphylaxis management, and emergency asthma management training. Approved qualifications are published on the ACECQA website.

### **Approved First Aid Qualifications**

- Educators and Management are required to have, or be willing to obtain an ACECQA approved first aid qualification, anaphylaxis management, and emergency asthma management training. Approved qualifications are published on the ACECQA website.
- It is the Staff and Educators responsibilities to ensure they maintain up to date First Aid, Asthma, and Anaphylaxis Training, providing the Service with the certificate of completion.

### **Working with Children Check**

A Working With Children Check is a requirement for people who work or volunteer in child-related work. It involves a national criminal history check and a review of findings of workplace misconduct. The result of a Working With Children Check is either a clearance to work with children for five years (NSW) or a bar against working with children. Cleared applicants are subject to ongoing monitoring and relevant new records may lead to the clearance being revoked.

- To comply with National Regulations for those undertaking paid, or voluntary child-related work will acquire a Working with Children Check, which will be verified by the Service to protect the safety of children.
- Management will verify all Working With Children Checks to ensure the children are protected.
- Management will keep a record of the expiry date of the Working With Children Check for all staff.

## Staff Record

- Approved Services must keep information about the Nominated Supervisor, Educational Leader, Staff, Volunteers, Students and the Responsible Person at the Service.
- Details must include evidence of staff working directly with children, qualifications, training and Working with Children Check.
- All Staff, Educators, Students, Volunteers and Visitors are required to sign in and out each day.

## Supervision

Definition: Supervision refers to the action of supervising someone or something.

- Educators, who are supervising children, should ensure they are positioned where they can see as much of the environment as possible. Where there are water activities or high-risk experiences, close supervision is required. Children will be supervised whilst sleeping or resting.
- Children will be supervised when hand washing and during toileting/nappy change times.
- Educators are required to adhere to the Service's Supervision Policy and floor plan to maintain effective supervision.
- Educators will interact with children where pedagogically appropriate whilst supervising.
- Supervising Educators will give their complete attention to the children and not perform other duties or tasks.

## Adequate Supervision:

Adequate supervision is a consideration for any part of the Service premises where children are educated and cared for, and is part of every educator's Duty of Care. Educators are required to ensure that children are in sight and/or hearing at all times, demonstrating the best interest of children is being provided. This includes toileting, sleep, rest, nappy changing and transition routines.

- Our Service will comply with educator to child ratios outlined in National Legislation and National Quality Standard.
- Educators will always be able to observe each child, respond to individual needs and attend to children as necessary.
- Educators will adjust their level of supervision depending on the area of the Service and the skills, age, dynamics and size of the group of children being supervised.
- Educators will communicate with other Staff and Educators about their supervision points, offer advice and aid to ensure children's safety is upheld at all times.
- When supervising outdoors Educators will position themselves so as to be able to see as much of the play area as possible.
- Unless discussing child or Service concerns, educators will not congregate together either inside or outside.

## Working directly with children

National Regulations state that an Educator cannot be included in calculating the Educator to child ratio of a Centre based Service unless the Educator is working directly with children. A record must be kept of Educators working directly with children which includes the name of each Educator and hours each Educator works directly with children being educated and cared for by the Service.

- To ensure compliance with regulations, we will only include Educators in the educator to child ratio who are working directly with the children.

## Rosters

- Our Service will ensure the roster and routine provides adequate supervision of children at all times.
- Rosters will be created to ensure the children receive continuity of care.
- Where possible, casual staff will be chosen from a pool of regular Educators with whom the children are familiar.

## Volunteers and Students

- At no time will volunteers and students be left alone with a child or group of children, or be included in the educator to child ratio.
- All Volunteers and Students will be inducted into the Service to ensure they adhere to the Service policies and procedures.

## Privacy

- Educators will adhere to the Service's privacy and confidentiality policy and Privacy Law in relation to children or matters relating to the Service and will at no time take part in inappropriate or unlawful conversations or discussions.
- The Nominated Supervisor will ensure that students and volunteers are made aware of the Services privacy and confidentiality policy and Privacy Law during their initial induction.

## Educator to Child Ratios

- Our service will meet the minimum child ratio requirements as stated below

## OUT OF SCHOOL HOURS

1 Educator to 15 Children

Excursion: 1 Educator to 8 Children

Swimming: 1 Educator to 5 Children

## 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.
- National Quality Framework
- Office of the Children's Guardian

<https://www.kidsguardian.nsw.gov.au/child-safe-organisations/working-with-children-check>

## Review

Policy Reviewed	Modifications
February 2019	•Entire policy adopted

## Responsible Persons

A Responsible Person must be physically in attendance at all times that the Service is educating and caring for children.

- Approved providers are responsible for appointing a Responsible Person who is aged 18 years or older, has adequate knowledge and understanding of the provision of education and care to children, and has an ability to effectively supervise and manage an education and care service (ACECQA, 2017)*

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1	Staffing Arrangements	Staffing arrangements enhance children's learning and development
4.1.1	Organisation of educators	The organisation of educators across the service supports children's learning and development
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.

4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.

## PURPOSE

Our Service is committed to meeting our duty of care obligations under the National Law & Regulations to ensure a Responsible Person is on the premises at all times to ensure the health, safety, wellbeing, learning, and development of all children at the service is maintained at all times.

## SCOPE

This policy applies to the Director, Nominated Supervisor, and educators of the Service.

## DEFINITIONS

NAME	DEFINITION
Nominated Supervisor	A person with responsibility for the day to day management of an approved service. The Nominated Supervisor has a range of responsibilities under the Law and Regulations that govern the operation of education and care services.
Responsible Person	A person who is physically at the Service and has the role of Nominated Supervisor or duly appointed person. The Responsible Person has consented to be placed in day to day charge of the Service but does not take on the responsibilities of the Nominated Supervisor rather they ensure the consistency and continuity in practices.

## IMPLEMENTATION

A Responsible Person will be on the premises at all times, and the details of the Responsible Person will be readily available to families and visitors.

If the Responsible Person leaves the premises, they will 'hand over' obligations for the role to another duly appointed person at the Service. It is vital that all hand-overs to a designated Responsible Person are documented when commencing this position throughout the day. The process for determining the Responsible Person will be clear to all educators and staff, and procedures will be followed at all times. Both the outgoing and incoming Responsible Persons will ensure the displayed name of the current Responsible Person at the Service correctly reflects who presently holds the position.

Our Service will have one Responsible Person present at all times when caring for and educating children.

A responsible person is:

- An Approved Provider,
- A Nominated Supervisor, *or*
- A duly appointed person, 18 years or older, fit and proper, and have suitable skills.

### Management will ensure:

- A Responsible Person is appointed.
- The Responsible Person is over the age of 18 years.
- The Responsible Person meets the minimum requirements for qualification, experiences and management capabilities.
- The Responsible Person will have current first aid, anaphylaxis management and emergency asthma training - as outlined by National Regulations, and provide valid certification.
- The Responsible Person will have CHCPRT001 - Identify and respond to children and young people at risk training, and provide valid certification.
- The Responsible Person has a clear understanding of the role.
- The Responsible Person is a fit and proper person.

- Recommended: The Responsible Person has a minimum of 3 years' experience working as an educator in an Education and Care Service
- A Responsible Person is on duty from the time the Service opens each day until the time the Service closes.
- Responsible Persons are aware that they have to sign on and off when performing their duty in a way that clearly shows the start and finish times of their Responsible Person/Nominated Supervisor shift.
- Written consent of the Responsible Person and Nominated Supervisor role has been accepted.
- The staff record has the name of the Responsible Person at the service for each time that children are being educated and cared for by the Service.

**A nominated Supervisor/ appointed Responsible Person will:**

- Provide written consent to accept the role of Responsible Person
- Have current first aid, anaphylaxis management and emergency asthma training - as outlined by National Regulations, and provide valid certification.
- Have CHCPRT001 - Identify and respond to children and young people at risk training, and provide valid certification.
- Ensure that the identity of the Responsible Person on duty is displayed and available to families and visitors.
- Sign on and off when performing their duty in a way that clearly shows the start and finish times of their Responsible Person/Nominated Supervisor shift.
- Inform the Director in a timely manner in the event of absence from the Service due to leave or illness so they can be replaced by another Responsible Person.
- Ensure they have a sound understanding of the role of Responsible Person.
- Abide by any conditions placed on the Responsible Person.
- Understand that a Responsible Person placed in day-to-day charge of the Service does not have the same responsibilities under the National Law as the Nominated Supervisor.
- Notify the Regulatory Authority within 7 days of any changes to their personal situation, including a change in mailing address, circumstances that affect their status as fit and proper (such as the suspension or cancellation of a Working with Children Check card or teacher registration), or if they are subject to disciplinary proceedings.

**SOURCE:**

Australian Children's Education & Care Quality Authority, 2014.

ACEQA. (2017). Responsible Person Requirements for Approved Providers:

<https://www.acecqa.gov.au/sites/default/files/2018-09/ResponsiblePersonRequirements.pdf>


Guide to the Education and Care Services National Law and the Education and Care Services National Regulations, 2015.

Revised National Quality Standards.

**Review**

Policy Reviewed	Modifications
February 2019	•Entire policy adopted

## Standard return to work program for Category 2 employers

 Text Box: This document describes the steps that we, Coogee Care Centre, will take if a worker sustains a work related injury or illness at work.



## Our commitment

From injury prevention to when an injury occurs, through the insurance claims process and as our workers recover at work, we will:

- provide a safe and healthy working environment for all workers
- promote a positive attitude toward workers compensation claims and recovery at work
- consult our workers and, where applicable, unions to ensure this program is implemented successfully
- review this program at least every two years to ensure it remains current
- have procedures to help workers achieve the best health, work and recovery outcomes.

Our workers compensation policy covers all of our workers in case they suffer a work related injury or illness. The procedures we will use to fulfil our commitments are outlined in the following pages.

Person responsible for recovery at work in our business			
Name	Director/Nominated Supervisor		
Phone	02 96658943	Email	<a href="mailto:info@coogeehealthcare.org.au">info@coogeehealthcare.org.au</a>
Our workers compensation insurer			
Name	EML - provider of claims management for icare workers insurance.		
Phone	1800 469 931	Website	<a href="http://info@eml.com.au">info@eml.com.au</a>

## After an incident

We will:

- provide immediate first aid (where appropriate) and medical treatment (if required) when a worker becomes injured or ill at work
- require all injuries to be reported as soon as possible and recorded in the register of injuries
- notify EML of all work related injuries and illnesses within 48 hours
- immediately notify SafeWork NSW on 13 10 50 if an incident involves a death, serious injury or illness, or is a dangerous incident.

## Support for the worker

We will:

- contact the worker regularly throughout their recovery
- inform the worker of their rights and obligations, and give them our workers compensation insurer's details
- make early contact with the worker's doctor to discuss the worker's normal duties, suitable work that is available, and opportunities for workplace modifications or assistive equipment
- contribute to the worker's injury management plan, which will be written by our insurer, and meet our obligations stated in the plan
- if necessary, arrange for an approved workplace rehabilitation provider to help the worker to recover at work
- not dismiss the worker for six months after they become unfit for employment because of a work related injury, as the law requires.

If we dismiss a worker because they are unfit for employment due to the injury, the worker may apply to us within two years to be reinstated.

Sections 241 and 248 of the Workers Compensation Act 1987 (NSW)

## Recovery at work

We will provide suitable full-time or part-time employment for workers with the capacity to recover at work, as far as reasonably practicable. This work will be consistent with medical advice, productive and appropriate for the worker's physical and psychological condition. It may include parts of the same job, the same job with different hours or

modified duties, a different job at the same or a different workplace, training opportunities or a combination of these.

We will also:

- provide other support if necessary, such as equipment, workplace modifications or changes in practices to reduce work demands and aid the worker's recovery at work
- begin planning for the worker's recovery at work as soon as we are notified of a work related injury or illness
- consult the worker, insurer, doctor (where possible) and workplace rehabilitation provider (where applicable) to write a tailored recover at work plan
- monitor the worker's progress and update the plan as required
- keep all documents about the workers compensation claim in a confidential file.

## Dispute prevention and resolution

We will:

- seek help from the insurer or an approved workplace rehabilitation provider if the worker's recovery at work is difficult or progress has stalled
- work with the worker and their representative to resolve any disputes, and seek help from the insurer if necessary.

If there is a dispute, we will give the worker the insurer's contact details as well as the following useful contacts:

SIRA Customer Service Centre

Phone 13 10 50 or visit [www.sira.nsw.gov.au](http://www.sira.nsw.gov.au)

Workers Compensation Independent Review Officer (WIRO) Phone 13 94 76 or visit [www.wiro.nsw.gov.au](http://www.wiro.nsw.gov.au)

Workers Compensation Commission (WCC) Phone 1300 368 040 or visit [www.wcc.nsw.gov.au](http://www.wcc.nsw.gov.au)

## Declaration

The parties have consulted and understand the procedures detailed in this recover at work program:

Employer representative		
Name	Position	
Signature	Date	
Worker representative		
Name		
Signature	Date	

Employers must review their programs at least every two years. This program will be reviewed on or before 02/2020.

# Health and Safety

## Supervision

“Supervision is an integral part of the whole care and education experience. At its most basic level, supervision helps to protect children from hazards or harm that may arise in their daily experiences in play, interactions with others, and daily routines” (Victoria Department of Education and Training, 2010, p.1).

### NATIONAL QUALITY STANDARDS (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each Child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
101	Conduct of risk assessment for excursions
115	Premises designed to facilitate supervision
120	Educators who are under 18 to be supervised
121	Application of Division 3
122	Educators must be working directly with children to be included in ratios
123	Educator to child ratios-Centre based services
126	Centre based services-general educator qualifications
166	Children not to be alone with visitors
168	Education and care service must have policies and procedures
176	Time to notify certain circumstances to Regulatory Authorities
264	General qualifications for educators – Centre based

### RELATED POLICIES

Arrival and Departure Policy
Code of Conduct Policy
Physical Environment Policy
Incident, Illness, Accident and Trauma Policy
Cyber Safety Policy
Administration of Medication Policy

### PURPOSE

Educators have a duty of care to ensure children are supervised at all times, maintaining a safe and secure environment adhering to National Regulations. Supervision, together with thoughtful design and arrangement of children's environments, assists in the prevention and severity of injury to children.

Educators will actively supervise children, identifying risks and taking all necessary steps to prevent or minimise injury. Effective supervision of children also provides Educators with the opportunity to support and build on children's play experiences.

## SCOPE

This policy applies to Management and Educators of the OSHC Service.

## IMPLEMENTATION MANAGEMENT WILL ENSURE:

- That the premises and facilities are designed and maintained to facilitate supervision of children at all times while maintaining the rights and dignity of all children.
- Regulatory Authorities are notified of any serious incident within 24 hours of the incident or the time that the person becomes aware of the incident.
- Educators under eighteen years of age may work at a Centre-based OSHC Service only if they are adequately supervised by an educator over the age of 18 at all times and are not left alone.
- Minimum Educator qualification requirements are recognised and adhered to according to legislative requirements.
- The Service maintains the required educator-to-child ratio working directly with children at all times, based on the ages and number of children being educated and cared for at the Service.

## MANAGEMENT AND/OR THE NOMINATED SUPERVISOR WILL:

- Ensure that all Educators are aware of all children and their environment.
- Ensure Educators avoid activities or actions that will distract them from supervision, such as speaking to other Educators for long periods of time, taking personal phone calls, checking mobile phones or administrative tasks.
- Ensure Educators are aware if they need to move away from the children, another Educator is to replace them.
- Educators are positioned allowing them to watch the maximum area possible.
- Ensure Educators move around the environment to ensure the best view of the area and to avoid standing with their back to the children or talking with other Educators.
- Develop and maintain rosters that ensure continuity of care and adequate supervision at all times when children are in attendance at the OSHC Service and on excursions.
- Develop, maintain and regularly review a supervision plan and strategies for both the indoor and outdoor areas, which will support Educators to position themselves effectively to allow them to observe the maximum area possible.
- Assess and plan ongoing supervision taking into consideration the layout of the premises and grounds, any higher risk activities, the presence of any animals, the location of activities and the location of bathrooms. The supervision plan and strategies will be displayed for families in all rooms and in the outdoor area.
- Adopt accepted best practice, ensuring no staff member is left alone with a child to support child protection protocols.
- Ensure that a Risk Assessment & Management Plan is carried out before an authorisation is requested for an excursion. The risk assessment will consider and identify the number of adults required to ensure continuous adequate supervision throughout the excursion.
- Ensure that parents are notified as soon as practicable but within 24 hours if their child is involved in a serious incident/situation at the OSHC Service. Details of the incident/situation are to be recorded on the Incident, Injury, Trauma and Illness Record.
- Ensure that if the incident, situation or event presents imminent or severe risk to the health, safety, and/or wellbeing of the child or if an ambulance was called in response (not as a precaution) the regulatory authority will be notified within 24 hours.

## EDUCATORS WILL:

- Have a sound understanding of their duty of care and responsibilities in ensuring children are within a safe environment.
- Adhere to a supervision plan and strategies for both the indoor and outdoor environment, assisting colleagues to position themselves in order to effectively supervise children's play. The supervision plan will include the floor plan of the OSHC Service and include the location of activity areas and the closest bathroom.
- Inform new and relief educators about supervision arrangements, outlining their supervision responsibilities.

- Regularly evaluate the efficiency of the supervision plan.
- Ensure any educators under the age of 18 years old are never left alone with children.
- Ensure that at least one other educator is within sight when working with children or if it is necessary to assist a child to change their clothes.
- Arrange the education and care environment to maximise the ability of educators to supervise all areas accessible to children. Emphasis will be on open playgrounds and doors during arrival and departure times.
- Communicate with each other about their location within the environment.
- Maintain correct ratios adhering to the National Education Regulations throughout the education and care environment.
- Ensure that all children are in sight or hearing of educators at all times.
- Ensure that children are accompanied by an adult or older child when going to the bathroom.
- Ensure that hazardous equipment and chemicals are inaccessible to children.
- Scan the environment during interacting with individuals or small groups.
- Continuously scan and look around the area to observe all the children in the vicinity.
- Implement correct supervision strategies and not perform other duties while responsible for the supervision of children.
- Listen closely to children whilst supervising areas that may not be in a direct line of sight.
- There is a mixture of activities to allow for appropriate supervision.

**Consideration will be given to the design and arrangement of children’s environments to support active supervision by:**

- Using supervision skills to recognise areas of risk therefore reducing the potential for injury or incident to children and adults.
- Guiding Educators to make decisions about when children’s play needs to be interrupted and redirected.
- Supporting Educators with specific strategies.
- Providing consistent supervision strategies when the Service requires relief Educators.
- Providing direct, constant and proximal monitoring to children undertaking activities that involve some risk and recognising when the ratio of educators to children needs to be increased.

**SOURCE:**

Australian Children’s Education & Care Quality Authority. (2014).  
 Early Childhood Australia Code of Ethics. (2016).  
 Frith, J., Kambouris, N., & O’Grady, O. (2003). Health & safety in children’s centres: Model policies & practices (2nd ed).  
 Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).  
 Guide to the National Quality Standard. (2017).  
 Revised National Quality Standard. (2018).

## Sleep and Rest

The United Nations Convention on the Rights of the Child states that “all children have the right to relax and play” (My Time, Our Place: Framework for School Age Care in Australia, p. 4). Our Service will cater for the needs of individual children who may require a rest after a busy school day.

**NATIONAL QUALITY STANDARD (NQS)**

<b>QUALITY AREA 2: CHILDREN’S HEALTH AND SAFETY</b>		
2.1	Health	Each child’s health and physical activity is supported and promoted.
2.1.1	Wellbeing and comfort	Each child’s wellbeing and comfort is provided for, including appropriate opportunities to meet each child’s needs for sleep, rest and relaxation.

2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1	Design	The design of the facilities is appropriate for the operation of a service.
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
81	Sleep and Rest
103	Premises, furniture and equipment to be safe, clean and in good repair
105	Furniture, materials and equipment
110	Ventilation and natural light
115	Premises designed to facilitate supervision

#### RELATED POLICIES

Relationships with Children Policy
Respect for Children Policy
Family Communication Policy
Interaction with children, family and Staff Policy

#### PURPOSE

Our Out of School Hours Care Service will ensure that all children have appropriate opportunities to rest and relax in accordance with their individual needs. Our Service has a duty of care, to ensure we respect and cater for each child's specific needs.

#### SCOPE

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

#### IMPLEMENTATION

Children have different sleep, rest and relaxation needs. Children of the same age can have different sleep patterns, that Nominated Supervisors and Educators need to consider within the Service. As per Standard 2.1 (Element 2.1.1) of the National Quality Standard, each child's comfort must be provided for and there must be appropriate opportunities to meet each child's sleep, rest and relaxation needs.

Our OSHC Service defines 'rest' as a period of inactivity, solitude, calmness or tranquillity, and can include a child being in a state of sleep. Considering the busy and energetic nature of a child's day, we feel that it is important for children to participate in a quiet/rest period if required, to rest, relax and recharge their body.

Our Service will consult with families about their child's individual needs, ensuring we are aware of the different values and parenting beliefs, cultural or opinions associated with sleep requirements.

#### THE APPROVED PROVIDER OR NOMINATED SUPERVISOR WILL:

- Take reasonable steps to ensure that children's needs are being met by giving them the opportunity to rest, having regard to the ages, developmental stages and individual needs of each child.
- Ensure the area for rest is well ventilated and has natural lighting.
- Ensure safe supervision of children whilst they rest.

#### THE APPROVED PROVIDER, NOMINATED SUPERVISOR, EDUCATORS, STAFF MEMBERS, VOLUNTEERS AND STUDENTS WILL:

- Consult with families about children's rest needs.

- Maintain adequate supervision and ratios throughout the rest period.
- Assess each child's circumstances and current health to determine whether higher supervision levels and checks may be required.

#### EDUCATORS WILL ENSURE THAT:

- If a school age child requests a rest then there is a designated area for the child to be inactive and calm, away from the main group of children.
- The designated rest area may be a cushion, bean bag, or comfortable seat in a quiet section of the care environment.
- Sleeping children are monitored at regular intervals.
- Faces of sleeping children are uncovered when they are sleeping.

#### SOURCE:

ACECQA. (n.d.). Safe sleep and rest practices: <https://www.acecqa.gov.au/resources/information-sheets/safe-sleep-and-rest-practices>

Australian Children's Education & Care Quality Authority. (2014).

Australian Competition and Consumer Commission (ACCC). (2013). Find out more: Keeping baby safe:

[https://www.accc.gov.au/system/files/639\\_Keeping%20Baby%20Safe\\_text\\_FA4-WEB%20ONLY.pdf](https://www.accc.gov.au/system/files/639_Keeping%20Baby%20Safe_text_FA4-WEB%20ONLY.pdf)

Early Childhood Australia Code of Ethics. (2016).

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).

Guide to the National Quality Standard. (2017).

My Time Our Place: Framework for School Age Care in Australia.

Revised National Quality Standard. (2018).

Standards Australia – [www.standards.org.au](http://www.standards.org.au)

*The NSW Work Health and Safety Act 2011*

The NSW Work Health and Safety Regulation 2011

## Hygiene

Endorsed by Committee: 14 June 2016

### POLICY STATEMENT

We will provide a healthy and hygienic environment that will promote the health of the children, staff and parents. All people in the centre will follow preventative measures in infection control. Staff will ensure that they maintain and model appropriate hygiene practices.

### PROCEDURE

All toilet facilities will have access to a basin or sink with running water and soap for hand washing.

Women and girls will have access to proper feminine hygiene disposal.

Soap and paper towels will also be available in the kitchen area.

One staff member will be responsible for monitoring the availability of soap and paper towels to ensure they do not run out.

Kitchen facilities will be cleaned and disinfected daily.

Hand washing will be practiced by the staff and children before preparing or eating food and after all dirty tasks such as toileting, cleaning, wiping a nose, before and after administering first aid, or handling an animal.

Staff should maintain and model appropriate behaviour around food and cleaning while encouraging children and visitors to adopt hygienic practices.

Education in proper hygiene practices will be conducted regularly for both the staff and children.

All staff members will wear disposable gloves when in contact with blood, open sores or other bodily substances. Clothes contaminated with bodily fluids or cleaning up a contaminated area. Staff will wash hands with soap and water before and after using the gloves.

Staff with cuts, open wounds or skin disease such as dermatitis will cover their wounds and wear disposable gloves. Used gloves will be disposed of safely and quickly.

All surfaces will be cleaned with detergent after each activity and at the end of the day.

All contaminated surfaces will be disinfected thoroughly and quickly.

All toys will be washed and disinfected on a regular basis.

All textile items such as towels, dress ups and cushion covers will be laundered regularly.

Children will be encouraged not to share hats.

Each child will be provided with their own drinking and eating utensils.

Food will be served by staff or children who have washed their hands immediately prior and who either wear disposable gloves or use tongs. Food will not be handled.

Children will be reminded not to share drinks, utensils or use items that have been dropped on the floor.

All cups, plates and utensils will be washed in hot, soapy water, or rinsed and cleaned in the dishwasher.

All rubbish or left over food is to be disposed of appropriately.

Bins should be emptied daily.

Staff and children who are sick do not prepare food.

Perishable food is kept cold while transporting.

Perishable food left at room temperature for longer than 2 hours is thrown out.

Meat, fish and poultry are thawed in the refrigerator or microwave.

Thawed meat is not refrozen.

Food is reheated once only.

Food is reheated quickly to at least 75° Celsius.

Hot food is maintained at 60° Celsius.



All perishable foods should be stored in the refrigerator and the temperature should be monitored to ensure it is less than 5° Celsius.

Appliances such as refrigerators, ovens and microwaves are cleaned regularly.

Refrigerators and freezers are monitored daily to ensure they maintain the correct temperature.

Hard floors are swept or vacuumed daily and washed at least once a week. Carpet areas are vacuumed daily.

All food will be stored in a hygienic manner, including separate sections in the fridges and freezers for meat, dairy and plant products as well as regular checks of use by dates and food that has spoiled.

When children are involved in food preparation the activity will always be supervised and hygienic conditions maintained.

Food will be stored in tightly sealed containers, away from any chemicals.

Kitchen equipment is to be cleaned and stored appropriately.

Staff and children wash hands before preparing or serving food. Warm water, soap and hand drying facilities are used in the procedure.

Surfaces are cleaned before and after food preparation.

A colour coded system for sponges and cloths will be in place to prevent cross contamination. In the absence of colour coded clothes, clothes will be disposed of at the end of each day. All sponges will be rinsed thoroughly and hung up to air dry after use.

## **Nutrition and Food Safety**

Endorsed by Committee for Implementation on 29 November 2016

### **POLICY STATEMENT**

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 Australian Guidelines for Children and Adolescents in Australia and Get Up & Grow – Healthy Eating and Physical Activity for Early Childhood. 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.

### **CONSIDERATIONS**

- Education and Care Services National Regulations r77, 78, 79, 80, 90, 91, 162, 168
- National Quality Standard 2.1
- Other Service policies/documentation; Parent Handbook, Staff Handbook, Dealing with Infectious Diseases Policy
- Australian Guidelines for Children and Adolescents in Australia, Get Up & Grow – Healthy Eating and Physical Activity for Early Childhood, National Food Standards Code (FSANZ) Food Act 2003 (NSW), Food Regulation 2010 (NSW) NRG@OOSH (Network of Community Activities)

## 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 Guidelines for Children and Adolescents in Australia and Get Up & Grow – Healthy Eating and Physical Activity for Early Childhood. 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 that is based on sound menu planning principles and meets the nutritional needs of children whilst in care.
- 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.
- Ensure all children are always supervised children 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 menu must be displayed in an accessible and prominent area for parents to view.
- Ensure the weekly menu is accurate and describes the food and beverages provided each day of the week.
- Ensure food is presently attractively
- Ensure age and developmentally appropriately 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.
- Not allow the children to be force fed without being required to eat food they do not like or more than they want to eat.
- Encourage children to be independent and develop social skills at meal times.
- 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, 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 5oC or above 60oC.
- 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-preparation 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 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.

## Safe Storage of Hazardous Substances

## POLICY STATEMENT

We will provide an environment that is safe and minimises risks to the health and wellbeing of the children, staff, parents or any visitor to the service. We will ensure that hazardous and that all hazardous materials will be stored appropriately.

## PROCEDURE

Dangerous products used within the Service will be categorised into the following groups:

- A. Hazardous chemicals and substances
- B. Dangerous goods
- C. Poisons
- D. Drugs - including medications
- E. Miscellaneous dangerous products

The Centre will ensure that every reasonable precaution is taken to protect children being educated and cared for by the service from harm and any hazard likely to cause injury. (National Law section 167.)

The Nominated Supervisor will:

- Ensure that there are emergency procedures and practices for accidental spills, contamination and corresponding first aid plans for all dangerous goods handled and stored in the service.
- Ensure that at all times there is an Educator on the premises with ACECQA approved first aid qualifications.
- Ensure that there are appropriate storage facilities in the service in which dangerous products are stored. Dangerous products will preferably be stored in areas of the service that are not accessible to children or within cupboards fitted with childproof locks.
- Develop a hazardous substances register and a risk assessment for any dangerous materials stored in bulk within the education and care premises. The register will record the product name, application, whether the MSDS is available, what class risk the chemical has, controls for prevention of exposure required, what first aid, medical or safety action should be taken if a person is exposed.

Educators will:

- Seek medical advice as needed by contacting the Poisons Information Line: 13 11 26 or by calling 000.
- Wear Personal Protective Clothing when handling dangerous materials.
- Strictly adhere to the 'Directions for use' on the product label.
- Dispose of all products safely, in accordance with the manufacturer's instructions on the product label, Work Health and Safety regulations and Council by-laws.
- Consider minimising the use of dangerous products in the education and care service and use alternate 'green cleaning' options. Refer to Cleaning & Maintaining in the Environment Policy.
- Complete daily and quarterly WHS checklists to ensure that any dangerous products used within the education and care service have current Material Safety Data Sheets (MSDS) and are stored appropriately.
- Store all dangerous products in well-labelled and original containers that preferably have child-resistant lids and caps.
- Only administer children's medications with family authorisation and in accordance with medical directions. See Medication Policy. All medications will be stored in an area inaccessible to children. If any medications or dangerous substances require refrigeration, they must be placed in a labelled childproof container, preferably in a separate compartment of the fridge.
- Be encouraged to attend professional development sessions to maximise their awareness of dangerous products, potential hazards and source chemical free methods to reduce possible hazards in the education and care service.
- Hazardous chemicals are to be kept to a minimum and only those required to effectively clean the Service to reduce the spread of cross infection are stored.
- Hazardous chemicals and/or cleaning products will be stored in a locked cupboard in the kitchen so that they are not accessible to children.
- Medications are to be stored in the fridge or first aid cabinet so that they are not accessible to children.

- MSDS sheets are kept in the office.
- Hazardous or toxic products and dangerous objects must never be in the reach of children.

This policy was made with consideration to:  
 The NSW Work Health and Safety Act 2011 – Work Health & Safety Legislation  
 Work Cover NSW - Storage and Handling of Dangerous Goods  
 ACECQA - Approved First Aid Qualifications  
 Health and Safety in Children's Centres: Model Policies and Practices (2nd Edition)

## Transportation and Excursions

Endorsed by Committee: 14 June 2016

### POLICY STATEMENT

We will ensure that all modes of transportation used by the staff and children will be safe and comply with all required regulations. All vehicles used will be in a safe, mechanically sound condition and operated within all laws and regulations by a person with the required licenses or qualifications. All planned excursions will only be undertaken after a thorough risk assessment has been compiled and the staff and children have been briefed on their safety and supervision responsibilities.

### PROCEDURE

While planning an excursion, risk assessments will be compiled for all aspects of the excursion including transportation, the venue itself and the activities being undertaken by both the staff and children.

All children travelling to a venue other than the grounds of the service must have the written consent of their parents. No child will be authorized or instructed to leave the grounds except for in the case of an emergency.

An all weather meeting place will always be available when collecting children from the service or from the venue of an excursion.

All vehicles used by the centre will comply with the appropriate road and transport regulations, will be mechanically sound, have regular maintenance and have third party and comprehensive insurance.

All staff members or volunteer drivers will hold the appropriate driver's license for the vehicle they are driving.

A vehicle (whether public transport or privately owned and operated) will only be used if it meets the following criteria:

-The vehicle is registered and in a safe mechanical condition.

-The vehicle has minimum third party property damage insurance.

-The driver/operator has a current license relevant to the vehicle used.

When travelling in a vehicle fitted with seatbelts, the staff will ensure that all children and staff have their seatbelt secured before departure.

A First Aid Kit will be carried on the vehicle.

Children will be required to remain seated and not behave in a dangerous or distracting manner. The driver will stop the vehicle if necessary, in a safe place, until the children comply with instructions.

When picking up or dropping off children, the bus should be parked in a location that does not require children to cross roads and the vehicle itself is in no danger of being hit by other vehicles.

The driver and staff members will ensure that the vehicle has the appropriate number of passengers. No travel will be undertaken in an overloaded vehicle.

All drivers will have the centre's contact details available. An emergency contact number will also be provided.

In the case of a vehicle breakdown, the staff member in charge or the driver will:

-Phone the centre to inform the Responsible Person.

-Staff will arrange safe alternative transport to the centre.

The Responsible Person will inform the parents of the breakdown if necessary.

In the case of a vehicle accident the staff member in charge or the driver will:

- Move everyone involved away from the scene to a safe place.
- Check to see if any children or staff member has sustained an injury; conduct first aid and phone for an ambulance if necessary.
- Comfort and calm the children.
- Ensure that the children are safe at all times.
- Take the required details of the other driver involved: name, contact, registration number, driver's license, insurer and any damage made to either vehicle.
- Phone the centre to inform the Responsible Person, and organise alternative transport.
- Phone the police if necessary.
- Make an accident report on return to the centre.
- Where possible a mobile phone should be carried in case of accident or emergency and children should be instructed to stay with the vehicle until assistance arrives. The centre's details should always be carried on the vehicle.
- The Responsible Person will inform the parents of the incident, and ensure that all the appropriate accident procedures are undertaken.

When transporting children by public transport staff will:

- Ensure that a list of the children's names and number of children travelling is taken.
- Take the centre's name, address and contact numbers with them.
- Conduct a head count on a regular basis.
- Assist children in getting on and off the vehicle if necessary.
- Ensure that all children are accounted for before allowing the vehicle to leave.

When transporting children by foot staff will:

- Ensure that the safest route is taken.
- Ensure children cross the road at the crossing or lights where available, and obey the road rules.
- Undertake extreme care crossing all roads.
- Keep children together as a group and walk in line on pavements. Staff members are to remain vigilant to ensure that no child runs ahead, lags too far behind the group or acts inappropriately.
- Take appropriate wet weather gear such as jackets or sun hats to use as required.

Children should be made aware of all the rules associated with all the modes of transport. Staff will ensure that these rules are enforced.

Staff will distribute themselves among the children while walking on excursions, (ie. Front of the group, middle of the group and end of group)

Staff will walk closest to the road to act as a barrier between cars and the children.

## Animals

Endorsed by Committee: 14 June 2016

### POLICY STATEMENT

Although animals are not a necessary part of the program, we believe that animals can be a valuable source of learning and enjoyment for the children. Any animals that enter the centre must be safe and present minimal danger to the children, staff and families. Staff will ensure that everyone in the centre will treat any animal humanely and with respect at all times. Strict supervision will be maintained.

### CONSIDERATIONS

Australian Animal Welfare Strategy (Dept. of Agriculture, Fisheries and Forestry).  
Hygiene Policy

## PROCEDURE

The decision to keep a pet or have an animal visit the centre will be made by the Nominated Supervisor, based on an observed need or value to the children.

Any animal or bird will only be considered with the clear understanding of them being safe and suitable with children, and an assurance that the animal will be properly cared for.

No animal, bird or livestock will be allowed in the program area which is likely to be a source of infection or which in any way may be detrimental to the wellbeing of the children.

No child will be exposed to an animal species known to be poisonous, venomous or aggressive and no child will be exposed to any individual animal known to have dangerous traits.

Checks need to be made regarding individual children's allergies before considering an animal in the centre.

All animals, which are kept in the centre, shall be maintained in a clean and healthy condition.

All hygiene procedures will be followed regarding cleaning and disposal of waste.

All animals will be located away from any food or food preparation areas.

Everyone in the centre will treat all animals with respect and in a humane way at all times.

Procedures are in place to delegate the duty of ensuring that the animal is appropriately fed and looked after.

Appropriate food and water will be maintained and kept topped up at all times.

Appropriate arrangements shall be made to ensure the animal is appropriately cared for over weekend and holiday breaks.

Children will be educated on an ongoing basis on how to properly care for and handle animals.

Children will be reminded about the hygiene practices required after handling any animal and staff will ensure that this is maintained.

Supervision is to be maintained at all times.

Guide dogs and other mobility enhancing animals will have unrestricted access to the centre as legislated. All staff will attempt to ensure these animals are treated appropriately so not to interfere with the animal's work.

Other than guide dogs and other exceptions approved by the Nominated Supervisor, pets are not permitted on the licensed premises.

## Sun Protection

Endorsed by Committee: 13 November 2018



# Congratulations

## Coogee Care Centre Incorporated

Cancer Council NSW is committed to supporting your service to implement a comprehensive SunSmart policy.

This represents an important step in giving your children and educators a healthier future and creating good habits for life.

Signed: The SunSmart Team  
SunSmart Project Officer



Your SunSmart  
Policy is due for  
renewal on:

24/09/2021



Proudly supported by  
Network of Community Activities

CAN 1060300112

## POLICY STATEMENT

Our service aims to balance the risk of skin cancer from too much sun exposure with maintaining adequate vitamin D levels in our children. We aim to take a sensible approach to sun protection in our service that empowers children to take responsibility for their own health and wellbeing ("My Time, Our Place." Outcome 3)

The sun's ultraviolet (UV) radiation is both the major cause of skin cancer and the best source of vitamin D. We need vitamin D to maintain good health and to keep bones and muscles strong and healthy.

We aim to ensure that all children in attendance at the service when the UV forecast is 3 or above will be protected from harmful rays of the sun. All staff will model appropriate sun protection behaviour and enforce the sun protection policy.



Evidence suggests that childhood exposure to UV radiation contributes significantly to the development of skin cancer in later life. Ultraviolet (UV) radiation cannot be seen or felt and can be high even on cool and overcast days. This means our service educators will teach children not to rely on clear skies or high temperatures to determine the need for sun protection and provide them with exposure to resources and materials that will reinforce this message and assist children to understand the complexities of their environment (“My Time, Our Place.” Outcome 2).

Strategies for teaching sun protection in the service will be based on children actively practicing and monitoring their own implementation of sun protection strategies as active learners (“My Time Our Place.” Outcome 4). This will include children having opportunities to access UV Alerts and monitoring the exposure to the sun of both themselves and their peers (“My Time, Our Place.” Outcome 5). Our service believes that implementing a best practice sun protection policy will have a major impact on reducing their chance of our children developing skin cancer in later life.

## PROCEDURE

### Scheduling of Activities

The following procedures will be implemented when scheduling activities when the UV Rating is 3 or above.

- Where appropriate, outdoor activities will be scheduled outside of peak UV times or planned for shaded areas with sun protection used for all children.
- In non daylight saving time (April-Sept) outdoor activities can take place at any time as long as sun protection (hats, clothing, sunscreen, shade) is used when the UV Index is 3 or above.
- Where the UV Index for that day is not known, sun exposure will be minimised between the hours of 10am and 2pm (11am and 3pm during day light saving).
- When planning excursions, sun protection will be included in the risk assessments for service participation.
- All sun protection practices will be maintained while staff are escorting children to and from school and on any excursions.

### Shade

- Structured outdoor activities will be held in shaded areas whenever possible when the UV Index is 3 or above
- The service will identify shade options at various times of the day and the year within the outdoor space and promote these to the children. Educators will set up activities and play spaces to make best use of the shade.
- Children will be encouraged to use available shade when playing outside during times when the UV Index is high.

### Clothing

- Educators and children will wear protective clothing when outside during periods of time when the UV Index is 3 or above.
- When outdoors children will be encouraged to wear sun-safe clothing with sleeves, collars or covered necklines.
- Midriff, crop or singlet tops do not provide adequate protection and are not recommended. The Family Handbook will remind families and children of the appropriate clothing to wear to the service to meet the sun protection policy.
- Children will be encouraged to wear sun-safe hats that protect the face, neck and ears when outside. Recommended hats are bucket hats and broad brimmed hats. Baseball caps and visors are not recommended.
- All educators will be required to wear tops with sleeves and collars or covered necklines and longer style skirts, shorts or trousers.
- Children who do not have a hat must play in a sheltered area. Staff are to enforce the rule that where a child has not got a hat or is wearing clothing that is not recommended as appropriate they must access shaded areas in which to play.

## Sunscreen

- SPF 30+ broad spectrum water-resistant sunscreen will be available at the service for children and educators to use.
- Educators will ensure there are regular reminders (minimum every 2 hours) to apply sunscreen prior to outdoor play during the months of October to March between 11am and 3pm or when the UV Index 3 or above.
- Permission to apply sunscreen will be included in the service enrolment form. Educators will respect the parents' right to refuse authorisation to apply sunscreen however will require children to wear appropriate clothing or play in the shade.

## Role Modelling of Staff

- Educators will wear protective clothing and practice a combination of sun protection strategies (sun-safe hats, clothing, sunglasses, SPF 30+ broad spectrum water resistant sunscreen) when in attendance at the service.
- Wherever possible, staff will seek out shade when undertaking outdoor supervision in months where the UV Alert is 3 or above.
- Educators will use opportunities to discuss with children sun protection and demonstrate a positive and proactive approach to the management of sun protection in the service.

## Collaboration with Children

- Children will be provided with opportunities to take leadership roles in managing sun protection.
- Children will be encouraged to access the internet/ newspaper to check the UV ratings for the day and advise educators of the times when the UV Index will be 3 or above.
- Opportunities for children to set alarms for when the UV Index increases above or drops below 3 will be provided and children assigned duties regarding UV reminders, hat reminders and management of sunscreen.
- Children will be reminded that they can remove their hats when the UV Index falls below 3.

## Education & Information

- The sun protection policy will be available to all families using the service.
- Parents will be informed of the sun protection policy including appropriate clothing requirements on enrolling their child in the centre through the Family Information Booklet.
- Upon enrolment in the vacation care program, parents will be advised of suitable protective clothing and hats for children to wear at the service and encouraged to apply a sunscreen to their child prior to attending the service during the spring and summer vacation care periods.
- Where children have allergies or sensitivity to the sunscreen, parents will be asked to provide an alternative sunscreen, or the child encouraged to play in the shade.
- The centre will incorporate sun and skin protection awareness activities in the program and provide notices and posters about the topic from the Cancer Council NSW as appropriate.

## Review

This policy is adopted as standard for all OSHC services in NSW and endorsed as SunSmart by Cancer Council NSW and Network of Community Activities.

This Policy will not be changed unless advised by Cancer Council NSW and Network of Community Activities.

## Emergency and Evacuation

Endorsed by Committee: 14 June 2016

## POLICY STATEMENT

Our service will provide an environment that ensures the safety and wellbeing of the children at all times (“My Time, Our Place” 1.1, 3.1). All children and educators will be aware of, and practiced in emergency and evacuation procedures. In the event of an emergency, natural disaster or threats of violence these procedures will be immediately implemented. In implementing the practice sessions of emergency procedures with children, educators will encourage children to discuss possible scenarios where emergency procedures may be required and support children to come up with solutions and ideas for improving on the procedures or discussing ways to avert emergency situations (“My Time, Our Place” 4.2).

## CONSIDERATIONS

- Education and Care Services National Regulations r97
- National Quality Standard 2.3
- Other Service policies/documentation; Parent Handbook, Staff Handbook, Providing a Child Safe Environment Policy, Excursion Policy Authorisations and Refusals Policy
- Other; My Time, Our Place Framework Network OSHC Code of Professional Standards. Work, Health and Safety Act (2011).

## PROCEDURE

- A risk assessment will be conducted by educators and management annually to review and refine emergency procedures
- Emergency evacuation procedures and floor plans will be clearly displayed in a prominent position near the main entrance and exit of each room used by the service.
- All educators, including relief staff, will be informed of the procedure and their specific duties identified in their orientation to the service. Educators will make arrangements as to duties undertaken in the absence of other educators.
- Educators will discuss the emergency procedures with the children and the reasons for practising the drills prior to each emergency drill being undertaken. Following each drill, children should be reassured and their suggestions and comments welcomed for how the drill might be improved to provide them with a sense of control and understanding of the process.
- Children and educators will practice the emergency and evacuation procedures at least once a term.
- All emergency drills will be recorded with date, time and length of time it took to leave building. Additional comments on recommendations for improvements can also be included in the record.
- Families will be informed of the procedure and assembly points in the family handbook.
- No child or educator is to go to their bags to collect personal items during an emergency evacuation. This would lead to confusion and delays.
- The service will maintain a fire blanket and smoke detectors and have them checked regularly as per the manufacturers instructions.
- Fire extinguishers will be installed and maintained in accordance with Australian Standard 2444. Educators will be instructed in their operation.
- Educators will only attempt to extinguish fires if the fire is small, there is no threat to their personal safety and they feel confident to operate the extinguisher and all the children have been evacuated from the room.

Example Plan - The evacuation plan will include:

- Routes of leaving the building suitable for all ages and abilities. These should be clearly mapped out.
- Plan of where the fire extinguishers are located displayed in a public place.
- A safe assembly point away from access of emergency services.
- An alternative assembly area in case the first one becomes unsafe.
- List of items to be collected and by whom.
- List of current emergency numbers.
- Educator’s duties in the emergency.

Educators will be nominated to:

- Make the announcement to evacuate, identifying where and how.

- Collect children's attendance records and families contact numbers.
- Collect emergency services numbers.
- Make the phone call to 000 or other appropriate service, management and families as required.
- Collect the first aid kit.
- Check that the building and playground is empty and that all doors and windows are closed as far as possible, to reduce the spread of a fire.
- Supervise the children at the assembly area, and take a roll call of children. Educators should be aware of any visitors.

When the emergency service arrives, the Responsible Person will inform the officer in charge of the nature and location of the emergency and if there is anyone missing.

No one should re-enter the building until the officer in charge has said it is safe to do so.

## HARASSMENT AND THREATS OF VIOLENCE

If a person/s known or unknown to the service harasses or makes threats to children or educators at the service, or on an excursion, educators will:

- Calmly and politely ask them to leave the service or the vicinity of the children.
- Be firm and clear and remember your primary duty is to the children in your care.
- If they refuse to leave, explain that it may be necessary to call the police to remove them.
- If they still do not leave, call the police.
- If the Responsible Person is unable to make the call another educator should be directed to do so. Educators should liaise with team members in advance to determine a code phrase that will alert another team member to a threat situation arising and prompt them to contact police.
- Where possible, educators must endeavour to calmly move the children away from the person and this may be achieved quickly with the use of another code phrase that will encourage word of mouth transmission between children to move quickly from the area to another safer environment without causing them alarm (as an example, the reminder to a child that ice cream is being served today at a specified location for all children).
- No educator should attempt to physically remove the unwelcome person, but try to remain calm and keep the person calm as far as possible and wait for the police.
- Educators should be aware of any unfamiliar person on the premises and find out what they want as quickly as possible and try to contain them outside the service.

# Administration of First Aid

Endorsed by Committee: 14 June 2016

## POLICY STATEMENT

Our service will provide and maintain a high level of care for children attending the service. The service will ensure that necessary educators will be suitably qualified in emergency first aid management and that first aid equipment and support will be available to all children, educators and visitors to the service and whilst on excursions. Ideally, all educators will undertake senior first aid, asthma management and anaphylaxis management training to ensure full and proper care of all is maintained (My Time Our Place 3).

## CONSIDERATIONS

- Education and Care Services National Regulations r89, 12, 87, National Law s174
- National Quality Standard 2.1
- Other Service policies/documentation; Parent Handbook, Staff Handbook, Providing a Child Safe Environment Policy, Excursion Policy, Management of Incident, Injury and trauma Policy and Infectious Disease Policy.

## PROCEDURE

- The nominated supervisor is responsible for ensuring that a minimum of one educator who is currently qualified in senior first aid, asthma management and anaphylaxis management is present at the service at all times it is educating and caring for children.
- The service will endeavour to have all educators holding a current first aid qualification.
- A current first aid certificate or willingness to undergo training will be advertised for all new positions.
- The centre will budget for the cost of the first aid course or renewal for each educator as part of the training budget.
- A fully stocked and updated first aid kit will be kept in the designated secure place in the centre. Educators are to ensure that this is easily accessible to all educators and volunteers and kept inaccessible to the children.
- A separate travelling first aid kit will be also maintained and taken on all excursions and outdoor activities.
- The first aid kit will contain the minimum equipment suggested by the Red Cross or St John’s Ambulance and a first aid manual will be kept at the centre.
- A cold pack will be kept in the freezer for treatment of bruises and swelling.
- An inventory of the kits will be maintained and checked on a minimum monthly basis.
- An educator will be designated the duty of maintaining the kits to ensure that they are fully stocked, and that all items are within the use by date.
- At orientation, educators and volunteers will be made aware of the first aid kit, where it is kept and their responsibilities in relation to it.
- Qualified first aiders will only administer first aid in minor accidents or to stabilise the victim until expert assistance arrives in more serious accidents.
- Telephone numbers of emergency contacts, local doctor and poisons centre will be located next to the phone.
- In the event of an emergency, the educator administering the first aid must not leave the patient until emergency services or the parent arrives. A second educator should make all emergency calls.

In the case of a minor accident, the first aid attendant will:

- Reassure the child
- Assess the injury
- Attend to the injured person and apply first aid as required.
- Ensure that disposable gloves are used with any contact with blood or bodily fluids.
- Ensure that all blood or bodily fluids are cleaned up and disposed of in a safe manner as per the infectious diseases policy.
- Ensure that anyone who has come in contact with any blood or fluids washes their hands thoroughly in warm soapy water.
- Record the incident and treatment given in the IIIT book (incident, injury, illness, and trauma) recording the following details:
  - Name and age of child
  - Date, time, and location of incident
  - Description of injury and circumstances of how it occurred, including witnesses.
  - Treatment given and name and signature of first aid attendant
  - Details of any medical personnel contacted.
  - Name and details of any parent or emergency contact notified or attempted to notify.
  - Time and date of report and name and signature of a person making report
  - Name and signature of nominated supervisor
- Notify the parents either by phone after the incident if seen fit or on their arrival to collect the child.
- Parental signature confirming knowledge of the accident report form will be gained at the soonest possible convenience.

Where the service has had to administer first aid and the incident is deemed serious as per Regulation 12, the Nominated Supervisor will ensure that the steps outlined in the “Management of Incident, Injury, Illness and Trauma” policy are followed and the Regulatory Authority is notified within 24 hours of either the incident or them becoming

aware of the incident

## Death of a Child or Staff Member

Endorsed by Committee: 14 June 2016

### POLICY STATEMENT

Staff in the centre must be prepared to handle all incidents in a professional and sensitive manner. In the event of such tragic circumstance as the death of a child or a staff member, the staff will follow guidelines as set out below.

### PROCEDURE

The death of a child or staff member whilst in attendance at the service will result in the same procedures as for 'serious injury' ( see 'Accidents Policy').

The following organisations must be contacted;

- An ambulance service.
- The police.
- The Regulatory Authority.
- The Management Committee.

A detailed report should be compiled as soon as possible.

Whether or not the death occurred during centre operations, a clear response procedure should be maintained for the Centre's children, families and staff, including making counseling available, informing parents and allowing their feedback on how to deal with the issue of informing the children.

If a child is the deceased, the Nominated Supervisor should make contact with the child's school to liaise with them regarding the school's response to the event.

The Nominated Supervisor should also make contact with the Department of Community Services to seek advice on an appropriate response from the service. The Department of Education and Training and Regulatory Authority should both be able to provide recommendations on available counselling services.

In liaison with school or other staff, all parents of the other children should be contacted and advised of the death of the child or staff member and provided with the option to collect their child from the centre and advise them or allow staff to advise children whilst in attendance at the centre.

It is recommended that children's families are not advised until staff have formulated a plan of action and are in a position to answer all queries and put counsellors in place. If the centre is closing to attend the funeral, all families and schools need to be advised in writing beforehand.

The responsible staff member should sit with children and calmly explain in simple terms that the person has died and the reason why they have died.

Time to express grief and to cry freely should be given and children should be encouraged to share the memories they have of the person.

## Illness and Infectious Diseases

Endorsed by Committee: 14 June 2016

### POLICY STATEMENT

Our Service will provide a safe and hygienic environment that will promote the health and wellbeing of the children ("My Time, Our Place" Outcome 3). We will take all reasonable steps to prevent and manage the spread of infectious diseases through the implementation of procedures that are consistent with guidelines of State Health Authorities.

## CONSIDERATIONS

- Education and Care Services National Regulations r85, 86, 87, 88
- National Quality Standard 2.1
- Other Service policies/documentation; Parent Handbook, Staff Handbook, Enrolment and Orientation Policy, Providing a Child Safe Environment Policy, Incident, Injury, Illness and Trauma Policy.
- Other; Disability Discrimination Act 1975NSW Anti-discrimination Act 1977, Work Health and Safety Act 2011, Staying Healthy in Child Care (5thEdition)NSW Dept. of Health guidelines.

## PROCEDURE

### Prevention

- Universal precautions will be consistently applied across service practices to ensure prevention of the spread of infections is effective.
- A regularly updated copy of the Department of Health Guidelines on Infectious Diseases will be kept at the service for reference by staff, management and families.
- If a child is showing symptoms of an infectious disease whilst at home, families are not permitted to bring the child to the service. Children who appear unwell when being signed in by their family will not be permitted to be left at the service.
- Hand washing will be practiced by all educators and children before preparing or eating food and after all dirty tasks such as toileting, cleaning up any items, wiping a nose, before and after administering first aid, playing outside or handling an animal. In addition educators will wash their hands before leaving the service.
- The service will be cleaned daily and rosters maintained as evidence of the cleaning tasks being undertaken.
- All toilet facilities will have access to a basin or sink with running water, soap and hand drying facilities.
- Women and girls will have access to proper feminine hygiene disposal.
- Soap and paper towels will also be available in the kitchen area.
- All toilets, hand basins and kitchen facilities used by the service will be cleaned and disinfected daily. General surfaces will be cleaned with detergent after each activity and at the end of the day and all contaminated surfaces will be disinfected.
- Toys will be washed, cleaned and disinfected on a regular basis with material items such as dress ups and cushion covers laundered as required but a minimum of quarterly.
- Educators will maintain and model appropriate hygiene practices and encourage the children to adopt effective hygiene practices. As part of children taking increasing responsibility for their own health and physical wellbeing, educators should acknowledge children who are modelling hygiene practices.
- Informal education in proper hygiene practices will be conducted on a regular basis, either individually or as a group through conversations, planned experiences, inclusion in service routines and reminders. Health and hygiene practices will be highlighted to parents, and where appropriate information sheets or posters will be used by educators to support these practices.
- Educators will aim to provide a non-judgmental approach to differences in hygiene practices and standards between families in order to support children's developing sense of identity. Where practices differ to standards expected in the service remind children that these are practices to be followed in the service but they may be different for them at home.
- All educators will be advised upon appointment to the position to maintain their immunity to common childhood diseases, tetanus and Hepatitis B through immunisation with their local health professional

### Management

- Children and staff with infectious diseases will be excluded from the service for the period recommended by the Department of Health.
- The Centre will provide information to families about an infectious disease at the Centre.
- Where there is an outbreak of an infectious disease, each enrolled child's family/emergency contact will be notified within 24 hours under ordinary circumstances. The service will maintain confidentiality when issuing the notification and ensure it is not prejudicial or identify any children.
- Under NSW public health guidelines, children with head lice are not excluded as long as head lice management is ongoing. This had been interpreted as excluding the child from the service until treatment has commenced.

A child with head lice can be treated one evening and return to the centre the next day, even if there are still some eggs present.

- In the event of an outbreak of vaccine-preventable disease at the service or school attended by children at service, parents of children not immunised will be required to stay at home for the duration of the outbreak, for their own protection.
- If a child develops symptoms of a possible infectious disease whilst at the service, their family will be contacted to take the child home. Where they are not available, emergency contacts will be called to ensure the child is removed from the service promptly.
- All staff dealing with open sores, cuts and bodily fluids shall wear disposable gloves and practice universal precautions.
- Staff with cuts, open wounds or skin diseases such as dermatitis should cover their wounds and wear disposable gloves.
- Disposable gloves will be properly and safely discarded and staff are to wash their hands after doing so.
- If a child has an open wound it will be covered with a waterproof dressing and securely attached.
- If bodily fluids or blood gets on the skin but there is no cut or puncture, wash away with hot soapy water.
- In the event of exposure through cuts or chapped skin, promptly wash away the fluid, encourage bleeding and wash in cold or tepid soapy water.
- In the event of exposure to the mouth, promptly spit it out and rinse mouth with water several times.
- In the event of exposure to the eyes, promptly rinse gently with cold or tepid tap water or saline solution.
- In the event of having to perform CPR, disposable sterile mouth masks are to be used, or if unavailable a piece of cloth. The staff person in charge of the first aid kit will ensure that a mask is available in the kit at all times.
- Any exposure should be reported to the Nominated Supervisor and management to ensure proper follow up procedures occur.
- When assisting children with toileting and nappy changing, staff will ensure that they wear gloves and wash their hands afterwards. They will also encourage the child to wash their hands.
- Staff will consider the resources they are using when assisting school age children when toileting to ensure they are age appropriate and ensure privacy for the child and ease of use by staff.
- Any soiled clothing shall be handled using disposable gloves and be placed in a sealed plastic bag for the parents to take home for laundering. The service will never rinse soiled clothing.
- Any blood or bodily fluid spills will be cleaned up immediately, using gloves and the area fully disinfected. Cloths used in cleaning will be wrapped in plastic bags and properly disposed of according to current infection control guidelines.
- The Public Health Unit will be notified if any child contracts a vaccine-preventable disease.
- Payment of fees will be required for children during an outbreak of a vaccine-preventable disease, unless other arrangements discussed and agreed to by the management committee, have been made.
- The Nominated Supervisor will at all times follow the recommendations as outlined in the Health Department document.
- The decision to exclude or re-admit a child or staff member will be the responsibility of the Nominated Supervisor based on the child's symptoms, medical opinion and Department of Health guidelines for children who have an infectious disease or who have been exposed to an infectious disease.
- The Nominated Supervisor or staff members have the right to refuse access if concerned about the child's health.
- Children and staff with diarrhoea will be excluded for 24 hours after the symptoms have disappeared or after a normal stool.
- A doctor's clearance certificate will be required for all infectious diseases such as measles, mumps diphtheria, hepatitis A, polio, tuberculosis, typhoid and paratyphoid before returning to the service.

#### Management of HIV/AIDS/Hep B and C

- Under the Federal Disability Act and the Equal Opportunity Act, there will be no discrimination based on a child's/family/educators HIV status.
- A child with AIDS shall be treated as any other child and will have the same level of physical contact with educators as other children in the centre.
- Where educators are informed of a child, family member or another educator who has HIV/AIDS or Hep B or C, this information will remain confidential at all times. The service has no obligation to advise other families



attending the service of a child's or educators HIV status.

- Proper safe and hygienic practices will be followed at all times and implementation of procedures to prevent cross infection as identified in this policy will be consistently implemented.
- Educators and families will be encouraged to participate in AIDS and Hepatitis education.

## Epidemic/ Pandemic Management

### POLICY STATEMENT

- When there is a national/global outbreak of disease, this may require different management to a localised outbreak of infectious disease or general infection control. The aim of this section is to minimise the spread of disease, maintain business operations and meet the needs of our community.

### PROCEDURE

- During times of epi/pandemic, we will follow regular updates from government and any relevant regulatory bodies, and endeavour to adhere to advice and direction given.
- We will maintain up to date risk assessment/management as well as action plans relevant to each issue and enact them as necessary.
- If conditions require changes to regular operation, we will consult with the committee, the staff and the community where possible to ensure any changes balance the needs of service continuity with those of the community we serve.

## Immunisation

*Endorsed by the committee for implementation on 13 August 2016.*

### POLICY STATEMENT

Immunisation helps to reduce the incidence of childhood infectious diseases now and in the future. Immunisation status will be recorded in the enrolment form and children who are not immunised will be excluded for the period of an outbreak of a vaccine preventable disease.

### CONSIDERATIONS

This policy was made with consideration to 'Staying Healthy in Childcare' Fifth Edition Highlighted Exclusion Section and updated Immunisation legislation in child care services;

<http://www.legislation.nsw.gov.au/maintop/view/inforce/act+127+2010+cd+0+N>

[http://www.health.nsw.gov.au/immunisation/pages/childcare\\_qa.aspx#1](http://www.health.nsw.gov.au/immunisation/pages/childcare_qa.aspx#1)

<http://www.humanservices.gov.au/customer/services/medicare/australian-childhood-immunisation-register>

### PROCEDURE

Parents will record their child's immunisation status on the enrolment form.

In the event of an outbreak of vaccine-preventable disease at the centre or school attended by children at the centre, children not immunised will be required to stay at home for the duration of the outbreak, for their own protection.

The Public Health Unit will be notified if any child contracts a vaccine-preventable disease.

Payment of fees will be required for children during an outbreak of a vaccine-preventable disease, unless other arrangements, discussed and agreed to by the Nominated Supervisor have been made.

All staff are encouraged to maintain, through immunisation, their immunity to common childhood diseases.

Staff will be encouraged to undergo immunisation for Hepatitis B if they are not already immunised.

It is also recommended that all staff receive a booster dose of tetanus and diphtheria vaccine every 10 years. It is recommended that staff receive a flu vaccination each year.

## Management of Medical Conditions and Medication Administration

*Endorsed by the committee for implementation on 13 August 2016.*

### POLICY STATEMENT

Our service will work closely with children, families and where relevant schools and other health professionals to manage medical conditions of children attending the service. We will support children with medical conditions to participate fully in the day to day program in order to promote their sense of well being, connectedness and belonging to the service ("My Time, Our Place" 1.2, 3.1). Our educators will be fully aware of the nature and management of any child's medical condition and will respect the child and the family's confidentiality ("My Time, Our Place" 1.4). Medications will only be administered to children in accordance with the National Law and Regulations.

### CONSIDERATIONS

Education and Care Services National Regulations r90-91, 92-96, 178, 181-184, Law s167, 173

National Quality Standard 2.1, 6.2 and 6.3

Other Service policies/documentation; Parent Handbook, Staff Handbook, Enrolment and Orientation Policy, Providing a Child Safe Environment Policy, Management of incident, Injury, Illness and Trauma policy and Administration of First Aid policy.

Other; Disability Discrimination Act 1975 NSW, Anti-discrimination Act 1977, Work Health and Safety Act 2011, Individual Medical Management Plans and My Time, Our Place.

### PROCEDURE

The Management of Medical Conditions:

The Service is committed to ensuring the inclusion of children with diagnosed medical conditions within its programs and to providing a safe and caring learning environment for these children. Inclusive programs encourage and allow all children genuine opportunities to participate in early learning programs.

Any child enrolled in the Service with a diagnosed medical condition will be required to have an Individual Health Management Plan signed by their medical practitioner outlining the required management of the medical condition.

The Nominated Supervisor, Educators and volunteers will be notified of any child with a medical condition. If a child is enrolled at the service with a diagnosed medical condition such as asthma, diabetes, epilepsy or at risk of anaphylaxis, the service will refer to this policy in conjunction with the individual policies that relate to their condition to manage their health needs.

For children with a diagnosed medical condition, an Individual Health Management Plan will be displayed with a current photo of the child to assist staff members and volunteers to identify the child. All documentation regarding the child and their medical condition will be shared confidentially at all times.

In the event of an incident relating to the child's specific health care need, allergy or relevant medical condition the child's Individual Health Management Plan will be followed by the Service Educators.

In the case of an emergency, authorisation may be given verbally by a parent or a person named in the child's enrolment record as authorised to consent to administration of medication or, if such a person cannot reasonably be contacted in the circumstances, a registered medical practitioner or an emergency service (regulation 93). Medication may be administered to a child without an authorisation in case of an anaphylaxis or asthma emergency (regulation 94).

#### Important Note:

Under the Education and Care Services National Regulations children with a diagnosed medical condition that require medication must not attend the Centre without their medication which has been prescribed by the child's medical practitioner in relation to their specific health care need, allergy or relevant medical condition.

#### The Service:

The Medical Conditions Policy must be provided to all Educators and volunteers at the service. The policy must also be provided to parents of children upon enrolment at the Service whose child has been identified as having a specific health care need or allergy.

The relevant policies will also be provided to parents of children enrolled at the service as identified as having a specific medical condition including Asthma, Diabetes, Epilepsy, and Anaphylaxis. Management of these medical conditions is controlled by the following policies;

- Anaphylaxis Management and Severe Allergy Policy
- Asthma Policy
- Diabetes Policy
- Epilepsy Policy

#### Training and Rostering

The Educator roster must ensure that the following listed qualifications are current and available at all times. The required qualifications can be held by a single rostered Educator or shared as per the regulations, as follows:

- 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.

Staff will be provided training in the management of any other medical condition that has been diagnosed of a child in the Service. This training or information will be from the recognised authority of the condition i.e. Epilepsy Australia, and Diabetes Australia.

#### Self-administration of Medication

This service does not allow self-administration of medication at any time.

#### Parents/Guardians

1. Provide a medical management action plan which has been authorised by a licensed Medical Practitioner to the service every 12 months
2. Provide supplies, equipment and medication related to the care of the diagnosed medical condition and replenish as needed
3. Notify the Service immediately if any changes occur to the plan(s)
4. Where required provide advice and/or training to the Educators to enable them to support the individual care and health needs for their child

5.If a child requires special medical procedures or support that are outside of our everyday practices, parents are required to support the Service in obtaining appropriate training and written authorisation for Educators

6.If medication is required, supply and complete the appropriate authorisation form

Below are links to organisations that provide specialist advice, medical management templates or training in the management of specific health care needs, allergies or medical conditions, including asthma, diabetes or a diagnosis that a child is at risk of anaphylaxis.

Diabetes

- Diabetes Australia [www.diabetesaustralia.com.au](http://www.diabetesaustralia.com.au)
- Australian Diabetes Society [www.diabetessociety.com.au](http://www.diabetessociety.com.au)

Anaphylaxis and allergies;

Australian Society of Clinical Immunology and Allergy [www.allergy.org.au](http://www.allergy.org.au)

- Allergy and Anaphylaxis Australia [www.allergyfacts.org.au](http://www.allergyfacts.org.au)
- Royal Children’s Hospital, Department of Allergy and Immunology [www.rch.org.au/allergy](http://www.rch.org.au/allergy)

Asthma

- National Asthma Council Australia [www.nationalasthma.org.au](http://www.nationalasthma.org.au)
- Asthma Australia [www.asthmaaustralia.org.au](http://www.asthmaaustralia.org.au)

This policy was made with consideration to; Australian Children’s Education and Care Quality Authority, The Education and Care Services National Regulations & National Law, and NSW Department of Education.

## Medical Communication Plan

This communication plan has been developed to ensure that relevant staff members are informed about the Management of Medical Conditions Policy and to outline avenues of communication between families and the Service.

COMMUNICATION ABOUT THE MANAGEMENT OF DIAGNOSED MEDICAL CONDITIONS	DETAILS	TIMEFRAME	PERSON RESPONSIBLE
New Families	Information about diagnosed medical conditions is included in the Parent Handbook  Families are verbally informed about the Service’s Management of Medical Conditions Policy	On enrolment  On enrolment	Nominated Supervisor/ Responsible Person
Service Employees	Educators are informed about the Service’s procedures and policies in relation to managing children with diagnosed medical conditions and these children are identified  All employees are informed about and familiar with Medical Management Action Plans and Risk Minimisation Plans	Orientation process  Ongoing as relevant Through fast 5 meetings (daily) and educator meetings	Nominated Supervisor  Nominated Supervisor/ Educators/Families
Relief Staff, Students, Volunteers, Early Intervention Specialists	All stakeholders are informed about and familiar with any Medical Management Plans and Risk Minimisation Plans	Initial contact with the Service. E.g. orientation process, first visit	Nominated Supervisor/ Responsible Person/ Educators

Families of children who have been diagnosed with a medical condition	<p>Implement all strategies identified in the Management of Medical Conditions Policy</p> <p>Families are encouraged to communicate with Educators about their child's individual needs</p>	<p>Upon learning that the child has a diagnosed medical condition Regularly as required</p>	<p>Nominated Supervisor/ Responsible Person/ Educators</p> <p>Families</p>
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## Anaphylaxis Management

*Endorsed by the committee for implementation on 13 August 2016.*

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.

The aim of this policy is to not only minimise the risk of an anaphylactic reaction occurring while the child is in the care of the children's service, but also to ensure staff members respond appropriately to any anaphylactic reaction. Staff must be able to initiate appropriate treatment, including competently administering an Epi-Pen. The service also aims to raise the community awareness of anaphylaxis and its management through education and policy implementation.

The Centre will ensure:

- The Educator roster must ensure that at there is at least one educator present who has undertaken current approved anaphylaxis management training
- Ensure 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 Epi Pen kit.
- That a this policy is provided and reviewed during each new staff member's induction process.
- This policy will be provided to a parent or guardian of each child diagnosed at risk of anaphylaxis at the service,
- Ensure updated information, resources and support is available to families for managing allergies and anaphylaxis.

When a child diagnosed at risk of anaphylaxis is enrolled, the centre will:

- 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. (ASCI) generic poster called Action Plan for Anaphylaxis for each child with a diagnosed risk of anaphylaxis, in the kitchen area.
- 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.
- Regularly check adrenaline auto-injection devices' expiry date.
- 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 a notice is displayed prominently in the main entrance of the children's service stating that a child diagnosed at risk of anaphylaxis is being cared for or educated at the Service.
- Display an Emergency contact card by the telephone.
- 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 of the anaphylaxis medical management action plan with the auto-injection device kit.
- Ensure tables and bench tops are washed down effectively after eating
- Ensure hand washing for children before eating.
- 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

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

- Follow the child's anaphylaxis action plan (or, in the absence of a plan, the generic action plan)
- Call an ambulance immediately by dialling 000
- Commence first aid measures
- Contact the parent/guardian
- Contact the emergency contact if the parents or guardian can't be contacted

Parents/guardians of children shall:

- 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
- 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 relevant policies.

Contact details for resources and support:

Australasian Society of Clinical Immunology and Allergy (ASCI), 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, 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.

Royal Children's Hospital Anaphylaxis Advisory Support Line provides information and support about anaphylaxis to school and licensed children's services staff and parents. Telephone 1300 725 911 or Email:

[Wilma.Grant@rch.org.au](mailto:Wilma.Grant@rch.org.au)

Department of Education and Early Childhood Development website at [www.education.vic.gov.au/anaphylaxis](http://www.education.vic.gov.au/anaphylaxis) provides information related to anaphylaxis, including frequently asked questions related to anaphylaxis training.

This policy was made with consideration to:

Education and Care National Regulations 2012

Child Care Services Act 2007

Staying Healthy in Childcare

ACEQCA & National Quality Framework

<http://www.allergy.org.au/health-professionals/papers/prevent-anaphylaxis-in-schools-childcare>

# Asthma Management

*Endorsed by the committee for implementation on 13 August 2016.*

Asthma is a chronic health condition affecting approximately 15% of children. It is one of the most common reasons for childhood admission to hospital. Community education and correct asthma management will assist to minimise the impact of asthma. It is generally accepted that children under the age of six do not have the skills or ability to recognise and manage their own asthma effectively. With this in mind, our centre recognises the need to educate its staff and families about asthma and to promote responsible asthma management strategies.

The Centre will ensure:

- The Educator roster must ensure that at there is at least one educator present who has undertaken current approved asthma management training
- Ensure that all staff are aware of the symptoms of an asthma attack, the child/children with this diagnosed medical condition in the service and the Asthma Action Plan to be followed in the event of an emergency
- A Medical Conditions Risk Minimisation plan is completed for each child diagnosed, outlining procedures to minimise the risks involved. The plan will cover the child's known triggers and where relevant other common triggers which may lead to a asthma emergency
- That this policy is provided and reviewed during each new staff member's induction process.
- This policy will be provided to a parent or guardian of each child diagnosed with asthma at the service
- Provide an Asthma Action Plan to families with a child diagnosed with asthma, prior to enrolment to be completed and signed by the child's registered medical practitioner and returned before enrolment commences
- Ensure children diagnosed with asthma have a current action plan as well as prescribed medication on site at all times- without these, the child must not attend
- Ensure that Asthma first aid posters are displayed in key locations (These can be obtained from; Asthma Australia Resources)
- Ensure that the medication 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
- Regularly check and record the medication expiry date- request new medication from families when needed
- Provide information to the service community about resources and support for managing asthma in children

In the event that a child suffers from an asthma attack the centre and staff will:

- Follow the child's asthma action plan (or, in the absence of a plan, the 4 step Asthma Action Plan)
- Suitably experienced and trained staff member (As per regulations) will commence first aid measures according to Asthma Action Plan
- Contact the parent/guardian
- Contact the emergency contact if the parents or guardian can't be contacted
- Call 000 for an ambulance if needed

In the event of a severe asthma attack, the Ambulance service will be contacted on 000 immediately and the 4 step Asthma Action Plan will be implemented until Ambulance officers arrive.

Parents/guardians of children shall:

- Inform staff at the children's service, either on enrolment or on diagnosis, of their child's asthma/medical condition
- Provide staff with an asthma action plan signed by the Registered Medical Practitioner giving written consent to use the prescribed medication in line with this action plan
- Provide staff with all prescribed medications relating to this medical condition
- Assist staff by offering information and answering any questions regarding their child's medical condition
- Notify the staff of any changes to their child's medical condition and provide a new management 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 medication for a diagnosed medical condition is permitted to attend the service or its programs without that medication

- Bring relevant issues to the attention of both staff and licensee

This policy was made with consideration to:

Education and Care National Regulations 2011 (Amendments 2014)

Child Care Services Act 2007

Staying Healthy in Childcare

ACEQCA & National Quality Framework

Asthma Action Plan template – National Asthma Council of Australia

Asthma in Childcare – Asthma Australia

Asthma Resource Pack – Sydney Children’s Hospital (Randwick)

## Diabetes Management

*Endorsed by the committee for implementation on 13 August 2016.*

Diabetes in children can be a diagnosis that has a significant impact on families. The family needs others caring for their child to understand the responsibilities of diabetes management. Most children will require additional support from education and care service staff members to manage their diabetes while in attendance. It is important that communication is open between families and educators so that management of diabetes is effective. Children diagnosed with Diabetes will not be enrolled into the service until the child’s medical plan is completed and signed by their health team or Medical Practitioner and the relevant staff members have been trained on how to manage the individual child’s diabetes.

- Type-1 Diabetes is an autoimmune condition, which occurs when the immune system damages the insulin producing cells in the pancreas. This condition is treated with insulin replacement via injections or a continuous infusion of insulin via a pump. Without insulin treatment, type-1 diabetes is life threatening.
- Type-2 Diabetes occurs when either insulin is not working effectively (insulin resistance) or the pancreas does not produce sufficient insulin (or a combination of both). Type-2 diabetes affects between 85 and 90 per cent of all cases of diabetes and usually develops in adults over the age of 45 years, but it is increasingly occurring at a younger age. Type-2 diabetes is unlikely to be seen in children under the age of 4 years old.

The Centre will ensure:

- All staff including volunteers are provided with the Diabetes Management policy along with the Medical Conditions Policy.
- This policy is provided and reviewed during each new staff member’s induction process.

When a child diagnosed at risk of diabetes is enrolled, the centre will ensure:

- Parents/guardians of an enrolled child who is diagnosed with diabetes are provided with the Diabetes Management Policy and the Medical Conditions Policy
- Ensure at least one staff member who has completed accredited training in emergency diabetes first aid is present in the centre at all times whenever children with diabetes are being cared for in the service
- Ensure there is a staff member who is appropriately trained to perform finger-prick blood glucose or urinalysis monitoring and knows what action to take if these are abnormal
- Ensure the family supplies all necessary glucose monitoring and management equipment
- A Medical Conditions Risk Minimisation plan is completed for each child diagnosed, outlining procedures to minimise the risks involved. The plan will cover the child’s known triggers and where relevant other common triggers which may lead to a Diabetic emergency
- Each child with type-1 diabetes has a current individual Diabetes Management Plan prepared by the individual child’s diabetes medical specialist team, at or prior to enrolment
- Ensure that a child’s Diabetes Management Plan is signed by a Registered Medical Practitioner and inserted into the enrolment record for each child. This will describe any prescribed medication for that child as well as the emergency management of the child’s medical condition



- A staff member accompanying children outside the service carries the appropriate monitoring equipment, any prescribed medication, of the Diabetes Management and Emergency Medical Management Plan for children diagnosed with diabetes, attending excursions and other events
- All staff and volunteers at the service are aware of the strategies to be implemented for the management of diabetes at the service in conjunction with each child's diabetes management plan
- Ensure that no child diagnosed with diabetes attends the service without the appropriate monitoring equipment and any prescribed medications
- Ensure availability of meals, snacks and drinks that are appropriate for the child and are in accordance with the child's Diabetes Management plan at all times

Educators will:

- Read and comply with this Diabetes Management Policy and the Medical Conditions Policy
- Communicate with parents/guardians regarding the management of their child's medical condition
- Ensure that children diagnosed with diabetes are not discriminated against in any way and are able to participate fully in all programs and activities at the service.
- Follow the strategies developed for the management of diabetes at the service
- Follow the Risk Minimisation Plan for each enrolled child diagnosed with diabetes
- Ensure the child's Diabetes Management Plan is visible and known to staff in a service
- Take all personal Diabetes Management Plans, monitoring equipment, medication records, Emergency Management Plans and any prescribed medication on excursions and other events outside the service
- Recognise the symptoms of a diabetic emergency, and treat appropriately by following the Diabetes Management Plan and the Emergency Management Plan
- A suitably trained and qualified Educator will administer prescribed medication if needed according to the Emergency Medication Management Plan in accordance with the service's Administration of Medication Policy
- Identify and where possible minimise possible triggers as outlined in the child's Diabetes Management Plan and Risk Minimisation Plan
- Regularly check and record the expiry date of the prescribed medication relating to the medical condition
- Ensure there are glucose foods or sweetened drinks readily available to treat hypoglycaemia at all times (low blood glucose), e.g. glucose tablets, glucose jelly beans, etc.

Parents/guardians of children diagnosed with diabetes shall:

- Inform staff at the children's service, either on enrolment or on diagnosis, of their child's medical condition diabetes. Prior to the child commencing care, the following must be communicated with the service and educators:
- Details of the child's health problem, treatment, medications and allergies
- Their doctor's name, address and phone number, and a phone number for contact in case of an emergency
- A Diabetes Care Plan following enrolment and prior to the child starting at the centre which should include: - when, how and how often the child is to have finger-prick or urinalysis glucose or ketone monitoring - what meals and snack are required including food content, amount and timing - what activities and exercise the child can or cannot do - whether the child is able to go on excursions and what provisions are required
- A Diabetes Emergency Medical Plan following enrolment and prior to the child starting at the centre which should include: - what symptoms and signs to look for that might indicate hypoglycaemia (low blood glucose) or hyperglycaemia (high blood glucose) - what action to take including emergency contacts for the child's doctor and family or what first aid to give according to the child's Emergency Management Plan
- Develop an individual Medical Conditions Risk Minimisation Plan in conjunction with service staff
- Provide staff with the child's Diabetes Management Plan and an Emergency Medication Management Plan developed and signed by a Registered Medical Practitioner for implementation within the service
- Provide staff with the appropriate monitoring equipment needed according to the Diabetes Management Plan
- Provide an adequate supply of emergency medication for the child at all times according to the Emergency Management Plan
- Regularly check the expiry date of the prescribed medications and monitoring equipment kept at the service
- Assist staff by offering information and answering any questions regarding their child's medical condition

- Notify the staff of any changes to their child's medical condition and provide a new Diabetes Management 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 diagnosed with diabetes is permitted to attend the service or its programs without the appropriate monitoring and emergency management equipment
- Read and be familiar with the relevant policies
- Bring relevant issues to the attention of both staff and licensee

## Diabetic Emergency

A diabetic emergency may result from too much or too little insulin in the blood. There are two types of diabetic emergency – very low blood sugar (hypoglycaemia, usually due to excessive insulin); or very high blood sugar (hyperglycaemia, due to insufficient insulin).

The more common emergency is hypoglycaemia. This can result from too much insulin or other medication, not having eaten enough of the correct food, unaccustomed exercise or a missed meal.

Signs and symptoms:

If caused by low blood sugar, the person may:

- Feel dizzy, weak, tremble and hungry
- Look pale and have a rapid pulse
- Sweating profusely
- Numb around lips and fingers
- Appear confused or aggressive
- Unconsciousness

If caused by high blood sugar, the person may:

- Feel excessively thirsty
- Have a frequent need to urinate
- Have hot dry skin, a rapid pulse, drowsiness
- Have the smell of acetone (like nail polish remover) on the breath
- Unconsciousness

In any medical emergency involving a child with diabetes, the centre staff should immediately dial 000 for an ambulance and notify the family in accordance with the Regulation and guidelines on emergency procedures, and administer first aid or emergency medical aid according to the child's Diabetes Management or Emergency Plan.

This policy was made with consideration to:

Education and Care National Regulations 2012 (Amendments to 2014)

Staying Healthy in Childcare

ACEQCA & National Quality Framework

## Epilepsy Management

*Endorsed by the committee for implementation on 13 August 2016.*

Epilepsy refers to recurrent seizures where there is a disruption of normal electrical activity in the brain that can cause disturbance of consciousness and/or body movements. The effects of epilepsy can vary. Some children will suffer no adverse effects while epilepsy may impact others greatly. Some children with epilepsy may have absence or generalised seizures where they are briefly unconscious. Our service will implement inclusive practices to cater for the additional requirements of children with epilepsy in a respectful and confidential manner.

The Centre will ensure:

- All staff including volunteers are provided with the Epilepsy Management policy along with the Medical Conditions Policy.
- This policy is provided and reviewed during each new staff member's induction process.

When a child diagnosed with epilepsy is enrolled, the centre will ensure:

- Ensure at least one staff member who has completed accredited training in emergency epilepsy first aid is present in the centre at all times whenever children with epilepsy are being cared for in the service
- A Medical Conditions Risk Minimisation plan is completed for each child diagnosed, outlining procedures to minimise the incidence and effect of a child's epilepsy. The plan will cover the child's known triggers and where relevant other common triggers which may cause an epileptic seizure
- All staff members are trained to identify children displaying the symptoms of a seizure, and locate their personal medication and Epilepsy Management Plan
- All children enrolled at the service with epilepsy must have an Epilepsy Management Plan, seizure record and, where relevant, an Emergency Medical Management Plan, filed with their enrolment record. Records must be no more than 12 months old and updated regularly by the child's registered medical practitioner
- Individual Epilepsy Management and Emergency Medical Management Plans will be displayed in the kitchen area
- This policy will be provided to a parent or guardian of each child diagnosed with Epilepsy at the service and reviewed regularly
- Ensure updated information, resources and support is regularly given to families for managing epilepsy
- Ensure that no child who has been prescribed epilepsy medication attends the service without the medication
- Ensure that a child's Epilepsy management plan is signed by a Registered Medical Practitioner and inserted into the enrolment record for each child. This will describe the prescribed medication for that child and the circumstances in which the medication should be used
- Ensure that a staff member accompanying children outside the service carries the prescribed medication and the Epilepsy Management and Emergency Medical Management Plan for children diagnosed with epilepsy attending excursions

Educators will:

- Follow the child's Epilepsy Management Plan in the event of a seizure
- Record all epileptic seizures according to the Epilepsy Management Plan
- Take all personal Epilepsy Management Plans, seizure records, medication records, Emergency Medication Plans and any prescribed medication on excursions and other events
- A suitably trained and qualified Educator will administer prescribed medication when needed according to the Emergency Medication Management Plan in accordance with the service's Administration of Medication Policy
- Recognise the symptoms of a seizure, and treat appropriately by locating the Epilepsy Management Plan and the Emergency Medication Management Plan
- Identify and where possible minimise possible seizure triggers as outlined in the child's Epilepsy Management Plan
- Consult with the parents/guardians of children with epilepsy in relation to the health and safety of their child, and the supervised management of the child's epilepsy
- Ensure that children with epilepsy can participate in all activities safely and to their full potential
- Regularly check and record the expiry date of the prescribed Epilepsy Management medication
- If a child who is not diagnosed with epilepsy has a seizure, a suitably trained and qualified Educator will:
- Protect the child from injury- Remove any hazards that the child could come into contact with that may cause injury
- Not restrain the child or put anything in their mouth (including restraining the tongue – this is not necessary)
- Gently roll them on to the side in the recovery position as soon as possible (not required if, for example, child is safe in a wheelchair safe and airway is clear)
- Monitor the airway
- Time the seizure, and if possible, an educator should video the seizure to provide information to the family and medical professionals.
- Provide reassurance to the child and others
- Call an ambulance; This may include when:

- A seizure continues for more than three minutes
- Another seizure quickly follows the first
- It is the child's first seizure
- The child is having more seizures than is usual for them
- Certain medication has been administered
- They suspect breathing difficulty or injury

Parents/guardians of children shall:

- Inform staff at the children's service, either on enrolment or on diagnosis, of their child's medical condition- epilepsy
- Develop an individual Medical Conditions Risk Minimisation Plan with service staff
- Provide staff with an Epilepsy Management Plan and an Emergency Medication Management Plan developed and signed by a Registered Medical Practitioner for implementation within the service
- Provide staff with the prescribed medications from the Emergency Medication Management Plan, providing an adequate supply of emergency medication for their child at all times
- Administer their child with their usual prescribed medication prior to attending the Centre
- Regularly check the expiry date of the prescribed medications kept at the service
- Assist staff by offering information and answering any questions regarding their child's medical condition
- Notify the staff of any changes to their child's medical condition and provide a new Epilepsy Management 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 medication for epilepsy is permitted to attend the service or its programs without that medication
- Read and be familiar with the policy
- Bring relevant issues to the attention of both staff and licensee

This policy was made with consideration to:

Education and Care National Regulations 2012 (Amendments to 2014)

Child Care Services Act 2007

Staying Healthy in Childcare

ACEQCA & National Quality Framework

Epilepsy Action Australia (2014) <http://www.epilepsy.org.au/>

Epilepsy Foundation of Victoria (2014)

Epilepsy Foundation website

Epilepsy Management and Support Package – Epilepsy Australia

## Child Protection

*Endorsed by the committee for implementation on 13 August 2016.*

### POLICY STATEMENT

We believe that the welfare of all children is of paramount importance and that the centre has an obligation to defend the child's right to care and protection.

Staff and management have a responsibility to take action to protect children they suspect may be abused or neglected.

Our centre will carry out responsibilities of mandatory reporters as indicated under legislation. This responsibility involves following the procedures as outlined by the NSW Department of Communities and the Commission for Children and Young People.

## CONSIDERATIONS

Children and Young Persons' (Care and Protection) Act 1998.  
Department of Community Services Mandatory Reporting Guidelines.  
Working With Children Check.

## PROCEDURE

### MANDATORY REPORTING:

A Mandatory Reporter is anybody who delivers services to children as part of their paid or professional work.

In OSHC services mandatory reporters are:

- Educators that deliver services to children
- Management, either paid or voluntary, whose duties include direct responsibility or direct supervision for the provision of these services.
- Educators are mandated to report to Community Services if they have current concerns about the safety or welfare of a child relating to section 23 of the NSW Children and Young Persons (Care and Protection) Act 1998

Section 23 (1):

Child is at significant risk of harm – Neglect

Basic physical or psychological needs not being met or are at risk of not being met.

Families unwilling or unable to provide necessary medical care

Families unwilling or unable to arrange for the child or young person to receive an education

Child is at significant risk of harm – Physical / Sexual abuse

Child is at significant risk of harm – Domestic violence

Child is at significant risk of harm – Serious Psychological harm

Child is at significant risk of harm – Prenatal report

Educators will undergo training in relation to child protection and reporting as part of the training budget.

Reports should be treated with strict confidentiality in adherence to the service's Confidentiality Policy and Procedures.

Any educator who forms a belief based on reasonable grounds that a child is at risk of harm should discuss their concerns with the Nominated Supervisor and/or the Responsible Person in charge of daily operation as they may have information the educator is not aware of. The incident/s that lead the educator to form the belief should be recorded concisely, include as much detail as possible and be kept in a secure place to ensure confidentiality.

The Nominated Supervisor/Responsible Person will then assist staff in completing the online Mandatory Reporters Guide (MRG) to determine whether the report meets the threshold for significant risk of harm (see point below for further information regarding the MRG).

If directed by the MRG to report to Community Services, should report their concerns to the Child Protection Helpline:

Mandatory Reporters phone 13 36 27

Non-Mandatory reporters phone 132 111

When reporting to the Child Protection Helpline, it is important to have as much information as possible available regarding the child/children involved and any specific incident details. This might include child's information, family information, reporter details and outcomes of the MRG.

If the Nominated Supervisor has been advised to but has not reported to Community Services you are legally responsible to do so.

Once a report is made to the Child Protection Helpline no further report needs to be made unless new information comes to hand.

## MANDATORY REPORTING GUIDE (MRG)

The MRG has been developed to help frontline mandatory reporters, including OSHC educators, determine whether the risk to a child or young person meets the new statutory threshold of 'risk of significant harm'. The MRG will guide the reporter on what action should be taken. The MRG is an interactive tool and is available online at [www.keepthemsafe.nsw.gov.au](http://www.keepthemsafe.nsw.gov.au).

If still in doubt the Community Services Helpline will provide feedback about whether or not the report meets the new threshold for statutory intervention.

If new information presents concerning the child or young person run the MRG tool again.

Where concerns do not meet the significant harm threshold, the MRG tool may guide you to 'Document and continue the relationship'. This requires the service to continue to support, provide services, and coordinate assistance and referral for the child and their family.

Regardless of the outcome of using the MRG, the family and child will require support and referral where possible.

The report page from the MRG should be printed and placed in the child/family file for future reference regardless of whether or not further action is recommended.

## INFORMATION EXCHANGE:

In order to provide effective support and referral it may be necessary to exchange information with other prescribed bodies including government agencies or non-government organisations and services.

The NSW Children and Young Persons (Care and Protection) Act 1998 has been amended (2009) to include chapter 16A Information Exchange

Chapter 16A requires prescribed bodies to take reasonable steps to coordinate decision making and the delivery of services regarding children and young people

Under Chapter 16 A NSW Children and Young Persons (Care and Protection) Act 1998, educators will exchange information that relates to a child or young persons safety, welfare or wellbeing, whether or not the child or young person is known to Community Services and whether or not the child or young person consents to the information exchange.

The information requested or provided must relate to the safety, welfare or wellbeing of the child. Information includes:

- A child or young persons history or circumstances
- A parent or other family member, significant or relevant relationship
- The agency's work now and in the past

Where information is provided in good faith and according to legal provisions, under section 29 & section 245G NSW Children and Young Persons (Care and Protection) Act 1998; reporters cannot be seen as breaching professional etiquette or ethics or as a breach of professional standards. There can be no liability for court action.

## WHERE A COMPLAINT IS MADE ABOUT AN EDUCATOR OR SOMEONE IN THE SERVICE:

Should an incident occur that involves a child being put at risk of harm from an educator, volunteer, trainee or person visiting the service, this is regarded as 'reportable conduct' and necessitates such conduct being reported to the NSW Ombudsman within 30 days.

Where the allegation is made to an educator or member of management the facts as stated will be recorded in writing, using an Incident Report template that includes dates, times, names of person/s involved, name of person making allegation and the person making the report. This report should be kept on record and treated as strictly confidential.

If the Nominated Supervisor or responsible person in charge is suspected then the service's management should be informed.

The relevant forms together with information and assistance are available on line at [www.ombo.nsw.gov.au](http://www.ombo.nsw.gov.au).

The person making the report should follow the advice of the Ombudsman's Departmental Officers. Management will also follow this advice.

The matter will be treated with strict confidentiality.

For the protection of both the children and the educator involved, the educator should be encouraged to take special leave or be removed from duties involving direct care and contact with children, until the situation is resolved.

Support should be provided to all involved. This support can be given in the form of counseling or referral to an appropriate agency.

#### RECRUITMENT AND ORIENTATION OF STAFF:

All educators employed by the service including management, full time/ part time and casual educators, volunteers and students will be subject to a Working with Children Check carried out by the NSW Commission for Children and Young People. Written approval from the prospective employee will be sought prior to this check being carried out. All employees and management will also complete a Prohibited Employment Form that will be kept on file.

When the service engages a self-employed individual to provide services, the provider is required to provide a Certificate for Self-Employed People. This certificate ensures verification that the person employed is not banned by law from working with children.

All staff will be informed of their responsibilities as a Mandatory Reporter as part of their orientation and induction process. This will involve discussion regarding their current understanding, use of this policy and resources and access to Child Protection training. Information related to sexual grooming will also be provided upon orientation and induction to ensure that staff are fully aware of the signs and limits related to appropriately interacting with children.

## Behaviour Support

*Endorsed by the committee for implementation on 13 August 2016.*

### POLICY STATEMENT

Our Service will provide an environment that reflects the principles in "My Time, Our Place" where the development of secure, respectful and reciprocal relationships with children are fostered and encouraged. A genuine respect for diversity and a commitment to equity is reflected in all our interactions with children.

All children learn differently. Guidance can enhance all areas of development including social and emotional development. Children's behaviour can be positively guided to develop acceptable behaviour patterns and enhance their wellbeing.

The service will empower children with skills for life such as negotiation, communication, independence, resilience, decision making and taking personal responsibility.

## CONSIDERATIONS

Education and Care Services National Regulations r73, r74, r76, r155, r156, r168.

National Quality Standard Quality Area's 1, 5 and 6.

Other Service policies/documentation; Parent Handbook, Staff Handbook, Programming and evaluation records.

## PROCEDURE

The educators will:

- Maintain a positive attitude in all interactions with children.
- Respect children as individuals and encourage each child to voice their opinions, concerns and ideas in a supportive forum that is free from stigmatism.
- Support children in feeling confident in the environment by never using strategies such as threats of corporal punishment or the refusal of food or other basic needs. Educators will always treat children with respect, courtesy and understanding. Raised voices should be reserved for gaining the attention of large groups of children.
- Treat children equally regardless of race, cultural background, religion, sexual identity, gender or ability and ensure interactions between children and educators exhibit this.
- Ensure children understand what is being communicated to them during interactions and allow them time to question or respond.
- Collaborate with children to develop a set of simple rules or boundaries to guide their behaviour in the service and discuss clear expectations and relevant consequences of inappropriate behaviours.
- All staff, families and children will be made aware of the rules and the expected consequences. The rules will be clearly displayed and consistently applied.
- Encourage and reward acceptable behaviour by giving praise and positive feedback to children as often as possible.
- Collaborate with family members and Coogee Public School leadership and teachers regarding appropriate behaviour management practices to ensure there is a consistent approach.
- Access professional development and resources related to positive behaviour management and include this in professional development planning.
- Act as a positive role model for appropriate and expected behaviours in the service being mindful of respectful language and tone.
- Focus on the behaviours being displayed and not the child displaying them.
- Assist children in developing self-discipline skills and regulating their own behaviours by using simple conflict resolution skills, building self-reliance and self-esteem, role modelling and positive direction.
- Provide children with opportunities to interact and develop respectful and positive relationships with each other, educators and visitors to the service.

## CONSISTENT UNACCEPTABLE BEHAVIOUR

Where a child demonstrates consistent unacceptable behaviour the staff will:

- Ensure the child is aware of the limits and what is appropriate behaviour.
- Ensure the expectations are appropriate for the child's level of development and understanding.
- Review the consequences to ensure they are not inadvertently encouraging the behaviour.
- Assess possible causes for the behaviour.
- Discuss the issue with the parent/guardians and the child.
- Record all incidents, indicating what happened before and after the incident, time, date and who was involved.
- Develop a plan of action involving behaviour management in discussion with all relevant parent/guardians, school, and other professionals as required.



- Record the plan of action, ensuring all are aware of how to implement this and develop an evaluation system and review date.

If the child physically hurts another child or adult with intent, educators will:

- Remove the child from the situation. If this is not possible, remove other children from the situation.
- Ensure the other person is alright and given proper attention and care.
- Record the incident, indicating date, time, victim, injury, offender and witnesses.
- Ensure that relevant parent/guardians are notified of the incident.
- Physically hurting another child or adult with intent may result in exclusion from the service. This is at the discretion of the Nominated Supervisor, with consideration to the child's level of development and understanding, and any other extenuating circumstances.

## EXCLUSION FOR UNACCEPTABLE BEHAVIOUR

Should unacceptable behaviour continue and where, in the interest of the child and other children at the centre, exclusion is seen as the only step to be taken this will be decided by the Nominated Supervisor. It will be considered only after:

- Adequate support and/or counselling.
- Parents have been notified and given the opportunity to discuss their child's behaviour.
- Parents have been referred to other agencies, where necessary and available.
- Careful consideration has been given to the problem by educators and management.
- Clear procedures have been established for accepting the child back into the centre.
- Strategies outlined in Network's "Play, Rights and Responsibilities" and "Accentuate the Positive" should be followed.
- Educators will be guided in their response to behaviour by the following flowchart, keeping in line with the schools Positive Behaviour for Learning framework:

View PDF: <https://coogee-care-centre.blissbook.com/pdfs/33703.pdf>

# Delivery and Collection of Children

*Endorsed by the committee for implementation on 13 August 2016.*

## POLICY STATEMENT

Our Service will ensure that children arrive at and leave the service in a manner that safeguards their health, safety and wellbeing. Educators will manage this by adhering to clear procedures regarding the delivery and collection of children, ensuring that families understand their requirements and responsibilities and accounting for the whereabouts of children at all times whilst in the service's care.

## CONSIDERATIONS

Education and Care Services National Regulations r99, r158-161, r168, 176.

National Quality Standard 2.3 and 7.3

Other Service policies/documentation; Parent Handbook, Staff Handbook, Acceptance and Refusal of Authorisations Policy, Enrolment and Orientation Policy, Administration of Medication Policy and Providing a Child Safe Environment Policy.

## PROCEDURE

Delivery of Children:

Children are not to be left at the service unattended at any time prior to the opening hours of the service.

Any person delivering a child to the service must sign the attendance register and record the time of arrival and their signature.

Educators will be aware of each child's arrival at the service and exchange information with the person delivering the child such as who will be collecting the child.

If a child requires medication to be administered whilst at the service, the person delivering the child must document this in writing as per the services Management of Medical Conditions and Administration of Medication procedures.

#### Collection of Children:

Children must be collected by the closing time of the service.

Any person who is collecting a child from the service must be listed as an authorised nominee on the child's enrolment form with their contact details. The collection list must be kept current and updated on a regular basis.

The authorised nominee who is collecting a child must sign the attendance register and record the time of collection and their signature.

Written authorisation must be given in the child's enrolment form if children have permission to leave the service themselves. In this case, the Responsible Person would sign the child out of the service.

Educators will be aware of each child's departure from the service to ensure children are only collected by an authorised nominee listed on their collection list.

Educators should be notified as soon as possible if the authorised nominee will be later than expected and the child will be informed to avoid unnecessary anxiety.

If a person who is not on the collection list arrives to collect a child, written authorisation will be sought from an authorised nominee before the child is able to leave the service.

The Responsible Person will also request identification from the person collecting the child.

In the case of an emergency where a child's authorised nominees cannot collect the child and someone not on the collection list will be collecting the child, the service must be notified by phone as soon as possible by an authorised nominee. Written authorisation should be gained where possible however verbal consent and an identification check will be sufficient in the case of an emergency.

#### Absent and Missing Children:

Families are required to notify educators as early as possible if children will be absent from the service. Educators will record the absences in an appropriate place where other educators will be aware of the information.

Families will be informed of their notifying responsibilities upon enrolment and through the parent handbook.

Should a child not arrive at the service or not be waiting in the designated area when expected, educators will:

- Ask the other children of their knowledge of where the child might be.
- If the child was present at school and the other children and school staff are unaware of their whereabouts, educators will ask the school staff for assistance in searching for the child in the school area. Ensure supervision is maintained for other children during this process.
- If the child is still unable to be located, educators will return to the service and call the child's authorised nominees to gain further information. Continue to call the authorised nominees on the contact list until

- contact has been made. Maintain contact with the authorised nominees until the child has been located.
- Continue to keep in contact with the school during this time.
  - Arrange for appropriate supervision of children at the service and send an educator back to the school area to continue looking for the child.
  - Follow up on any leads regarding children going to a friend's home and check common places in the local area.
  - If the child remains missing, contact the police and keep the authorised nominees and school informed of the situation.
  - Educators will notify the Department of Education and Communities (DECS) within 24 hours of the incident occurring.

#### Acknowledgement of Children's Arrival:

Educators will acknowledge children's arrival at the service during After School Care by recording the child's name and arrival time at the service.

## Security

*Endorsed by the committee for implementation on 13 August 2016.*

### POLICY STATEMENT

We will ensure the proper security of the building and staff by ensuring measures are in place regarding entry and access to the building.

### CONSIDERATIONS

Occupational Health and Safety Act

### PROCEDURE

Only approved educators and management members will be given a key to access the building and equipment areas.

A key register will be maintained that indicates the person's receipt of the key, date received, and date returned on completion of employment or completion of term as member of Management. If the service is situated on a school site, service will adhere to key registry requirements of the school.

Extra keys will only be cut after agreement by the management and a record made of where they are.

All monies and important documents will be kept in a lockable place and access will only be permitted by approved staff and management members.

Educators will ensure that the building is left in a secure manner before leaving and all windows, cupboards, safe, and other relevant areas are locked. All heating and lighting is off and all doors properly secured.

Educators will inform the police and the committee as soon as possible if there has been a break in to the service of any kind.

Educators will remain at the service until the police arrive or inform them of what to do.

# Building Equipment Repairs and Maintenance

*Endorsed by the committee for implementation on 13 August 2016.*

## POLICY STATEMENT

We will provide a safe and secure environment through proper and immediate attention to all aspects of building and equipment repairs and maintenance.

## PROCEDURE

Equipment will be chosen to meet the children's developmental needs and interests. There will be sufficient access to furniture, materials and developmentally appropriate equipment suitable for the education and care for each child.

Service premises and all equipment and furniture will be maintained in a safe, clean condition and in good repair at all times.

Children will be provided with adequate, developmentally and age-appropriate toilet, washing and drying facilities. These will enable safe use and convenient access by children.

There must be no damaged plugs, sockets, power cords or extension cords.

All plug sockets shall be maintained as child safe.

Electrical appliances shall be in good working order.

Electrical circuit breakers will be installed and be maintained.

Provision will be made in the budget for regular maintenance and repair work and for deferred costs of major capital repairs.

Management will develop a list of fully licensed and insured trades persons, which is made available to educators. This list will be reviewed on an annual basis.

All contractors should have their own public liability insurance.

The service and equipment will be regularly checked to ensure that they are in a good and safe condition, comply with relevant Australian Standards and have appropriate soft-fall surfacing maintained.

Equipment will be regularly washed and cleaned.

Recycled craft materials should be checked for potential hazards.

Educators should ensure safe handling of all tools if used as part of any activity.

Families will be encouraged to notify educators of any safety issues they observe.

Anything that requires maintenance is to be reported to the Nominated Supervisor as soon as possible.

Faulty equipment should be removed or protection placed around any dangerous building sites.

A maintenance book will be kept that records any maintenance that needs to be addressed.

The maintenance book will record;

- Type of problem
- Date that it was observed
- Who notified the Nominated Supervisor and when?
- What was done to rectify the problem?
- Date repaired
- Tradesperson employed to repair the problem

For urgent repairs the Nominated Supervisor will organise a contractor to attend to the problem. The contractor will be chosen from a list that has been previously approved by the committee.

Non-urgent repairs will be recorded in the maintenance book. The Nominated Supervisor will note this in their report and bring it to the attention of management at the next meeting. Management and the Nominated Supervisor will organise to rectify the problem.

For major repairs a minimum of three quotes will be sought and reviewed by management who will make a decision on a further course of action. The Nominated Supervisor or someone with management control may obtain the quotes.

Maintenance reviews should be done as part of the Nominated Supervisor's report at each meeting.

The Nominated Supervisor will also give a review of works completed by any tradesman employed, for future reference.

It is the responsibility of management, once a problem has been raised, to ensure that it is rectified in the most efficient manner and that the service is safe for educators and clientele.

Should the service be considered unsafe or as being a health risk, then the service will be closed, after notice has been given to all relevant parties, until the problem has been rectified.

The service will have an appropriate number of first aid kits that are suitable to the ages and needs of the children attending. The first aid kit will be well stocked and be easily recognised and accessible at all times.

## **Storage**

*Endorsed by the committee for implementation on 13 August 2016.*

### **POLICY STATEMENT**

The centre will provide safe and secure storage facilities for all indoor and outdoor equipment, ensuring relevant equipment is accessible to the children to encourage independence. Dangerous objects and all confidential records should be made inaccessible to children and all persons except those permitted to access them.

### **PROCEDURE**

A storage system should be devised that ensures easy access and un-cluttered storage of all equipment.

Storage areas will be cleaned and tidied at least twice a year or when seen as necessary.

Play equipment and toys should be easily accessible to all children during the operating hours of the service.

Children will show respect for the equipment and be expected to pack equipment away that they have used to avoid trip hazards.

All equipment is to be neatly packed away at the end of each session.

Craft equipment will be stored in a separate area, children should ask permission before removing any craft equipment, such as paints and glues etc. which has not been set up by the staff.

All craft equipment is to be properly washed and cleaned before storage.

Where room permits, a separate storage area will be available for sporting and large outdoor equipment to prevent clutter.

All items such as cleaning materials, disinfectants, flammable, poisonous and other dangerous substances, tools, toiletries, first aid equipment, and medications should be stored in the designated secured area which is inaccessible to the children. Educators are responsible to ensure that these areas remain secure and that they do not inadvertently provide access to these items.

Kitchen and other refuse areas will be provided with lidded facilities that are cleaned and emptied daily.

Educators and management will ensure that all family records are kept in a nominated secure place, ensuring that records are kept confidential and not left accessible to others during the course of the daily operations.

## Heating, Ventilation and Lighting

*Endorsed by the committee for implementation on 13 August 2016.*

### **POLICY STATEMENT**

We will provide a quality environment by ensuring adequate provision and maintenance of heating, ventilation and lighting in the centre.

### **PROCEDURE**

All heating and cooling systems will be of good quality and checked regularly to ensure safety and reliability.

All heating and cooling systems and power cords will be kept in a safe area and away from children.

Educators will take individual needs and specific activities into account when ensuring that heating, ventilation levels are comfortable.

Adequate ventilation will be provided at all times. Windows will be properly maintained to ensure easy opening and protection from bugs and insects.

Where activities involve materials such as paints and glues, staff are to ensure there is adequate ventilation before undertaking the activity.

Windows are to be opened during operation of the service unless closed to protect from extreme weather conditions.

Natural light is considered to be most desirable. Provision of natural light areas will be enhanced as much as possible.

In areas made available for children's homework or other fine detail, natural light will be made available where possible and good overhead lighting provided.

Adequate light will be maintained both indoors and outdoors. A security light will be placed at the entrance to the service that clearly provides unobstructed view of the door and surrounding areas.

Outdoor lighting will be suitable so that families, staff and children can enter and exit the building without any unsafe dark areas.

## **Pest Control**

*Endorsed by the committee for implementation on 13 August 2016.*

### **POLICY STATEMENT**

We will provide a clean and safe environment by ensuring that every effort is made to maintain a vermin free centre. We will endeavour to do this with the minimum use of chemicals.

### **PROCEDURE**

Equipment and especially food items will be properly stored so as not to attract pests and vermin.

Refuse bins and disposal areas will be emptied and cleaned daily.

Kitchen, food preparation areas and storage will be cleaned and maintained daily.

All areas will be checked daily for any signs of pests or vermin.

Should any pests or vermin be identified then action should be taken to rid the service of the problem by:

- Initially using non-chemical methods such as physical removal, maintaining a clean environment, and use of any non-chemical products.
- Low irritant, environmentally friendly sprays to be used minimally and only with adequate ventilation and preferably not in the presence of the children.
- Other methods such as the employment of a pest control company if deemed necessary by management where the above methods have failed.

If urgent, the Nominated Supervisor may obtain a contractor from management list to address the problem.

If non urgent, the Nominated Supervisor will bring the problem to the attention of management in their report and management will decide on the appropriate course of action.

All families will be notified of any use of pest control chemicals.

Any use of pest control chemical products should only be conducted outside the hours of the children and educators' presence in the building.

All action will be taken to remove the children, educators, families and visitors from the environment for as long as is safe and viable.

## **Indoor Environment**

*Endorsed by the committee for implementation on 13 August 2016.*

## POLICY STATEMENT

We aim to provide a comfortable and safe indoor environment that allows flexibility and access to a variety of quiet, active, group and individual activities. We will ensure that we will enrol only the number of children that can comfortably fit into the building.

## PROCEDURE

The services indoor environment will be smoke free and no smoking notices will be prominently displayed.

The Nominated Supervisor will only enrol the number of children in the service, which can comfortably fit into the building space and in accordance with the National Regulations.

Where children are indoors for long periods due to weather conditions, special activities will be planned and other areas sought to disperse the group such as school halls and verandas.

Separate areas in the indoor environment will be provided for:

- Signing children in/out of the service.
- Collection of fees, answering phones, and maintaining daily records.
- Educators and families to talk in confidence.
- Children to store their bags and belongings.
- Storage of equipment, food, dangerous materials, and family records.
- Preparation of food and drinks.
- Kitchen and other refuse.
- Cleaning of equipment.
- Accessible male and female toilets, hand basins and hand drying facilities.
- Creative and other activities.
- Large and small group activities.
- Display of children's activities and work.
- Quiet space for children to retreat to, or do homework or lie down if unwell.

The indoor area is to be set up to allow children to participate in a variety of activities with easy access to equipment. Drawing paper and other materials will be made available to the children at all times.

Easy access to areas should be maintained by making clear easily definable passageways and walkways through the building.

Staff will ensure that children properly store their bags and that bags and other items are not thrown into walkways or play areas.

All items obstructing areas are to be removed and placed in the correct storage areas.

Areas must be set up to ensure that proper supervision can be maintained at all times.

Access to the outdoor environment should be clear and easily accessible by the children and staff.

## Outdoor Environment

*Endorsed by the committee for implementation on 13 August 2016.*

## POLICY STATEMENT



We will provide a safe and secure outdoor environment where children have access to a variety of activities, in which children are encouraged to participate.

## PROCEDURE

The outdoor environment provides each child with at least 7 square metres of unencumbered outdoor space in compliance with National Regulation 108.

The outdoor environment will be smoke free and where possible, no smoking notices will be prominently displayed.

The outdoor space will be inspected daily for any obstacles or dangerous items and the hazard check will be recorded.

Any hazardous items will be disposed of in a safe and careful manner prior to the children playing in the area.

The outdoor space will be set up in a variety of ways to encourage participation. Areas will be made available where children can play in large or small groups or by themselves.

Supervision should be properly maintained. Children are only to play in areas that are clearly visible to educators, and where child/educator ratios are maintained.

Clear boundaries shall be set and enforced.

When it is necessary to go outside the boundaries or line of supervision, an educator must accompany children.

Adequate shade via trees and coverings will be maintained.

As far as possible, activities will be set up in shaded areas.

Use of other outdoor venues will be considered where access to the area is safe, adequate supervision can be maintained, the area is considered of value to the children's physical development and personal comfort, and where adequate staff/educator ratios can be maintained.

## Photography and Videos

*Endorsed by the committee for implementation on 13 August 2016.*

The displaying of photos and videos allow children to see themselves at play, are a topic of conversation for children and parents, allow families to see their child at play and convey the message to children that what they are doing is important. However we do respect the rights of all children and families to privacy.

Every child in our care deserves to be protected from the misuse of photographic and video images of themselves taken whilst they attend the Service.

It is our policy to use photos and videos taken at the Service to support the children's learning and also to record children's individual progress. Photographs recorded at the Service as part of a normal day are taken using Centre equipment only (iPads, cameras, memory cards etc) and not on personal phones or cameras.

Photographs/videos are taken to:

- Support the learning of each child
- Illustrate work on display around the Service's environment

If Educators, students or volunteers are requested to use photographs or to take photos for assignments, family's permission in writing will be obtained before any photos are taken.

If families would prefer that their child is not photographed or videoed they are required to put this in writing to the Nominated Supervisor who will inform the relevant Educators.

Additional photos or videos may be taken of children as part of the work of the Service and may be taken by an outside photographer or other parents. For example; during an end-of-year production or any other events the Service may have.

Where video or photos are taken for marketing purposes the Service will seek written parental permission from families that they agree for their child to be included. Should a parent prefer their child not to take part then any images taken will be deleted.

If anyone unknown to the Centre attempts to photograph or video the children, educators will intervene reasonably and ensure any photos are deleted.

This policy was made with consideration to Children and Young Persons (Care and Protection) Act 1998 and the Code of Ethics- Early Childhood Australia. Education and Care Services National Regulations 2011

# Programming

## Educational Program

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 explore their understanding of themselves others and the world around them.

### PURPOSE

We aim 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 the My Time Our Place Framework. Educators will gather and interpret information about children as individuals to inform the preparation of the environment and implement experiences that are engaging and meaningful.

### 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'. 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.

The Nominated 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 service philosophy
- Ensure modifications are made in the environment for children with additional 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 a focus on spaces and resources for unstructured, child-initiated play.
- Communicate with families on a regular basis
- 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.

- 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.
- 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
- View children as active participants and decision makers, working with each child's unique qualities and abilities
- Further extend critical thinking skills through provocations
- Ensure that all children's experiences are recognised and valued with equitable access to resources and opportunities to demonstrate their learning.
- Use a variety of methods to assist their reflection on children's experiences, thinking and learning
- Ensure critical reflection clearly examines all aspects of events and experiences from different perspectives, identifying children's learning, spontaneous play, teaching strategies and changes that may be needed in the environment.

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

## Multi-culture

*Endorsed by the committee for implementation on 6 September 2017.*

Australia is an increasingly multi-cultural society and as we recognise more cultural and ethnic diversity, it is imperative we lead children in recognising and respecting similarities and differences in cultures. The cultural beliefs signified within the Service and wider community helps to form the foundation of the program being implemented to ensure we are promoting an inclusive environment for all children.

### PURPOSE

To develop affirmative attitudes, concepts and beliefs towards the acceptance of diversity and disparate cultures. Recognising, understanding and respecting cultural practices and beliefs are essential for the development of identity and self-esteem.

### IMPLEMENTATION

The Nominated Supervisor will ensure:

- That educational program reflects cultural context
- That all children and families are treated equally and fairly and with respect at all times.
- The Service creates and maintains links with local culturally diverse communities
- A sense of inclusion for all families will be embraced within the Service.
- There is specific programming and cultural awareness activities and experiences, identifying similarities and differences and learning about cultural celebrations
- The service builds and maintains cultural resources

- Encourage children, families and staff to respect and value others, including those who are different from themselves.
- Children, staff and families' cultural backgrounds are reflected in developing routines and program consistent with best practice and positive outcomes for all stakeholders
- Communication for families can be translated into their home language wherever possible
- Encourage educators to attend professional learning opportunities in order to develop a better understanding of cultural diversity.
- Acknowledge the unique cultural and social perspectives of each family
- Ensure that all children and families have equal access to the service, and are welcomed and respected regardless of race, culture, colour of skin, socioeconomic status, ability, family composition, belief systems or lifestyles
- Encourage positive attitudes towards differences in appearance, culture and lifestyle

Educators will:

- Encouraging children to respect and value others, including those who are different from themselves
- Ensure children do not exclude others on the basis of differences such as race, sex or ability
- Ensure that the self-identity of each child is valued and respected
- Encourage children to explore and accept diversity
- Challenge bias and stereotypes
- Provide an inclusive environment
- Address bias or comments about difference
- Model inclusive practices
- Ensure privacy and confidentiality is maintained
- Use unbiased language – avoid racist, sexist, discrimination, stereotyped remarks
- Ensure own interactions are responsive to all children in the service
- Demonstrate respect for all children and families
- Ensure all displays, posters, children's books and other materials are monitored to ensure they are inclusive of all people
- Be sensitive to specific cultural behaviour or dress, which may be different to their own beliefs
- Ensure each child's current knowledge, ideas, culture, abilities and interests are consistently incorporated and actively drive all aspects of the program
- The development of strong foundations in the culture and language of the service families and in that of the broader community, without compromising their cultural identities

## Gender Equality

*Endorsed by the committee for implementation on 6 September 2017.*

To create an environment that supports, reflects and promotes equitable and inclusive behaviours and practices, and respects individuals and groups of people, it is crucial that as a Service we examine its value and belief systems.

### PURPOSE

To ensure children are treated with respect and equality irrespective of gender. We aim to affirm the rights of all children in developing to their full potential irrespective of gender. Children will be encouraged to develop a sense of pride and self-worth, as they develop respect for each other's rights and responsibilities.

### IMPLEMENTATION

Gender plays a significant role in the lives of children. Educators working with children need to observe the implication of gender in children's choice of friends, activities, language, interactions, group dynamics and behaviour. These observations can lead to valuable insight into children's understandings about gender and what is acceptable and unacceptable behaviour.

Educators will:

- Be mindful and respectful of how activities and experiences provided may impact on the expectations, interests and behaviours of all genders.
- Provide a stimulating learning environment in which all children will be encouraged to explore a full range of experiences and emotions.
- Act as advocates of children in dealing with other adults who act in a bias manner against a child due to their gender.
- Discourage the identification of particular skills, behaviours and feelings as 'boys' and 'girls'.
- Encourage children to look upon all sexes as equal.
- Be responsive and ensure their actions are relevant to the specific and changing gender dynamics that emerge from the different ways in which different children interpret gender.
- Monitor language, attitudes and assumptions with regard to gender and anti-bias of themselves, other educators and children.
- Give positive messages about gender equity through their actions and words and avoid giving messages that promote traditional gender roles and gender bias.
- Critically reflect on their practices and environment and model a positive attitude towards gender equality.
- Regularly review resources, equipment, materials and images used with children to make sure they include gender diversity, non-stereotypical images and non-traditional family lifestyles such as single or same sex parents.

## Anti-bias and Inclusion

*Endorsed by the committee for implementation on 6 September 2017.*

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.

### IMPLEMENTATION

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.

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 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 enrolment and incorporate it in the program to meet individual family needs re: ethnicity and home language.
- Educators will respect 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 materials of different skin tones.
- Educators will present books that reflect different languages and children's first language.

#### 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 all 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.
- Educators will provide a balance of genders involved in a variety of jobs in and out of the home.

#### 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.
- Educators will be encouraged to seek awareness and reflect on their 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.

#### 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.

## 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 ad 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

## Excursions

*Endorsed by the committee for implementation on 6 September 2017.*

Excursions/Incursions enhance children's learning by providing them the opportunity to participate in curriculum planned activities and experiences to gain skills and knowledge in the current interest. Our Service recognises that excursions provide opportunities for children to explore the wider community as a group and extend on the educational program provided.

### PURPOSE

To ensure that all excursions and incursions undertaken by the Service are planned and conducted in a safe manner, maintaining children's wellbeing at all times in accordance with National Legislation. We believe excursions/incursions provide the children with the opportunity to expand and enhance their skills and knowledge gaining insight into their local community.

### IMPLEMENTATION

Excursions will be conducted with the children's safety and wellbeing in mind at all times. We will regularly schedule incursions and visitors to our Service, however, if we feel an excursion will benefit the children we will adhere to the National Regulations and Service policies and procedures.

#### Excursion Risk Assessment

- Management must conduct a risk assessment which reflects national regulation 101 before an authorisation is required under regulation 102 to determine the safety and appropriateness of the excursion.
  - The Service will use an Excursion Risk Assessment
  - The Service will notify families about the excursion using an Authorisation for Excursion
  - Families have a right to view the risk assessment prior to the excursion upon request in which the Service must comply with ensuring all information is available.
  - A risk assessment must
1. Identify and assess risks that the excursion may pose to the safety, health and wellbeing of any child being taken on the excursion
  2. Specify how the identified risks will be managed and minimised
  3. Consider the proposed route and destination for the excursion and any water hazards
  4. Reflect on any risks associated with water based activities
  5. Contemplate the transport to and from the proposed destination for the excursion



6. Consider the ratio of adults to children involved in the excursion
7. Consider the risks posed by the excursion, the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialised skills are required (for example: life-saving skills)
8. Consider the planned activities
9. Determine the duration of the excursion
10. Consider items that should be taken on the excursion (mobile phone, emergency contacts, first aid kit, medical plans, etc.)

#### Parent Authorisation

- The Nominated Supervisor must ensure that a child is not taken outside the Service premises on an excursion unless written authorisation has been provided under sub regulation (4)
- The authorisation must be given by a parent or other authorised person named in the child's enrolment record
- The authorisation form must acknowledge

1. The child's name
2. The reason the child is to be taken outside the premises;
3. The date the child is to be taken on the excursion (unless the authorisation is for a regular outing);
4. A description of the proposed destination for the excursion;
5. The method of transport to be used for the excursion;
6. The proposed activities to be undertaken by the child during the excursion;
7. The period the child will be away from the premises;
8. The anticipated number of children likely to be attending the excursion;
9. The anticipated ratio of educators attending the excursion to the anticipated number of children attending the excursion
10. The anticipated number of staff members and any other adults who will accompany and supervise the children on the excursion;
11. That a risk assessment has been prepared and is available at the Service.
  - If the excursion is a regular outing, the authorisation is only required to be obtained once in a 12 month period.

#### Transportation for Excursion

- It is a requirement of the National Regulation that the means of transport is stated on the risk assessment record and parent authorisation record.
- The means of transport may mean:

##### 1. Bus

Management must ensure that the seating capacity as displayed on the compliance registration is not surpassed. All children and educators must sit on seats. Seat belt guidelines must be followed depending on the bus. If the bus has seat belts, they must be worn at all times

##### 1. Train

Provisions should be made to ensure children have ample time to board the train safely and in an unhurried way. This will allow the station to inform the train guard so that they can hold the train for the period of time for safe boarding and descending. All children should be seated at all times, with an adult close by. All children should be seated in the one carriage, if possible.

##### 1. Car

Any motor vehicle that is used to transport children on an excursion (other than a motor vehicle seating more than nine persons) must be fitted with child restraints and/or seatbelts that are appropriate for the age and weight of each child, that conform to the Australian Standards, and are professionally installed or checked by an authorised restraint fitter.

## Water Safety

*Endorsed by the committee for implementation on 6 September 2017.*

The safety and supervision of children is paramount when in or around water. This relates to water play, excursions near water, and hot water, drinking water and hygiene practices with water in the Service environment. Children will be supervised at all times during water play experiences.

## PURPOSE

To ensure the safety and supervision of children in and around water. This includes water play, excursions near water, hot water, drinking water and hygiene practices with water in the service environment.

## IMPLEMENTATION

The Nominated Supervisor will:

- Provide direction and education to educators, staff and families on the importance of children's safety in and around water.
- Ensure health and safety practices incorporate approaches to safe storage of water and water play.
- Ensure premises adjacent to or providing access to, any water hazards that are not able to be adequately supervised at all times (e.g. dams, swimming pool) are to be isolated from children by a child resistant barrier or fence
- Conduct a risk assessment in accordance with the requirements prior to taking children on an excursion which contains or may contain water.
- Ensure at least one Educator who holds a current approved first aid qualification must be in attendance at all times.

Educators will:

- Supervise children near water at all times
- Never leave children alone near any water
- Ensure fish / frog ponds and water features that are not able to be adequately supervised at all times and/or pose an unacceptable risk to children are guarded or effective barriers are in place
- Complete a daily Safety Inspection of premises to ensure that all hazards are known and minimised.
- Utilise water activities in appropriate weather
- Allow the children the opportunity to experiment with water, sand and mixing materials plus a place for boats & floating objects to be used with other water play equipment
- Monitor the tap and turn off securely when not in use
- Safely cover or make inaccessible to children all water containers, e.g. nappy buckets
- Empty wading pools immediately after every use, store to prevent the collection of water, e.g. upright, also check garden after rain or watering and empty water that has collected in holes or containers
- Encourage children to use water effectively and along with staff learn new ways to save and re-use water
- Children have safe independent access to clean and cool drinking water at all times
- Ensure water troughs are not used without a stand, keeping it off the ground with sand on the bottom of the trough
- Ensure children remain standing on the ground whilst using the water trough
- Ensure buckets, water troughs or containers for water play are filled to a safe level and emptied into the garden areas after use.
- Children will be discouraged from drinking from these water activities.
- Teach children about staying safe in and around water
- Ensure wading/water troughs are hygienically cleaned, disinfected and chlorinated appropriately:
  - On a daily basis remove leaves and debris, hose away surface dirt and scrub inside with disinfectant.
  - Wash away disinfectant before filling pool/trough.
  - Add Chlorine to pool before children used the pool.
  - Check chlorine levels frequently.
  - Children with diarrhea, upset stomach, open sores or nasal infections should not use the pool.
  - All children should wear appropriate bathers, go to the toilet before entering the pool, and follow correct toileting hygiene practices while in the pool.
  - Remove all children immediately, empty and disinfect the pool should a child pass a bowel motion whilst in the pool.

## Operational Safety

- Water tanks will be labelled with “do not drink” signage and the children will be supervised in this area to make sure they are not accessing this water for drinking.
- Educators will discuss with the children the use of water tank water and how it differs from drinking water.
- Hot water accessible to children will be maintained at the temperature of 43.5° which will be tested annually
- Water for pets at the service must be changes daily and only be accessible to children when educators are present.

## Use of Technology & Media in Programming

*Endorsed by the committee for implementation on 6 September 2017.*

Technology and media are important tools to help children collaborate with others, express ideas and make meaning. Children should have the opportunity to engage with information and communication technology tools for designing, drawing, editing, reflecting and composing.

Technology and Media will only be used as an extension to the daily program to assist in the development of social, physical, emotional, cognitive, language and creative potential of each child. Technology and Media will be incorporated as an additional resource, not a substitute.

Guidelines for the use of iPads:

- Children are “growing up digital”. Children will be taught healthy concepts of digital use, cyber safety and citizenship.
- Despite the many advantages of digital use, it is important for educators to note that it can create a situation where passive learning occurs. iPad use should promote communication, interaction and self expression.
- Only quality developmentally-appropriate apps will be used. All app installation and use must be pre-approved by the Nominated Supervisor and support the My Time Our Place outcomes.
- iPads and related accessories are securely stored in the Centre office. iPads should be returned to their charging docks when not in use.

Guidelines for the use of movies:

- Movies can assist in expanding the content of the daily program.
- Children are to view ‘G and PG’ rated movies only. Educators should be aware that not all G and PG rated movies are appropriate to screen at the Centre.
- Timeframes for ‘screen time’ according to Australia’s Physical Activity and Sedentary Behaviour Guidelines are:
  - Children 5-12 years of age should limit screen time for entertainment to no more than 2 hours a day.

Guidelines for the use of music:

- Music can assist in expanding the content of the daily program
- Music must be carefully selected and be suitable to the needs and development levels of the children watching.
- Children should not be exposed to music rated ‘Explicit’. Educators should be aware that not all non-rated music is appropriate to play at the Centre.
- To protect the hearing of children and educators, music should not be played above 85 decibels.

Personal electronic devices

Children are encouraged not to bring mobile phones, MP3 players (such as iPods) or other similar devices to the Centre. Any devices should be switched off and out of sight. If an educator observes a child using a portable electronic device the following procedures will be followed:

- The device will be confiscated and labelled.
- The confiscated device may be at the conclusion of the day.

Educators are not to use personal electronic devices on the floor.

# Environmental Sustainability

*Endorsed by the committee for implementation on 6 September 2017.*

We encourage 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.

## IMPLEMENTATION

Learning about sustainability starts with everyday practice. We believe environmentally sustainable practices should be embedded into the operations of the Service. Our service is committed to protecting our environment to ensure a sustainable future for our children. 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.

The Nominated Supervisor 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. (eg: Using hand dryers or washers instead of paper towel to dry hands)
- Where possible, electronic communication will be used to reduce paper use within the office and in each room for newsletters, billing and other communication needs.
- 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. These will include:

## Sustainable Practice Ideas

### Recycling

- Recycling paper and rubbish
- Using recycled water

### Gardening

- Planting vegetables, herbs and fruits
- Establishing a Worm Farm
- Give food scraps to worms or the animals
- Educating children and have them participate in 'garden to plate' activities. Educating children about seed sprouting, weeding, vegetable gardens, cooking etc.

### Energy Conservation

- Turn off lights and switches when not in use

### Water Conservation

- Using half flush on the toilet
- Turning off the water when not in use

### Natural Resources & Equipment

- Caring for pets
- Reusing natural materials – trees, blocks, boxes etc
- Educating children in the natural decomposition cycle through exposure and participation in worm farms and composting food scraps
- Educating children in how to care for pets, letting them actively participate in caring for the service pets.

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.

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*Signature / Date*