



# TAMBO

POLICY DOCUMENT

## Table of Contents

NATIONAL QUALITY AREA 1.....	<b>Error! Bookmark not defined.</b>
NATIONAL QUALITY FRAMEWORK POLICY .....	3
TELEVISION AND ELECTRONIC DEVICES POLICY.....	5
NATIONAL QUALITY AREA 2.....	8
ACCEPTANCE AND REFUSAL OF AUTHORISATION POLICY.....	8
ANIMAL AND PET POLICY.....	11
BIKE SAFETY POLICY .....	13
BUSHFIRE POLICY .....	15
CHEMICAL SPILLS, DANGEROUS PRODUCTS AND EQUIPMENT POLICY .....	19
CYSTIC FIBROSIS POLICY.....	22
DEATH OF A CHILD POLICY.....	27
DEATH OF AN EDUCATOR POLICY.....	29
DELIVERY AND COLLECTION, ARRIVAL AND DEPARTURE OF CHILDREN POLICY .....	31
EMERGENCY MANAGEMENT AND EVACUATION POLICY .....	35
EPILEPSY POLICY.....	40
EXCURSION POLICY .....	43
FIRE SAFETY POLICY .....	46
HEALTH, HYGIENE AND SAFETY POLICY .....	50
HIV AND AIDS POLICY.....	55
LOCK UP POLICY .....	57
EMERGENCY PROCEDURES.....	58
PHYSICAL ACTIVITY PROMOTION ACTIVITY POLICY .....	62
SAND PIT POLICY .....	64
TOBACCO, DRUG AND ALCOHOL POLICY.....	66
TAMBO CHILD CARE CENTRE: CHILD AND YOUTH RISK MANAGEMENT STRATEGY.....	69
A PLAN FOR MANAGING BREACHES OF YOUR CHILD AND YOUTH RISK MANAGEMENT STRATEGY:.....	72
POLICIES AND PROCEDURES FOR COMPLAINEE WITH THE BLUE CARD SYSTEM:.....	73
A RISK MANAGEMENT PLAN FOR HIGH RISK ACTIVITIES AND SPECIAL EVENTS: .....	74
STRATEGIES FOR COMMUNICATION AND SUPPORT:.....	77
TRANSPORT OF CHILDREN POLICY.....	78
WORKPLACE HEALTH AND SAFETY POLICY .....	82
NATIONAL QUALITY AREA 3.....	90
ENVIRONMENTAL AND SUSTAINABILITY POLICY.....	90
PHYSICAL ENVIRONMENT POLICY.....	93

NATIONAL QUALITY AREA 4.....	106
EDUCATOR AND MANAGEMENT POLICY.....	106
GRIEVANCE POLICY.....	114
STAFF ARRANGEMENT POLICY.....	118
NATIONAL QUALITY AREA 5.....	122
ADDITIONAL NEEDS POLICY.....	122
NON-DISCRIMINATORY ACCESS POLICY.....	126
OPEN DOOR POLICY.....	128
PARENTAL INTERACTION AND INVOLVEMENT POLICY.....	129
STAFF – PARENT COMMUNICATION POLICY.....	132
STUDENT AND VOLUNTEER POLICY.....	134
NATIONAL QUALITY AREA 6.....	138
GOVERNANCE POLICY.....	138
POLICY AND PROCEDURE REVIEW POLICY.....	143
PRIVACY AND CONFIDENTIALITY POLICY.....	145
RECORD KEEPING AND RETENTION POLICY.....	151
STAFF PROFESSIONAL DEVELOPMENT POLICY.....	157

# NATIONAL QUALITY FRAMEWORK POLICY

## AIM

- Our service participates in the National Quality Framework (NQF). The service aims is to provide the highest quality education and care available across all areas.

## PROCEDURE

- Our Service participates in and values the National Quality Framework (NQF), including the National Quality Standard (NQS), the Early Years Learning Framework (EYLF) and the National Regulations – an Australian Government initiative linked to the funding of the Child Care Subsidy for parents. This is conducted through the Australian Children’s Education and Care Quality Authority (ACECQA) and the state licensing department through scheduled site assessment visits and where appropriate, spontaneous visits.
- The NQS provides standards of quality practices for care provided in our Service as well as guidance and support from the Service’s self-evaluation through our Quality Improvement Plan (QIP). The system also allows educators to continually improve practices by identifying the quality aspects of care the Service is already providing and assisting the Service in developing goals for further improvement through our QIP. The Service is required to complete and submit a comprehensive QIP every twelve months.
- The Service will ensure that all educators and management are informed about current practices and requirements in the NQF process by attending appropriate in-service/training, accessing any other publications and information about the accreditation process that may be of benefit – including those published by ACECQA.
- Educators will involve parents, families and management in each stage to seek their input and views into practices and care in our Service – this includes having parent input into policy reviews, parent meetings and providing updates in newsletters about the Service’s current stage in the process.

### **The seven Standards under the NQS are:**

1. Educational program and practice
2. Children’s health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Leadership and service management

### **The Ratings are as follows –**

- Excellent
- Exceeding National Quality Standard
- Meeting National Quality Standard
- Working towards National Quality Standard
- Significant improvement required.

We will access regular updates on the ACECQA website – [www.acecqa.gov.au](http://www.acecqa.gov.au)

#### **NQS/REGULATION REFERENCES/OTHER SOURCES**

Education and Care Services National Law Act  
Education and Care Services National Regulations  
National Quality Framework.  
ACECQA

NQS	Regulation
Element 1.1.1 -1.3.3	Regulation 55-67

<b>Review Process:</b>		
<b>Version:</b>	<b>Date Reviewed:</b>	<b>Person responsible:</b>
Version 1	March, 2020	Michelle Florimo

# TELEVISION AND ELECTRONIC DEVICES POLICY

## AIM

- The service supports educators to use the television, computers and other electronics to support children's development as a supplement to the educational program.
- TV shows, programs or games played or watched by the children must be rated G only and any shows rated PG or above must have the parents signed permission for the child to be involved in.
- The way in which the television and technology is used should be monitored carefully and limited only to times when it supports the program and/or children's development.

## PROCEDURE

- Technology will be an additional tool to enhance program activities, not a substitution.
- Guidelines for use are:
  - To assist in expanding the content of the daily program and current affairs.
  - Be suitable to the needs and development levels of each child participating.
  - Chosen programs should hold the interests of the children and be age appropriate.
  - Long Day Care and free activity times can be assisted when inclement weather keeps children indoors.
  - Not using screens as a reward or to manage challenging behaviours
  - Educators are encouraged to role model appropriate screen behaviours to the children
- Programs must be carefully selected with suitable content. Programs depicting violence e.g. graphic news reports should not be shown. Children are to view '**G**' rated programs only.

## RECOMMENDATIONS FOR BIRTH – 2 YEARS OLD:

- Based on recent research, it is recommended that children younger than two years of age should not spend any time watching television or using other electronic media mediums.

## WHY:

- Screen-time is not recommended for babies and children less than two years of age, because it may:
  - reduce the amount of time they have for active play, social contact with others and chances for language development
  - affect the development of a full range of eye movement

- reduce the length of time they can stay focused.
- Screen-based activities for children less than two years of age have not been shown to lead to any health, intellectual or language benefits

**RECOMMENDATIONS FOR 2 YEARS OLD – 5 YEARS OLD:**

- For children two to five years of age, sitting and watching television and the use of other electronic media (DVDs, computer and other electronic games) should be limited to less than one hour per day

**WHY:**

- Most children will be exposed to screen-time at home, and for many children this will be excessive. In the early childhood setting, any screen-based activities need thorough consideration. It may be decided that screen-time is not included in the program, or only limited to special occasions.
- In toddlers and pre-schoolers, long periods of screen-time have been associated with:
  - less active, outdoor and creative play time
  - an increased risk of being overweight
  - sub-optimal muscle and bone growth
  - unhealthy eating habits
  - poorer social skills
  - fewer opportunities to develop decision-making, self-awareness and self-regulation skills
  - slower development of language skills and short-term memory
  - television-viewing habits that may continue through childhood.

**Educators will sit with the children to monitor and discuss any aspects of the program they are viewing.**

**NQS/REGULATION REFERENCES/OTHER SOURCES**

Education and Care Services National Law Act

Education and Care Services National Regulations

National Quality Framework.

ACECQA

Australian 24-Hour Movement Guidelines for the Early Years (Birth to 5 Years) 2017

Australian Department of health:

<https://www1.health.gov.au/internet/publications/publishing.nsf/Content/gug-director-toc~gug-sedentary>

<https://www1.health.gov.au/internet/publications/publishing.nsf/Content/gug-indig-hb~inactivitiy>

<https://www1.health.gov.au/internet/publications/publishing.nsf/Content/gug-carer-toc~gug-carer-sedentary>

<https://www1.health.gov.au/internet/publications/publishing.nsf/Content/gug-family-toc~gug-family-birth>

NQS	Regulation
Element 1.1.1 -1.3.3	Regulation 73-76

<b>Review Process:</b>		
<b>Version:</b>	<b>Date Reviewed:</b>	<b>Person responsible:</b>
Version 1	March, 2020	Michelle Florimo

# NATIONAL QUALITY AREA 2

## ACCEPTANCE AND REFUSAL OF AUTHORISATION POLICY

### AIM

- This policy is aimed at providing a clear and transparent policy for authorisations
- The policy is aimed at helping staff and parents understand exactly what they need to do when authorisation concerns are raised and what procedures must be followed to ensure the safety of all children in care.
- To ensure the service and its employees act in accordance with correct authorisation as described in the Education and Care Services National Regulations.
- The service requires authorisation for actions such as administration of medications, collection of children, excursions and providing access to personal records.
- This policy outlines what constitutes a correct authorisation and what does not and may therefore result in a refusal.

### PROCEDURE

#### The service will:

- Advise employees and families of their responsibilities under the legislation.
- The Approved Provider/Nominated Supervisor will ensure documentation relating to authorisations contains:
  - The name of the child enrolled in the service;
  - Date;
  - Signature of the child's parent/guardian, or nominated contact person who is on the enrolment form;
  - The original form/letter/register provided to the service.
  - Keep these authorisations as part of the enrolment record.
- Apply these authorisations to
  - Administration of medication
  - Administration of medical treatment, dental treatment, general first aid products and ambulance transportation.
  - Excursions including regular outings.
  - Incursions.
  - Taking of photographs by people who aren't educators

- Water based activities
  - Enrolment of children including naming of authorised nominees and persons authorised to consent to medical treatment or trips outside the service premises
  - the collection of children,
  - access to records.
- Exercise the right of refusal if written authorisations do not comply. Please note verbal authorisations are not accepted.
  - Ensure that children are signed in to care by the authorised person dropping the child off and are signed out of care by the authorised person collecting.
  - Waive compliance where a child requires emergency medical treatment for conditions such as anaphylaxis.
  - Administer medication without authorisation in these cases, provided it is noted on medical plans and that parents/guardians be contacted as soon as practicable after the medication has been administered.
  - Ensure that no excursion is undertaken unless the following has occurred:
    - Excursion risk assessment has been submitted to and approved by the service prior to the excursion taking place.

**Families are required to:**

- Ensure the details on the child enrolment forms are current and correct and state clearly who the authorised nominees are to collect and drop off their children.

**Parenting Orders:**

Parenting Orders are orders that the Family Court (or the Federal Circuit Court) will make when parents' relationships break down and they cannot agree on the arrangements for their child. They stipulate which parent has what responsibilities. Parenting Orders may cover:

- A child's residence – which the child will live with (who has custody of the child). This person is responsible for day-to-day matters like discipline, going out, clothes and pocket money. Residency can be a shared arrangement.
- A child's contact arrangements - when a child may have contact with a non-custodial parent or anyone else who plays an important part in their life e.g. grandparents (contact can either be face to face, or by phone, letters)
- Child Maintenance – who provides financial support for a child
- Specific Issues –any other aspect of parental responsibility (this may include the day-to-day care, welfare and development of a child, issues relating to religion, education, sport, or other specific issue)

**Parenting Orders by Consent/Parenting Plans** – Where parents agree on the arrangements for their child despite their relationship breaking down, they can apply to the Court for a “parenting order by consent” or they can enter into a written Parenting Plan which records the agreed arrangement.

For safety and well being of the children within the service in regards to parents with any form of parenting plan the Nominated Supervisor will:

- Ensure parents provide copies of any parenting orders or plans during the child’s enrolment
- Request/remind parents to provide copies of any new or revised orders or plans
- Ensure educators, staff and volunteers understand and comply with any parenting orders or parenting plans, in particular know with whom the child lives, who they may have contact with and any other specific legal rights and responsibilities set out in the documents. Services have a legal responsibility to ensure children only leave the Service with the permission of the custodial parent (or in accordance with the orders/plans)
- Contact the custodial parent and if necessary, the Police if a person who is not authorised to collect the child wishes to take the child and will not leave. The child will remain at the Service
- The Approved Provider, Nominated Supervisor and educators will not allow a parent to enter the service premises if they reasonably believe this would contravene a court order.

#### NQS/REGULATION REFERENCES/OTHER SOURCES

Education and Care National regulations  
 National Quality Standards  
 Law Council of Australia [www.familylawsection.org.au](http://www.familylawsection.org.au)  
 Family Law Act 1975  
[www.familycourt.gov.au](http://www.familycourt.gov.au)  
[www.familylawcourts.gov.au](http://www.familylawcourts.gov.au)

NQS	Regulation
Element 2.2.1	Regulation 102

<b>Review Process:</b>		
<b>Version:</b>	<b>Date Reviewed:</b>	<b>Person responsible:</b>
Version 1	February, 2020	Michelle Florimo

# ANIMAL AND PET POLICY

## AIM

- Our service aims to ensure that no animal/pet poses a health or safety risk for children in education and care.
- It is therefore essential that issues regarding child safety and pets/animals be approached with sensitivity, empathy and a focus upon best outcomes for children.
- Pets and other domestic animals are a valuable part of many family settings and are often an important part of childcare services.
- Pets and domestic animals can play a significant role in children's learning and development and can provide children with companionship and entertainment.
- As with all experiences in childcare services, it is the responsibility of the service and educators to identify and manage any possible safety or health risks to children.
- Our service aims to provide a safe and hygienic environment that minimises the risk of a child being harmed by an animal.
- We aim to educate children in the proper care of animals.

## PROCEDURE

- Children must be closely supervised when accessing any animal or pet at the service.
- Any animal or pet kept at the Service will be regularly fed, cleaned, vaccinated, have flea powder applied to them and be regularly checked for fleas and wormed. Any animal in a cage will have its cage cleaned daily.
- Animal or pets will not be allowed in the sandpit or any other play area. In event that this happens, educators will refer to the Sand Pit Policy.
- Animal or pets will never be taken into the food preparation area nor will they be allowed near the eating or sleeping area.
- Anyone who has handled the animal or pet will immediately wash their hands after they have finished handling the animal or pet.
- Children's animal or pets will only be allowed in the Service when permission has been granted by the Approved Provider/Nominated Supervisor.
- If an animal is brought to the Service when families are collecting children, it must be left at the gate far enough way so children cannot touch the animal through the fence.
- It will be included in the program how to properly care for animals and how to treat them appropriately.

**NQS/REGULATION REFERENCES/OTHER SOURCES**

Education and Care National Regulations  
National Quality Standards

NQS	Regulation
Element 2.2.1	

<b>Review Process:</b>		
<b>Version:</b>	<b>Date Reviewed:</b>	<b>Person responsible:</b>
Version 1	February, 2020	Michelle Florimo

# BIKE SAFETY POLICY

## AIM

- To ensure all children can participate safely in bike riding activities that promote physical activity, learning through play and collaboration with peers.

## PROCEDURE

The Nominated Supervisor will ensure:

- bikes at the service are suitable for the ages of children at the service
- comply with AS/NSZ 1927
- are regularly inspected and maintained

### **Safety Assessment and Education**

Before children can ride bikes at the service:

- The Nominated Supervisor will conduct a risk assessment to plan how bikes can be used safely in different locations at the service and take action to eliminate or minimise risk to children from bike riding
- The Nominated Supervisor will induct educators and staff in the safe use of bikes
- Educators will:
  - teach children how to ride the bikes
  - teach children the bike safety rules
  - discuss bike safety behaviours and their expectations for consistent safe riding at the service
- When children are riding bikes educators will ensure all children follow the bike safety rules consistently.
- Whenever children are riding wheeled toys or bicycles, it is important that they are wearing a correctly fitted helmet and one that meets the Australian Standard
- The service will ensure appropriate clothing and safety attire is worn at all times
- The service will check regularly the condition of its bikes and wheeled toys to ensure continued safety

## NQS/REGULATION REFERENCES/OTHER SOURCES

Education and Care National Regulations  
National Quality Standards  
Early Years Learning Framework  
NSW Transport – Safety on wheels  
Kidsafe NSW - Bike track

NQS	Regulation
Element 2.2.1.	Regulation 103

<b>Review Process:</b>		
<b>Version:</b>	<b>Date Reviewed:</b>	<b>Person responsible:</b>
Version 1	February, 2020	Michelle Florimo

# BUSHFIRE POLICY

## AIM

- We aim to ensure every reasonable precaution is taken to protect children and staff from harm and hazards likely to cause injury, including potential injury from bushfires. The potential for extreme fire conditions varies greatly throughout Australia, both in frequency and severity. When experienced close to populated areas, significant loss is possible.

## PROCEDURE

- The Australian climate is frequently hot, dry, and susceptible to drought. The widely varied fire seasons are reflected in the continent's different weather patterns. For most of southern Australia, the danger period is summer and autumn. For New South Wales and southern Queensland, the peak risk usually occurs in spring and early summer. The Northern Territory experiences most of its fires in winter and spring.
- It is vital for the Service to be informed and prepared for bush fire conditions and respond appropriately during periods of high fire danger or local bush fire activity.

## DEFINITIONS

- A 'bush fire prone area' is an area of land that can support a bushfire or is likely to be subject to bushfire attack. Bush fire prone maps are prepared by local councils and certified by the Rural Fire Service.

## MANAGEMENT/NOMINATED SUPERVISOR WILL:

- Contact the local council *or* use a program to determine if you are in a bush fire prone area.
- Create and update the Service's emergency and evacuation policies and procedures regularly.
- Conduct a risk assessment to identify a potential bush fire risk to the Service.
- Ensure a current emergency and evacuation floor plan of the Service is displayed.
- Ensure emergency drills, including a bush fire drill are practiced with Educators and children.
- Ensure a record is kept of each emergency evacuation drill practiced.
- Ensure the Service and Educators are prepared for bush fire conditions and prepared to respond quickly and appropriately during high fire danger periods.
- Ensure the Fire Danger Rating (FDR) is checked daily
- Communicate with staff, Educators, and families about bush fire preparation information and provisions.
- Discuss bush fire response procedures at team meetings.
- Ensure local emergency services have current contact details, including mobile number for emergency contact after hours.
- Ensure gutters are cleaned out and free from dry leaves and other debris.
- Ensure flammable items are removed from the Service.

- Ensure a clear and effective communication procedure during an emergency is implemented.
- Organise and communicate with off-site evacuation sites about emergency arrangements.
- Trim trees to 2m from the Service building.
- Conduct an 'emergency first aid kit / backpack audit' to ensure emergency contact information and supplies are current.
- Ensure current emergency phone numbers are near the phone, including emergency services and the Department of Education and Communities *and* in the contacts of designated mobile phones.
- Monitor the bush fire situation when the rating is above High through internet or radio.
- Ensure the *Fires Near Me* app is installed on designated Service mobile phones (NSW).
- Create an Emergency Plan identifying information including:
  1. Name and address of the Service
  2. Contact details of Service (including designated mobile phone number)
  3. Number of employees and sign in/out registers
  4. Number of occupants with support needs
  5. Family contact details
  6. Details of location or address to evacuate to if required
  7. Assembly points and transportation arrangements if required to evacuate
  8. Prevention measures the Service will take prior and during the bush fire period
  9. Procedures to be taken when there is a bush fire in the local district
  10. Response measures the Service will take if confronted with a bush fire hazard or emergency
  11. Recovery measures to support the return to the Service and routines

**EDUCATORS WILL:**

- Examine the Service grounds during their indoor and outdoor safety checks to ensure flammable and/or combustible materials (e.g. dead leaves and bark, chemicals) have been removed.
- Ensure they are familiar with the daily Fire Danger Rating (FDR).
- Ensure the emergency first aid kit / backpack is organised and stored in an area that is easily accessible.
- Become familiar and confident with the emergency evacuation policies and procedures.
- Become familiar with the Service's emergency exits.
- Eliminate all papers around the Service, including art work, posters, displays etc. if advised that bush fires are in the local district.
- Keep up to date with professional development and training about bush fires and emergency evacuation.
- Be familiar with their role and responsibilities in the event of a bush fire.

**RECOVERY AFTER THE FRONT HAS PASSED:**

- The Nominated Supervisor will ensure that no educators, family member, child or visitor associated with the service leaves the building until the situation is safe by members of the emergency services.

- The Emergency Response Team, made up of members of educators, will assess the situation and if necessary, make arrangements for the care of children for an extended period of time.
- Educators at the service will stay on duty until all children have been collected or relief educators arrive.
- Only a qualified educator will administer first aid should the situation arise.
- The Nominated Supervisor will at all times work to keep the licensee abreast of the situation.
- The licensee will then advise the Licensing Unit/Officer of the number of children affected, emergency educator ratios in place, any issues that arose and if possible the projected impact to the service.
- The Emergency Response Team of nominated educators will continue to check the building and surrounds for 2-4 hours after the front has passed.
- Relevant educators will undertake a debrief of the fire emergency situation and the procedures undertaken. Educators will be requested to review their own roles, responsibilities and preparation before and during the crisis. The policy will be reviewed to ascertain its effectiveness.
- Nominated educators will arrange to have firefighting equipment, warning system and Emergency Kits checked and readied for use again.
- If necessary, the owner/Nominated Supervisor will arrange for relevant authorities to check the safety of the site.

#### FEES AND CHARGES:

- Attendance fees for the day will still be charged.
- Should family member be unable to collect or arrange collection of their children within one hour of the usual operation hours of the service,
- Fees will apply as per our Arrival and Departure Policy and the relevant Laws and Regulations

#### NQS/REGULATION REFERENCES/OTHER SOURCES

Education and Care National Regulations

National Quality Standards

Community Early Learning Australia: <https://www.cela.org.au/2018/01/07/bushfire-advice-for-childrens-services/>

ECE Bush-fire Information: <file:///C:/Users/a-ecr/Desktop/ECE-Bushfires-information-sheet.pdf>

The Australian Government – Geoscience Australia: <http://www.ga.gov.au/scientific-topics/hazards/bushfire>

CCS Provider Handbook

NQS	Regulation
Element 2.2.1	Regulation 97

<b>Review Process:</b>		
<b>Version:</b>	<b>Date Reviewed:</b>	<b>Person responsible:</b>
Version 1	February, 2020	Michelle Florimo

# CHEMICAL SPILLS, DANGEROUS PRODUCTS AND EQUIPMENT POLICY

## AIM

- The Service is committed to ensuring that children are cared for in a safe and healthy learning environment. In collaboration with all stakeholders the service will ensure the is safe, in a fit and proper state of repair and contains all the safety requirements specified in the Education and Care Services National Law Act and the Education and Care Services National Regulations.
- To ensure that, should a chemical be spilled in the service, that it is cleaned up immediately in a safe manner.
- To ensure safety of all children, educators and visitors to the service from spills, chemicals or other substances that may cause harm.
- The Centre aims to minimise the use of dangerous products/hazardous substances without jeopardising health and hygiene.
- To ensure the safety and well-being of all children, students, volunteers and visitors who attend the Centre by providing ongoing supervision and removing all potential hazards (including used syringes) and disposing them in the correct manner.

## PROCEDURE

- Children naturally want to explore the environment through their senses by touching and tasting things within their reach, including hazardous and toxic products. Poisonous and dangerous products such as cleaning products, garden and pest control chemicals, medications and sharp objects **must** be kept out of children's reach at all times.
- To safely manage the use of dangerous products:
  - Do not expose children to the fumes or sprays of dangerous products.
  - Display simple warning signs and procedures for safe storage of dangerous products.
  - Conduct and record regular audits of chemicals and medications to ensure they are stored correctly and have not passed their expiry date
  - Obtain Material Safety Data Sheets from manufacturers that provide information about the risks and risk management of dangerous products
  - Ensure the use of the online tool Chemwatch for other safety ,measures that may be required
- If a spill occurs:
  - Remove children from the area.
  - Contain the spill.
  - Ensure that it is cleaned up thoroughly and promptly.
  - Approach with care when cleaning.
  - Use the manufacturer's recommendations to clean up the spill appropriately.
  - Decontaminate any equipment or clothing associated with the spill.
  - Dispose of any equipment should the spill have made it unsafe for further use.

- Some chemicals may lack colour or odours but may still be dangerous. Never assume a chemical is harmless
- Identify chemicals and potential hazards by using the appropriate Material Safety Data Sheet.
- Reflect on procedures to analyse how this incident occurred and how the incident could be prevented in the future.
- Poisonous substances should also be labelled clearly, but in a way that does not attract children's curiosity or attention.
- Spiders and vermin can also threaten child safety and precautions should be taken to prevent or remove them.
- Chemicals, disinfectants and detergents are to be stored out of the reach of children in a locked room.
- All substances will be accompanied by an MSDS (Material Safety Data Sheet), setting out effects, instructions for safe use and storage and what to do in an emergency.
- All substances are to be fully labelled.
- Read labels to ensure instructions are being followed accurately at all times.
- Where applicable apply the elimination and substitution rule.
- Dangerous Products are not to be accessed whilst the children are in close proximity.
- Wear personal protective equipment when required.
- Educators continually assess the level of hazard in the care environment and take steps to ensure the safety of children when a hazard is identified.
- The Service will provide information, training and support through meetings and regular updates to ensure that educators are providing a physically and psychologically safe environment for children in care.
- Ensure equipment to be used is in good repair, is age appropriate and meets the relevant Australian Safety Standards.
- Swings should be located away from other play equipment, taking the arc of the swing into account and located on appropriate safety fall with a risk management plan in place.
- Equipment should be free from rust and sharp or rough edges should be smoothed or covered.

In the event that a used syringe is found in the Centre grounds the following procedure must be adhered to:

- NEVER attempt to recap the needle.
- Locate a sharps container and take it to the area where the syringe/needle has been located.
- Wear gloves at all times. DO NOT ATTEMPT TO PICK UP THE NEEDLE WITH YOUR BARE HANDS.
- As a guide always keep the syringe 30cm away from your body .
- Pick up the syringe carefully by the middle of the barrel.
- Place the syringe into the container needle/sharp end first.
- Securely place the lid on the container.
- Gloves must be disposed of immediately in a sealed plastic bag and placed in the bin.
- Wash your hands with running water and liquid soap.
- If needle stick injury has not occurred; the container should be disposed of immediately. Call the local hospital on 46217100 for advice.

- If needle stick injury has occurred, do not dispose of the syringe as it may be needed for testing. In all cases of needle stick injury, a detailed report outlining the date, time and place of injury, the details of the individual receiving the needle stick injury and the follow up action should be completed and forwarded to:

Department of Communities  
 Roma Child Safety Service Centre  
 95 Arthur Street, PO Box 386, Roma Qld 4455  
 Telephone: (07)46243077  
 Fax: (07) 46243098.

#### NQS/REGULATION REFERENCES/OTHER SOURCES

Education and Care Services National Law Act  
 Education and Care Services National Regulation  
 National Quality Standards  
 Guide to the Education and Care Regulations and National Law  
 Guide to the National Quality Standards  
 Chemwatch

NQS	Regulation
Element 2.2.1	

<b>Review Process:</b>		
<b>Version:</b>	<b>Date Reviewed:</b>	<b>Person responsible:</b>
Version 1	March, 2020	Michelle Florimo

# CYSTIC FIBROSIS POLICY

## AIM

- The service and all educators/staff aim to provide effective and compassionate care for children with Cystic Fibrosis.
- The service and all educators/staff aim to ensure the safety and wellbeing of all children
- The service and all educators/staff aim to adopt inclusive practices to cater for the additional requirements of children with Cystic Fibrosis in a respectful and confidential manner.

## PROCEDURE

- The service will ensure all educators are aware of the enrolment of a child with Cystic Fibrosis (CF) and understand the condition and the additional requirements of the individual child.
- The service will adhere to privacy and confidentiality procedures when dealing with individual health needs.

### **Confidentiality, privacy, dignity and safety:**

- Whilst some young children often like to share the news and their experiences of living with CF with their classmates, other may approach the condition differently.
- The degree and nature of this sharing should be discussed with parents so that the service can support the family collaboratively in this process.
- Information exchange between the family and health professionals and the service is essential to support the child's learning and enhance peer support.
- The sharing of information needs to be assessed and negotiated for each child with CF, with due consideration to their needs.
- Educators need information about routine and predictable emergency care as it affects the child's access to the curriculum, and their safety.

### **Health Support Plan**

- For each individual child enrolled in the service with CF, a Health Support Plan will be developed by the Nominated Supervisor in conjunction with the child's family.
- It will be based on the child's health support needs as identified in their CF care plan and other care information.
- A Health Support Plan for a child with cystic fibrosis should address the following components:
  - overall wellness
  - diet
  - therapy and care
  - internal body temperature control
  - curriculum participation issues and
  - Potential emergency/first aid situations.

- The information should focus on what educators need to know to provide routine and emergency care. It will be used by educators in planning support for the child.
- In addition, a health support plan documents individualised support which educators have agreed to provide in the areas of:
  - first aid
  - supervision for safety
  - personal care, including infection control
  - behaviour support and
  - Additional curriculum support to enable continuity of education and care.

### **Overall Wellness**

- The service and educators need to know if recent/frequent hospitalisation and/or general illness mean additional care and consideration may need to be provided within the service.
- The service also needs to know of any infection control issues in addition to standard precautions that may assist ensuring the safety and wellbeing of the child.
- It is important to the future health of a child with CF, as with all children, to minimise the risk of cross infection of bacteria and viruses from others. This must be balanced with efforts to encourage children with CF to lead as normal lives as possible.
- Educators will alert the family of a child with CF when a particularly virulent strain of virus is present in the service, as parents may wish to keep their child with CF at home.
- All children in the service should be encouraged to maintain hygienic practices. If possible, a child with CF should, discretely, not be partnered or sit next to another child with an obvious cold or cough.

### **Diet**

- Children with CF have difficulty maintaining their weight and growth patterns as they cannot absorb essential vitamins, minerals, fat and proteins. For this reason, educators need to be aware of each individual child's dietary requirements as prescribed by a medical professional.
- Children who need additional food supplements may receive them through a gastrostomy button located in their stomach. There are no routine care issues associated with a gastrostomy button for educators however if the area becomes red or inflamed, parents should be informed as soon as possible
- Children with CF will often have non-prescription medication such as enzyme tablets, as well as prescription medication such as antibiotics, which the service and educators need to be aware of.

### **Therapy and Care**

- Some children with CF may require complex/invasive health support, such as physiotherapy, while attending the service. This support should be provided by a visiting nurse or therapist.

- Some children with CF require nebulised medication prior to physiotherapy. While educators can supervise nebulised medication, this will generally be managed by a visiting health worker. Educators need training before supervising administration of medication via a nebuliser.

### **Body Temperature Control**

- Children may need to be reminded to adjust their clothing to help maintain their internal body temperature control.
- A child with CF will have problems with internal temperature control and should be kept at a steady temperature in winter and summer. It is beneficial to place the child with CF in rooms that have heating and cooling where practical.
- Salt tablets may be required during warm weather. Educators should be informed about the required timing and amount of salt tablets and ensure the child always has access to fluids . Medical advice will be considered.

### **Participation in Education and Care Experiences**

- An increase in fatigue or feeling tired is common for a child with CF. A lot of effort is required of a person with CF, on top of normal childhood activities, to maintain their health. Educators will be aware of this and provide adequate opportunities for rest.
- During the onset of infections, children with CF may experience difficulty breathing or catching breath. Educators should be aware that, as with other children, breathing difficulties also can be asthma related.
- Children with CF are continually battling infections or recovering from them, thus resulting in low energy levels and reduced concentration. Educators will be mindful of this when planning daily activities.
- A regular exercise program is very beneficial to children with CF as it helps loosen mucus, stimulates coughing and helps build up strength and endurance of the breathing muscles. Children with CF will be encouraged to take part in physical activity and exercise, following guidelines from the child's medical practitioner.
- Children with CF can become dehydrated much more quickly than other children. In relation to the educators will:
  - encourage frequent drinks during and after exercise, and on warm days
  - ensure salt tablets are taken either before or after exercise on warm days with consideration of medical advice
  - avoid scheduling physical activity during temperature extremes
  - Ensure children with CF remain, as far as is practical, in a fairly constant temperature, neither too hot nor too cold.

### **Potential Emergency Situations**

- Emergency situations associated with CF are rare.
- If children have an intravenous line for medication, there are specific standard first aid responses which may be anticipated:

- Child reports discomfort, nausea, rashes or general illness.
  - *Call family emergency contact. If they cannot be reached, call the nominated cystic fibrosis nurse for advice.*
- Child reports redness, pain, inflammation or swelling at site.
  - *Call nominated cystic fibrosis nurse for advice, and then advise family emergency contact.*
- There is a leakage of some sort from the site.
  - *Call nominated cystic fibrosis nurse for advice, and then advise family emergency contact.*
- A needle or line falls out.
  - *Use standard first aid and apply pressure to stop any bleeding, call nominated cystic fibrosis nurse for advice, then advise family emergency contact.*

### **Supervision for Safety**

- The child's Health Support Plan may include a range of routine accommodations so they can continue to access learning programs while effectively managing their health care. Accommodations could include:
  - provision of additional time to support children managing their dietary requirements
  - access to fluids and food, and the toilet, as needed
  - rescheduling of physical activity to support body temperature control
  - supportive and sensitive encouragement to participate in physical activity
  - targeted social skills programs: frequent absences mean that some children with cystic fibrosis have difficulty making and retaining friends
  - modification of the program and activities in response to the demands of therapy and treatment

### **Infection Control Consideration**

- Educators should be aware that, where there is more than one family in the service with CF, cross-infection is a serious health risk. For this reason, our service will only accept the enrolment of one child with CF at any given time. This is based on guidelines developed under the Cystic Fibrosis in Education and Children's Services Planning and Support Guide for Education and Children's Services 2008.

### **Behaviour Support**

- As for all children, behaviour expectations for children with CF should be consistent and predictable, and sufficiently flexible to accommodate periods of stress and other potential mental health issues.

## NQS/REGULATION REFERENCES/OTHER SOURCES

Education and Care National Regulations

National Quality Standards

Cystic Fibrosis in Education and Children's Services Planning and Support Guide for Education and Children's Services 2008

Early Years Learning Framework

Cystic Fibrosis Australia

Nutritional Guidelines for children living with Cystic Fibrosis:

[https://www.cysticfibrosis.org.au/getmedia/76140223-31d1-4ac8-a29c-4377fa7fb58d/NHMRC-NutritionGuidelines-CF-ANZ-final-web\\_1.pdf.aspx](https://www.cysticfibrosis.org.au/getmedia/76140223-31d1-4ac8-a29c-4377fa7fb58d/NHMRC-NutritionGuidelines-CF-ANZ-final-web_1.pdf.aspx)

NQS	Regulation
Element 2.1.2, 2.1.2, 2.1.3	Regulation 90

### Review Process:

Version:	Date Reviewed:	Person responsible:
Version 1	February, 2020	Michelle Florimo

# DEATH OF A CHILD POLICY

## AIM

- Educators or the Nominated Supervisor will ensure that immediate and appropriate action is taken to notify any relevant authorities in the event of the death of a child whilst at the Service.
- To ensure all care, respect and compassion is taken when such a situation occurs
- To ensure that all documents and required information can and will be provided to required regulatory authorities and emergency services.

## PROCEDURE

- Educators will follow and implement this procedure:
  - Attempt CPR pursuant to current guidelines.
  - Call an Ambulance immediately on 000.
  - The Nominated Supervisor will call the parents/guardians of the child and arrange to meet at the Hospital or medical facility.
  - Medical staff will advise parents.
  - Contact Insurance Company.
  - Notify state Police Department.
  - Notify Regulatory Authority
- In the event of a child's death, contact the police, who should advise the child's parents/guardians in person and assist them with transport to the service or hospital.
- Contact the parents/guardians of the other children and advise them of an emergency, and request that they arrive and collect their children as soon as they are able.
- On arrival, parents will be advised of the death of a child and will be given information about trauma counselling for their child if needed
- At the end of the day, hold a debriefing session with all educators/staff and provide information about trauma counselling for those educators/staff who feel they need it

### Notification of a Death/Serious Incident:

- The death of a child being educated and cared for at the service, a "serious incident" under the national law.
- The Approved Provider will notify the regulatory authority as soon as practicable and within 24 hours of the death using the appropriate notification via the ACECQA Portal
- The documentation will be kept until the end of 7 years after the death.

## Work Health and Safety (OHS) requirements

- The death of a person is a “notifiable incident” under the work, health and safety legislation. The approved provider or nominated supervisor must notify the regulator by telephone or in writing as soon as possible after the death.
- Records of the incident must be kept for at least 5 years from the date that the incident is notified.
- The approved provider/nominated supervisor must ensure the site where the death occurred is left undisturbed as much as possible until an inspector arrives or as directed by the Regulator.

### NQS/REGULATION REFERENCES/OTHER SOURCES

Education and Care Services National Law Act  
Education and Care Services National Regulation  
National Quality Standards  
Guide to the Education and Care Regulations and National Law  
Guide to the National Quality Standards  
Workplace Health and Safety

NQS	Regulation
Element 2.2.2.	Regulation 86, 175, 176

<b>Review Process:</b>		
<b>Version:</b>	<b>Date Reviewed:</b>	<b>Person responsible:</b>
Version 1	March, 2020	Michelle Florimo

# DEATH OF AN EDUCATOR POLICY

## AIM

- The Nominated Supervisor will ensure that immediate and appropriate action is taken to notify relevant authorities in the event of the death of an educator at the Service, and take steps to ensure the safety and wellbeing of children and other staff members who may be affected by the death.
- The service aims to deal with such a horrific event with compassion and empathy for all involved
- The service aims to ensure all appropriate documentation (if required) is up to date and provided to all authorities necessary

## PROCEDURE

Where an educator or staff member requires urgent medical attention while at the service:

- The Nominated Supervisor (or Certified Supervisor if Nominated Supervisor ill) will immediately call an ambulance on 000).
- A first aid trained educator will immediately commence appropriate first aid which may include CPR.
- The educator will be guided by advice from ambulance personnel once contact with emergency services has been made
- The Nominated Supervisor (or Certified Supervisor) will call the educator or staff member's next of kin and advise to which hospital or medical facility the ambulance is heading.

In the tragic event the educator or staff member passes away at the service or as a result of an incident at the service, the Nominated Supervisor (or Certified Supervisor) will:

- Call triple 000 for advice if this has not already occurred (and the death occurs at the service)
- Notify the local police station of the death and follow any advice given
- Notify the WHS Regulator by telephone immediately when they become aware of the death. If requested to follow-up in writing, this must be done within 48 hours
- Keep records of the incident for at least 5 years from the date that the incident is notified to the WHS Regulator. (Note we advise keeping records for 7 years for ECEC Regulatory purposes).
- Ensure the site where the death occurred is left undisturbed as much as possible until an inspector arrives or as directed by the Regulator
- Notify the ECEC Regulatory Authority within 24 hours of the death using the appropriate form and submitting via the ACECQA Portal as required.

- If the Nominated Supervisor has passed away, advise the regulatory authority in writing about the new Nominated Supervisor within 14 days of the death using the appropriate form and submitting via the ACECQA Portal as required.
- Provide all reasonable assistance to the family of the deceased educator or staff member.
- To ensure the safety and wellbeing of children and educators/ staff members at the service, the Nominated Supervisor (or Certified Supervisor) will:
  - implement service emergency procedures (e.g. service lockdown) if there is a risk of harm to children or educators/staff members
  - Offer counselling/ support services for children and staff if any are traumatised by the death. Authorisation will be obtained from parents before children receive any support services
  - Take steps to ensure children continue to be adequately supervised e.g. calling in relief staff to maintain ratios or where necessary requiring families to collect children.

#### NQS/REGULATION REFERENCES/OTHER SOURCES

Education and Care Services National Law Act  
 Education and Care Services National Regulation  
 National Quality Standards  
 Guide to the Education and Care Regulations and National Law  
 Guide to the National Quality Standards  
 Workplace Health and Safety

NQS	Regulation
Element 2.2.2	Regulation 86, 175, 176

<b>Review Process:</b>		
<b>Version:</b>	<b>Date Reviewed:</b>	<b>Person responsible:</b>
Version 1	March, 2020	Michelle Florimo

# DELIVERY AND COLLECTION, ARRIVAL AND DEPARTURE OF CHILDREN POLICY

## AIM

- To ensure that all children are in an environment where they can arrive and depart safely from the Service.
- This policy specifies the procedures to be followed when dropping off and collecting children from the service. These procedures ensure that children's safety is paramount at all times and no child is collected by a person whose identity is unknown by educators.
- Ensure the completion of the required records for claiming of the Commonwealth Child Care Subsidy from the service.

## PROCEDURE

The following guidelines must always be adhered to, to ensure the safety and wellbeing of all children:

### ARRIVAL:

- It is essential at the time of arrival to the Education and Care Service that all children are signed **IN** to care by a parent or responsible adult who 18 years or over on the attendance record / timesheet.

This is a legal requirement for claiming Government assistance with childcare fees and assists the service in the event of an emergency.

#### **This is the responsibility of the Parent/Guardian's and the service**

- The service is to ensure the child and parent is greeted at the door on arrival and provided with the attendance record to sign the child into care in each instance.
- Each child is to be provided with their own space for personal belongings. Each child's belongings must be checked on arrival and any dangerous items are to be removed from the bag immediately.
- Children are to be sighted by the educators in the appropriate room before the parent or person responsible for the child leaves. This ensures that the service is aware that your child has arrived.
- Parents are to advise their child's educator if someone different is picking up their child, both verbally and in writing. This person is to be named on the enrolment form as an authorised person to collect for the child. Photo identification will need to be sighted by the service before releasing the child.
- In the case of a separated family, either biological parent can add a contact in writing unless a court order is provided to the Service stating that one parent has sole custody and responsibility. It is each parent's responsibility to ensure they inform the other parent of any changes made to contractual arrangements while in care.

- Parents / guardians will remove medication from the child's bag and give to the service to store in a safe place. (Please refer to the Medication Policy)
- Children and / or parents will be encouraged to remove their child's lunch boxes from their bag for storage in a refrigerated or designated area unless service provides meals.

#### **DEPARTURE:**

- Nominated Supervisors and Educators are to ensure that the authorised contact list (written and or digital form) for each child is kept up to date and all educators are aware and notified of any changes to this list.
- No Child will be released into the care of any persons without parent permission. If the educator does not know the person by appearance, the person must be able to produce some form of photo identification to prove that they are the person authorised to collect the child on the child's enrolment form.
- Parents must give the service prior notice when a person collecting the child is someone other than those mentioned on the enrolment form, e.g. in an emergency situation. The person nominated by the parent must be able to produce some form of photo identification.
- Children are not to be released into the care of any persons not authorised to collect the child. For example: court orders concerning custody and access or those not listed on the enrolment form with authority to collect.
- If a parent who is not authorised to collect due to court orders/ parenting orders and documents produced say otherwise these documents will be validated with the other parent and consultation will be sort before releasing a child into the care of the parent.
- Regulation 157 (Access to Parents) states that clarification of the circumstances in which an Approved Provider, Nominated Supervisor or Educator can refuse to allow a parent to enter the Education and Care premises, if they reasonably believe that permitted entry would contravene a court order or pose a risk to the safety of children and staff at the service
- All court orders will be kept on file in a secure place at the service
- If a parent fails to collect a child the service will attempt to contact parents, and emergency contacts.
- Police may need to be notified if a child is unable to be collected. This will be managed with care and respect by the service.
- Parents must give prior notice of any variation in the persons picking up the child. If notice is not given and the educator cannot contact the Parent/Guardian, the child will not be released into the care of that person.
- If the person collecting the child appears to be intoxicated or under the influence of drugs or alcohol and the educator feels that the person is unfit to take responsibility for the child, the

service will bring the matter to the person's attention before releasing the child into their care. If an educator has concerns as to the ability of the responsible person the educator is to suggest that they contact the other Parent/Guardian or emergency contact persons from the enrolment form, inform them of the situation and request they collect the child as soon as possible.

- Wherever possible such discussions are to take place without the child present.
- If the person refuses to allow the child to be collected by another authorised person, the service is to inform the Police of the circumstances, the person's name, and vehicle make/model and registration details.
- It is essential that the service maintains responsibility to ensure mandatory reporting of such incidences if appropriate.

**NOTE:** the service cannot prevent a Parent/Guardian from collecting a child but do have a moral obligation to persuade a Parent/Guardian to seek alternative arrangements, if they feel the Parent/Guardian is in an unfit state to accept responsibility for the child.

- The service has a Duty of Care to all children in their service and for this reason should at no time, place any other children at risk if the above circumstance were to arrive. The service is to ensure they use best practice and follow all procedures pertaining to an emergency lockdown procedure if required.
- If an unauthorised person comes to collect the child, the service will contact the parent / guardian for assistance and advice.
- It is essential at the time of departure that all children are signed **OUT** by a Parent/Guardian or Authorised Nominee as per the enrolment form on the attendance record with the exact time of departure. This is to be the same attendance record as the child was signed in on arrival. This also assists the service in knowing who has left the service and when.
- If a child at the service appears to be missing or cannot be accounted for or appears to have been taken or removed from the service premises in a way that breaches the National Regulations, it is considered a serious incident and the regulatory authority must be notified within 24hrs of the incident.
- All children are to have left the service by their booked hours or the closure of the Service.
- At the end of each day employees are to check the premises / venue to ensure that no child remains on the premises / venue after the premises are closed.
- An Authorised Nominee must be a minimum age of 18 years old to sign a child out of the Education and Care Service.

**OTHER:**

A child that is being educated and care for by the service can only leave the residence or venue under the following exceptional circumstances:

- The child requires medical, hospital or ambulance care or treatment or due to another emergency.
- On occasion, children who are not enrolled at our service may be present at the service.
- An example of this is when families come to pick up an enrolled child and they bring their other children with them.
- At times like this, the children who are not enrolled at the service are the responsibility of the adult that brought them to the service.
- We ask these adults to keep unenrolled children off any equipment at the service, and for the child to be always accompanied by the adult .
- Should a child who is not enrolled at the service attend an excursion with the service, they may only attend should the adult to staff ratio not be compromised for enrolled children.
- Any child that is enrolled at the service on a temporary basis will be included in the staff/child ratios.

**The Approved Provider / Nominated Supervisor will ensure that this policy is maintained and implemented at all times.**

**NQS/REGULATION REFERENCES/OTHER SOURCES**

Education and Care Services National Law Act  
Education and Care Services National Regulation  
National Quality Standards  
Guide to the Education and Care Regulations and National Law  
Guide to the National Quality Standards

NQS	Regulation
Element 2.2.1, 2.2.2	Regulation 99

<b>Review Process:</b>		
<b>Version:</b>	<b>Date Reviewed:</b>	<b>Person responsible:</b>
Version 1	March, 2020	Michelle Florimo

# EMERGENCY MANAGEMENT AND EVACUATION POLICY

## AIM

- In the event that the service needs to be evacuated, we aim to conduct this in a rehearsed, timely, calm and safe manner to secure the safety of each person using the service.
- The safety and wellbeing of each child, educator and person using the service is paramount above any other consideration in the time of an emergency or evacuation.
- Any other procedures will be carried out only if it is safe to do so.
- The service's aim is to provide sufficient, appropriate equipment and resources that are available when dealing with any emergency or critical incident likely to impact on the service and to ensure that evacuations and / or lockdowns are carried out as smoothly as possible.

## IMMEDIATE PROCEDURE FOR EMERGENCIES:

### Assess the situation

- Is someone seriously injured or in need of urgent medical help?
- Is your life or property being threatened?
- Have you just witnessed a serious accident or crime?
- If you answered YES call Triple Zero (000).



### When you call Triple Zero (000)

- Do you want Police, Fire or Ambulance?
- Stay calm, don't shout, speak slowly and clearly
- Tell us exactly where to come. Give an address or location.
- Stay focused, stay relevant, stay on the line
- The Triple Zero (000) service is the quickest way to get the right emergency service to help you. You can contact Police, Fire or Ambulance in life threatening or emergency situations.



### If you are deaf or have a speech or hearing impairment text 106

- This is a Text Emergency Call, not SMS
- You can call from teletypewriters
- Tell us which service you need and where to come

### Make your call

- Stay calm and call Triple Zero from a safe place
- When your call is answered you will be asked if you need Police, Fire or Ambulance

- If requested by the operator, state your town and location
- Your call will be directed to the service you asked for
- When connected to the emergency service, stay on the line, speak clearly and answer the questions
- Don't hang up until the operator tells you to do so.

#### **Providing location information**

- You will be asked where you are
- Try to provide street number, street name, nearest cross street and the area
- In rural areas give the full address and distances from landmarks and roads as well as the property name
- If calling from a mobile or satellite phone, the operator may ask you for other location information
- If you make a call while travelling, state the direction you are travelling, and the last motorway exit or town you passed.

#### **Instructions from the operator**

- The operator may ask you to wait at a pre-arranged meeting point to assist emergency services to locate the incident

#### **Other languages and text-based services**

- People with a speech or hearing impairment can use the One Zero Six (106) text based service
- If you can't speak English you can call Triple Zero (000) from a fixed line and ask for 'Police', 'Fire', or 'Ambulance'. Once connected you need to stay on the line and a translator will be organised
- Further information in several community languages can be found on the Emergency information in other languages page.

#### **Other things you can do**

- Keep the Triple Zero (000) number beside telephones
- Teach children and visitors that the emergency number to call in Australia is Triple Zero (000)
- Teach children when and how to use Triple Zero.

### **PROCEDURE**

- All equipment, including warning, alarm and communication systems, fire detectors and fire extinguishing equipment etc. is maintained to working order in accordance with the manufacturer's / installer's instructions and the Australian Standards, and service Policies and Procedures.
- The Educators and other staff are aware of their role and responsibilities in the event of an emergency or critical incident.
- All Educators and staff are appropriately trained for their role in the event of an emergency or critical incident and that any records of training are retained.

- An evacuation plan that includes a clear diagram of the escape route and assembly area is prominently displayed at each exit point of the service.
- A list of Emergency Contacts is displayed
- Only qualified, accredited persons install, repair and/or maintain electrical equipment.
- The relevant government health and safety authority is notified in the event of a serious emergency or critical incident.
- Emergency evacuation and lockdown procedures are rehearsed a minimum of every 3 months by the service with the aim of all children participating in at least one emergency evacuation in a three-month period.
- These emergency evacuation drills aim to add to each child's sense of security, predictability and safety, and ensure all educators and staff are familiar with our emergency evacuation procedures.
- These emergency drills will:
  - Take place at various times of the day and week (rather than always on a Tuesday at 10 am for example) to ensure all children and staff members get the opportunity to rehearse. All persons present at the service during the evacuation drill must participate accordingly.
  - Will be documented and assessed against specific outcomes.
  - We will appoint an observer to evaluate our drills
  - Will be immediately followed by a debriefing session to identify any improvements that may be made to the procedures. Any staff training needs will be identified, and action taken to implement the relevant training.
- The approved Provider will ensure the rehearsal of emergency and evacuation procedures are documented on the *service Emergency Evacuation Evaluation Form*
- In the event of a real emergency and evacuation, educators are to document and notify the Approved Provider/Nominated Supervisor and appropriate documentation will be completed.

## **LOCKDOWN**

In the event of a situation where children and educators need to stay inside the service and or venue until they are notified otherwise by an appropriate authority, the following procedure will apply:

All children will proceed to a designated area in the service and or venue (as indicated in the emergency plan) and await for the service to be deemed safe.

### **The Service and its Educators/Staff are responsible for:**

- Ensuring all visitors and children recognise the alert and evacuation signals and know the relevant procedures, escape routes, and assembly area(s).

- Supervising, recording, reviewing and evaluating each practice drill and implementing improvements to the procedures as required.

In relation to ***unwelcome intruders, robberies and general security***, proactive risk control measures implemented at the service / venue include:

- Access points to the Education and Care Venue are limited and are properly secured at all times.
- The identification of all non-regular persons wishing to enter the service is checked before access is provided (for example, via a photo ID).
- The internal and external areas of the Education and Care service are well lit at all times when persons are present. In relation to ***fire***, proactive risk control measures implemented at the Education and Care residence and venue include:
  - Exhaust fans are regularly cleaned to prevent residue build-up.
  - Waste is appropriately stored and regularly removed.
  - Smoke detectors and firefighting equipment are installed and maintained according to the manufacturer's instructions, and Australian Standards.
  - Appliances are checked for faults (for example, frayed cords) before use.
  - The use of extension cords, double adaptors etc. is discouraged. (*Fire Safety Policy*)

#### **PANDEMIC**

The Nominated Supervisor will:

- Provide convenient access to water and liquid soap and/or alcohol-based sanitiser.
- Educate staff and children about covering their cough to prevent the spread of germs.
- Ensure basic hygiene measures are in place including the display of hygienic information
- Stay alert and follow any instructions issued by Health authorities.
- Be prepared for multiple waves.
- Notify the Regulatory Authority of incident as set out in our Incident, Injury, Trauma and Illness Policy.

#### **BOMB/CHEMICAL THREAT**

The Nominated Supervisor will implement the following procedures:

- If a bomb/chemical threat is received by telephone:
  - **stay calm**
  - **do not** hang up
  - Refer to the bomb threat checklist.
- If a bomb/chemical threat is received by mail:
  - avoid handling of the letter or envelope
  - place the letter in a clear bag or sleeve
  - Inform the Police immediately.
- If a bomb/chemical threat is received electronically or through the service's website:

- do not delete the message
- Contact police immediately.
- Ensure doors are left open.
- **Do not** touch any suspicious objects found.
- If a suspicious object is found or if the threat specifically identified a given area, then evacuation may be considered.
- Notify the Regulatory Authority of incident as set out in our Incident, Injury, Trauma and Illness Policy.

**MAJOR EXTERNAL EMISSIONS/SPILL (includes gas leaks)**

The Approved Provider or Nominated Supervisor will:

- Call the Fire Brigade on 000.
- Turn off gas supply.
- If it's a gas leak onsite, notify the gas provider (number can be found on the emergency numbers and key contacts page).
- Implement evacuation procedures.
- Check staff, children and visitors are accounted for.
- Await 'all clear' or further advice before resuming normal children's services activities.
- Notify the Regulatory Authority of incident as set out in our Incident, Injury, Trauma and Illness Policy.
- Notify Worksafe if required.

**NQS/REGULATION REFERENCES/OTHER SOURCES**

Education and Care Services National Law Act  
 Education and Care Services National Regulation  
 National Quality Standards  
 Guide to the Education and Care Regulations and National Law  
 Guide to the National Quality Standards  
 Workplace Health and Safety regulations  
 Child Safety Australia

NQS	Regulation
Element 2.2.2	Regulation 97

<b>Review Process:</b>		
<b>Version:</b>	<b>Date Reviewed:</b>	<b>Person responsible:</b>
Version 1	March, 2020	Michelle Florimo

# EPILEPSY POLICY

## AIM

- Our service and educators' welcome children with epilepsy.
- We aim to ensure the safety and wellbeing of all children and adopt inclusive practices to cater for the additional requirements of children with epilepsy in a respectful and confidential manner.
- Our service will ensure all educators are aware of the enrolment of a child with epilepsy and understand the condition and the additional requirements of the individual child.

## PROCEDURE

### **Epilepsy and Learning:**

- 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 by affecting, for example, their comprehension, expressive language, visual perception, concentration and memory. Some children with epilepsy may have absence seizures where they are briefly unconscious. Our educators will ensure they go over any learning or activity a child may have missed during a seizure.
- The level of expectation for each child has a significant influence on performance. Our educators will facilitate a positive environment of encouragement, stimulation and reassurance.

### **Behavior Support**

- Our educators will ensure that any routine management of a child's epilepsy, including the administration of any medication, occurs with minimal disruption to their education and care.
- As for all children, behavior expectations for children with epilepsy should be consistent and predictable, and sufficiently flexible to accommodate periods of stress and any emotional difficulties a child with epilepsy may be experiencing.
- Our educators will nurture the self-esteem of all children, including those with epilepsy, and create a positive environment of inclusiveness and acceptance for all children.

### **Information Sharing: Confidentiality and privacy**

- Our service will adhere to privacy and confidentiality principles when dealing with each child's health and safety needs.
- The sharing of information, including the amount and type of information, will be assessed and negotiated for each child with epilepsy.

- Educators need information about routine and predictable emergency care because it affects the child's learning, access to the curriculum and their safety.
- Information exchange between the family, health professionals and the service are also essential to support the child emotional health and enhance their peer support Whilst some young children often like to share the news and their experiences of living with CF with their classmates, other may approach the condition differently.
- The degree and nature of this sharing should be discussed with parents so that the service can support the family collaboratively in this process.

### **Medical Management Plan**

- Children with epilepsy will have a Medical Management Plan provided by their doctor and /or parents. This Plan should include information about:
  - The type of seizures the child has
  - Their severity and timing
  - Whether there are any warning signs before a seizure
  - Any first aid requirements in addition to standard first aid
  - Known triggers
  - Emotional needs of the child
  - The level of participation, supervision and protection required for the child during activities, whether the child's safety may be compromised during an activity.

### **Medical Conditions Risk Minimisation Plan**

- Our service will prepare a Medical Conditions Risk Minimisation Plan outlining procedure we will implement 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. These include:
  - missing medication for non-epileptic conditions
  - suddenly stopping anti-convulsant medication or missing a dose
  - infection or illness, especially if associated with a temperature
  - lack of sleep
  - extreme emotions, such as excitement about an excursion, stress or boredom
  - hyperventilation/over-breathing
  - head injury
  - flickering lights (computers are not usually a problem)—only with certain kinds of epilepsy
  - missing meals
  - dehydration
  - Significant changes in temperature or extreme temperatures, e.g. on a hot day sitting on the sunny side of a bus with no air conditioning.
- Our service will encourage children with epilepsy to participate in all activities at our service unless any are specifically excluded by the child's doctor or parents. Independence and social acceptance are important to all children.

- The Risk Minimisation Plan will cover whether any adjustments need to be made to an activity to ensure the child can participate. These may include the child wearing protective gear and providing increased supervision of the activity.

### First Aid

- Our service will ensure our qualified first aid educator maintains up to date training in epilepsy, and where required, training in the administration of epileptic medication. If a child is having an epileptic seizure, our first aid trained educator will:
  - Protect the child from injury
  - Not restrain the child or put anything in their mouth
  - 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.
  - Call an ambulance if necessary. 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
  - complete the Incident, Injury, Illness and Trauma Record, including the time the seizure started and stopped and observations of the seizure, as soon as possible but within 24 hours of the seizure
  - Contact the parent/guardian or the person to be notified in the event of illness if the parent/guardian cannot be contacted.
  - Educators will always call an ambulance if required under the Medical Management Plan.

### NQS/REGULATION REFERENCES/OTHER SOURCES

Education and Care Services National Law Act  
 Education and Care Services National Regulation  
 National Quality Standards  
 Guide to the Education and Care Regulations and National Law  
 Guide to the National Quality Standards

NQS	Regulation
Element 2.1.2, 2.1.2, 2.1.3	Regulation 90

<b>Review Process:</b>		
<b>Version:</b>	<b>Date Reviewed:</b>	<b>Person responsible:</b>
Version 1	March, 2020	Michelle Florimo

# EXCURSION POLICY

## AIM

- Excursions/Incursions enhance children's learning by providing them the opportunity to participate in curriculum planned activities and experiences to extend on their skills and knowledge in the current interest topic.
- Our Service recognises that excursions provide opportunities for children to explore the wider community as a group and extend on the educational program provided.
- To ensure that all excursions and incursions undertaken by the Service are planned and conducted in a safe manner, maintaining children's wellbeing always 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.

## PROCEDURE

- 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 or incursion.
  - The Service will use an Excursion or Incursion Risk Assessment
  - The Service will notify families about the excursion using an Authorisation for Excursion Letter
- Families have a right to view the risk assessment prior to the excursion or incursion 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 or incursion 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 or incursion, the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialised skills re 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.
- The authorisation must be given by a parent or other authorised person named in the child's enrolment record.
- The authorisation form must state
  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 must sit on seats, preferably with, or close to, an adult. Seat belt guidelines must be followed depending on the bus. If the bus has seat belts, they must be worn at all times

2. Train

Management will be required to contact the local station prior to the excursion to inform them of the time you will be travelling, the destination and the number of children and adults who will be travelling.

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.

### 3. 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.

#### Insurance

- Management must review their insurance policy prior to the excursion or incursion to ensure liability is protected by the Service.

#### **NQS/REGULATION REFERENCES/OTHER SOURCES**

Education and Care Services National Law Act  
Education and Care Services National Regulation  
National Quality Standards  
Guide to the Education and Care Regulations and National Law  
Guide to the National Quality Standards

NQS	Regulation
Element 2.2.1, 2.2.2	Regulation 90-102

<b>Review Process:</b>		
<b>Version:</b>	<b>Date Reviewed:</b>	<b>Person responsible:</b>
Version 1	March, 2020	Michelle Florimo

# FIRE SAFETY POLICY

## AIM

The Service is committed to:

- Providing a safe environment for all children enrolled within the Service.
- Ensuring that reasonable precautions are taken to protect children, being educated and cared for by the service, from harm and from any hazards likely to cause injury.
- Preparing emergency and evacuation procedures that ensure a risk assessment is conducted to identify potential emergencies that are relevant to the service.

## PROCEDURE

- Staff are required to be familiar with all Fire Evacuation procedures and exit points for the Centre.
- Fire evacuation plans and procedures are to be displayed in all rooms of the Centre.
- These are to be displayed near each exit in the Centre for easy viewing for all Centre staff, parents and visitors.
- The location of the fire alarm is to be made clear to all staff and Centre visitors (whistle near kitchen doorway).
- Fire drills are to be carried as part of the 3-monthly plan for emergency evacuations with a record kept in relation to these events
- All fire equipment is to be checked by a professional on a regular basis (every 12 months) to ensure it is maintained in working condition.
- Fire evacuation plans are also to be followed for all evacuation including bomb threats, etc.

## CONTROL MEASURES

In relation to fire, proactive risk control measures implemented at the Education and Care residence/venue include:

- Exhaust fans are regularly cleaned to prevent residue build-up.
- Waste is appropriately stored and regularly removed.
- Regular maintenance of the service / property including clearing of gutters, rubbish removal, maintenance of gardens and plants.
- Appliances are tested and tagged in accordance with WHS legislation
- The use of extension cords, double adapters etc. is discouraged.
- The Service will always have two forms of communication (phone, mobile phone, internet)
- Contact details of all local Emergency Services will be clearly displayed near the Emergency Evacuation Plan and available for the service

## **FIRE EQUIPMENT**

Appropriate fire equipment will be available and regularly checked in line with Australian Standards, Education and Care Services National Regulation and Law and Scheme Policies and Procedures.

Fire Blankets and Fire Extinguisher are to be replaced every 12 months.

### **Smoke alarms**

The maintenance of domestic smoke alarms is covered by Australian Standard 1851-2012 which states that the maintenance of smoke alarms may be carried out by the service in accordance with the manufacturer's recommended procedure.

### **Fire Extinguishers and Fire Blankets**

Australian Standards AS 1851 recommends that Portable Fire Extinguishers and Fire Blankets are inspected and tested by qualified persons at half-yearly intervals.

## **LEGAL/INDUSTRIAL REQUIREMENTS**

'AS 1851 (stands for Australian Standards 1851) is a set of rules and regulations that ensure building owners are compliant in meeting the safety standards imposed on fire protection systems. These rules and regulations help to ensure all state and Occupational Health & Safety rules are met so the building owner can be sure they are in compliance with all applicable laws.

Additionally, five years pressure testing is required, plus recharging when an extinguisher is discharged. (all pressure testing and certification should be carried out by a licensed cylinder test station see AS2337.1)

## **EMERGENCY EVACUATION**

The Service will write a clear evacuation plan / procedure including multiple exits which have been identified by the appropriate authority in the particular town/suburb that the service. (The procedure will include how you are going to evacuate all children safely if you have to leave property ie: car seats, utilising neighbours, community and family members etc).

Ensure emergency drills are undertaken at least once every three months with all children in care. (*The Service Emergency and Evacuation Policy*).

Emergency Evacuation Evaluation Form is filled in after each emergency drill and file appropriately. (*The Service Emergency Evacuation Evaluation Form*).

In the event of a real emergency and evacuation, educators are to document and notify the Nominated Supervisor / and / or Approved Provider and appropriate documentation will be completed.

### **Emergency Evacuation Kit**

An emergency evacuation kit is a small bag you keep handy in case you have to evacuate your workplace/service. Emergency evacuation kits are stored in a waterproof storage container and in an easy to access location. Kit's are checked every three months to stock up and rotate supplies to ensure provisions are fresh and safe to use.

The emergency evacuation kit is to be available and readily accessible and include:

- Contact details for all children in care, including emergency contacts (preferably laminated to ensure document is readable in an emergency)
- Service contact details including emergency contacts (preferably laminated to ensure document is readable in an emergency)
- Important medication and medical management plans
- Baby formula (If applicable)
- Nappies / wipes / gloves / plastic bags / hand sanitizer
- Sunscreen
- Blanket or tarp
- Rainwear or an emergency plastic poncho
- Bottles of drinking water
- Non-perishable food
- Torch
- Pen & notepad
- Battery operated, portable AM/FM Radio and extra batteries (check shelf life)
- USB with backup of important files (this should be done regularly and placed back into the emergency kit and include – but not limited to- contact details, medical management plans)
- Map of your local area with evacuation points and contact details for emergency services.
- Additional Mobile Phone Charger to suit educators mobile which educator will also be required to take with them in an emergency
- First aid kit (The Service Emergency Evacuation Kit)

### **NQS/REGULATION REFERENCES/OTHER SOURCES**

Education and Care Services National Law Act  
Education and Care Services National Regulation  
National Quality Standards  
Guide to the Education and Care Regulations and National Law  
Guide to the National Quality Standards  
Bureau of Meteorology  
Queensland Fire & Emergency Services  
QLD Rural Fire Service

NQS	Regulation
Element 2.2.1, 2.2.2	Regulation 97

<b>Review Process:</b>		
<b>Version:</b>	<b>Date Reviewed:</b>	<b>Person responsible:</b>
Version 1	March, 2020	Michelle Florimo

# HEALTH, HYGIENE AND SAFETY POLICY

## AIM

- For the ongoing and general health and wellbeing of children, the Service strives to implement practices that maintain a high standard of general hygiene. Educators must follow the health, hygiene, nutrition, safety and wellbeing policies of the Service.

## PROCEDURE

### Maintaining a Hygienic Environment

- The Service and its Educators/Staff will endeavour to maintain a hygienic environment by cleaning surfaces regularly, including the regular cleaning of highchairs, benches, seats, tables, carpets, floors and other surfaces that are used frequently
- Utensils must be washed in hot soapy water or a dishwasher.
- The Service Premises shall be kept clean and free of vermin.
- Educators will ensure that all tissues and disposable nappies are disposed of immediately after use.
- There will be a suitable container with a lid for waste disposal. This is to be emptied at least once per day.
- The environment must be clean - free from mould and mildew.
- Equipment must be kept in good repair.
- All educators are to complete food safety training every three years as per the Food Safety and Food Handling Policy.

### Use of Gloves

- When cleaning, or otherwise having contact with, bodily fluids (e.g. blood, vomit, urine, faeces etc), Educators will wear disposable gloves and use disposable cloths.
- Used gloves are to be carefully disposed of so that they cannot be accessed by children or other adults.

### Washing Hands

- Good hand washing practices are important in limiting the spread of infection. The Service endorses the procedures outlined in "Staying Healthy in Child Care" (Edition 5).
- Facilities: Hand washing facilities should consist of a wash basin, liquid soap dispenser, paper towels or individual hand towels (hand towels should not touch each other to eliminate cross contamination or be shared) Towels should also be washed daily.
- Hands should be washed thoroughly using soap and running water.
- Dry hands with individual hand towel or paper towel.
- Alcohol based hand gels must be labelled and kept out of the reach of children, and can only be used when soap and water is not available.
- It is highly encouraged that children, adults, visitors and educators wash their hands upon entering the service and prior to exiting the Service

- The service will display the NHMRC 'how to wash hands' poster at the children's eye level, as well at each sink where hands are washed.  
<https://www.nhmrc.gov.au/about-us/publications/staying-healthy-preventing-infectious-diseases-early-childhood-education-and-care-services#block-views-block-file-attachments-content-block-1>

**Adults should always wash hands:**

- Before preparing food or infant formula/bottles.
- Before eating or feeding a child
- After toileting yourself or a child
- Before and after changing nappies or children's underwear
- Before and after giving medication or first aid
- After wiping a child's nose, or sneezing or blowing own nose
- After cleaning up faeces or vomit or any bodily fluid
- After handling pets or other animals
- After handling raw food and garbage

**Children should wash hands:**

- Before eating
- After going to the toilet, or having their nappy changed
- After touching nose secretions or sores
- After playing outside
- After handling pets or other animals
- After messy play experiences

Hand washing should take place in a separate location to food or drink preparation, rinsing of soiled clothing, or cleaning potty chairs, i.e. kitchen sinks should not be used for hand washing.

**Children should be taught to wash their hands as a part of the daily routine**

- It is recommended that children be encouraged to learn good hygiene practices. It is recommended that Educators teach children that washing their hands will prevent the spread of germs and illness. Educators are required to carefully supervise children to ensure they develop good hand washing habits. (Using wipes and alcohol based hand gels should only be an alternative to hand washing if there is no access to a sink.

**Nappy Changing**

- Nappy changing, toileting and dressing should be conducted in ways that are respectful to children and ensure hygiene is maintained. (approx. every 2 hours is recommended)
- Nappies should be changed frequently to ensure babies' and toddlers' health hygiene and comfort is maintained.
- Educators should use nappy changing as an opportunity to talk and interact with the child.
- Educators should prepare toddlers to change their nappy, explaining why a change of nappy is needed.

### **Procedures for hygienic nappy changing**

- A changing area with a mat or a washable surface is required for the nappy-change process. Mats are to be clean, and free from tears, splitting, mould and mildew.
- Check to make sure that the supplies needed are ready.
- Do not leave a child unattended on a change table.

Link: [www.nhmrc.gov.au](http://www.nhmrc.gov.au)

### **Use the following method to stop disease spreading:**

- Wash your hands regularly
- Place paper towel on the change area.
- Always wear gloves when changing a nappy.
- Remove the child's nappy and put it in a 'hands free' lidded bin
- Remove any clothes with urine or faeces on them.
- Clean the child
- Remove the paper and put it in a 'hands free' lidded bin
- Remove the gloves by peeling them back from the wrists, turning them inside out as you go. Put the gloves in the bin.
- Dress the child.
- Wash and dry the child's hands
- Take the child away from the change mat.
- Clean the change table with detergent and water.
- Wash your hands.

### **Procedures for cleaning the nappy change mat or surface:**

- After each change, clean the table well with detergent and warm water.
- Cleaning containers must be labelled correctly and kept inaccessible to children.
- Wipe the mat dry.
- Wash your hands.

Change mats used on the nappy change table need to be non-porous— kept in good condition without tears or rips, and need to be cleaned with detergent and warm water after each use.

To ensure consideration is given to protective behaviors when undertaking nappy changes, educators will:

- Show respect to the child they are assisting by explaining what they are doing and how they will do it.
- Ensure other members of the Educator's household or volunteers do not change the nappy of a child in care.

### **Nappy Covers**

Nappy Covers are recommended when a child uses cloth nappies to prevent spreading of germs

## **Toilet Training & Toileting**

The following hygiene procedures should be followed by Educators when children are learning to use the toilet.

- Ask parents to supply a clean change of clothing.
- Help the child use the toilet.
- Remind all children the importance of Handwashing
- Explain to the child that washing their hands will stop germs that might make them sick or spread to others.
- If using a potty chair, empty the contents into the toilet and wash the potty with detergent or disinfectant. Toilets and potties should be kept clean at all times. Potty chairs must be kept in the toilet area.

Use a different sink for cleaning potties to that used for hand washing and food preparation.

- Wash your hands in accordance with the NHMRC and the guidelines.
- Place soiled clothes in a plastic bag for parents to take home at the end of the day and keep out of childrens reach.
- To encourage independence for those who are able to use the toilet, toilets should always be freely accessible by children.

## **Dental Health**

The Service will provide Educators and their families with current information relating to dental care from the recognised authorities.

Educators will ensure good dental hygiene practices and promote key messages throughout the routine.

5 Keys messages for a Healthy Mouth from NSW Little Smiles

1. Eat Well
2. Drink Well
3. Clean Well
4. Play Well
5. Stay Well

<http://www.health.nsw.gov.au/oralhealth/Publications/nsw-little-smiles.pdf>

## **Bedding**

The educator will ensure that each child has individual bedding, either supplied by the family or educator. At the end of each day/week the sheets will be washed and returned to individual bags. Bedding must be stored in individual bags ensuring they are not touching other children's bedding to maintain hygienic standards and stop cross infection.

## Toys and Equipment

- Toys and equipment will be cleaned regularly and with warm water and detergent when required. Musical instruments that may be played using the child's mouth are to be cleaned after each use.
- Educators will ensure that all toys, dress-up clothes, paint shirts and other materials and resources will be kept clean.
- Recycled items (e.g. toilet rolls for craft activities) which were used, or suspected to have been used, in a non-hygienic environment will not be used. Paper rolls are the best option instead of toilet rolls.

## Personal Hygiene

Educators must follow the health, hygiene, nutrition, safety and wellbeing policies of the service, and present themselves in a clean, tidy and professional manner.

## NQS/REGULATION REFERENCES/OTHER SOURCES

Education and Care Services National Law Act  
Education and Care Services National Regulation  
National Quality Standards  
Guide to the Education and Care Regulations and National Law  
Guide to the National Quality Standards

NQS	Regulation
Element 2.1.3	Regulation 77-80

<b>Review Process:</b>		
<b>Version:</b>	<b>Date Reviewed:</b>	<b>Person responsible:</b>
Version 1	March, 2020	Michelle Florimo

# HIV AND AIDS POLICY

## AIM

- The service aims to effectively care for any child that may be infected with Human Immunodeficiency Virus Infection, AIDS Virus and minimise the risk of exposure to HIV through effective hygiene practices.
- To educate Parents, Families, Educators, Staff and to an appropriate extent children about the HIV/AIDS Virus

## PROCEDURE

- The following provides basic information on HIV/AIDS –
  - AIDS is a medical condition which can damage a bodies' immune system.
  - It is caused by a virus which is transmitted through the exchange of bodily fluid and is primarily passed on through sexual contact.
  - The AIDS virus can be transmitted through blood products. However, the risk of contracting AIDS from a blood transfusion is minimal and said to be about one in 1,000,000.
  - There is no evidence of the spread of the virus to children through other means currently.
- The confidentiality of medical information must be adhered to regarding an infected child. Any information disclosed to the Nominated Supervisor regarding a child from family members must not be passed on to any other staff member unless the child's caregivers provide written authorisation.
- Children with the HIV virus will be accepted into the service.
- Educators will carry out routine hygiene precautions to Australian standards at all times to prevent the spread of any infections following the service's relevant policies and procedures.
- Educators will exercise care in regard to the exposure of bodily fluids and blood and the service's hygiene practices will be used to prevent the spread of infection. Similarly, if the need arises to perform CPR on a child infected with HIV a disposable mouth to mouth mask will be used.
- Children who are infected with HIV will be assessed by their Doctor before they are excluded from the service. Children who have abrasions or open wounds will cover them while at the service. If these abrasions cannot be covered for any reason unfortunately the child will have to be excluded from the service until the wound has healed or can be covered.
- Educators who have been infected by HIV are not obliged to inform their employer but are always expected to act in a safe and responsible manner to minimise the risk of infection.
- No child, educator, parent or other visitor to the service will be denied First Aid at any time.

## NQS/REGULATION REFERENCES/OTHER SOURCES

Education and Care Services National Law Act  
Education and Care Services National Regulation  
National Quality Standards  
Guide to the Education and Care Regulations and National Law  
Guide to the National Quality Standards

NQS	Regulation
Element 2.1.1, 2.1.2, 2.1.3	Regulation 90

<b>Review Process:</b>		
<b>Version:</b>	<b>Date Reviewed:</b>	<b>Person responsible:</b>
Version 1	March, 2020	Michelle Florimo

# LOCK UP POLICY

## AIM

- The service policy aims to minimise the potential for any incidents to occur as we close up each day by adhering to the following “lock-up” procedures.
- This will ensure the safety and wellbeing of all children at the service.

## PROCEDURE

- At the end of our service operations each day, the Responsible Person present at the Service will:
  - Check all beds and cots to ensure no child/ren is asleep in the bed or cot.
  - Check the premises outdoors and indoors to ensure that no child remains on the premises after the service closes.
  - Review the children’s attendance records to ensure all children who were signed in that day have been signed out.
- If a child has not been signed out the Responsible Person will:
  - If possible, ask educators if the child was collected.
  - Immediately conduct a search of the premises, indoors and outdoors to locate the unaccounted-for child if educators are unsure whether the child has been collected.
  - contact the child’s parents if the child is not located to see if the child was collected without being signed out
  - contact the police if the child is missing
  - immediately document a missing child incident using the Incident, Injury, Trauma and Illness Record template published by the national authority ACECQA at <http://files.acecqa.gov.au/files/Templates/1Incident,%20injury,%20trauma%20and%20illness%20record%20word%20version.pdf>
    - Notify the regulatory authority within 24 hours of the serious incident involving missing child using the appropriate forms from the ACECQA Portal
- Turn off lights and air-conditioning
- Shut blinds
- Ensure taps and any outdoor sprinklers, hoses etc. are turned off
- Ensure any animals kept at the premises are secured appropriately
- Turn on alarm
- Lock premises and gates.

## NQS/REGULATION REFERENCES/OTHER SOURCES

Education and Care Services National Law Act

Education and Care Services National Regulation  
 National Quality Standards  
 Guide to the Education and Care Regulations and National Law  
 Guide to the National Quality Standards

NQS	Regulation
Element 2.2.1.	Regulation 99

<b>Review Process:</b>		
<b>Version:</b>	<b>Date Reviewed:</b>	<b>Person responsible:</b>
Version 1	March, 2020	Michelle Florimo

## EMERGENCY PROCEDURES

### Anaphylaxis

- The child’s Medical Action Plan will be placed in a prominent position at the service. This will ensure it can be regularly read by the staff, families and visitors where the child may be present during the day. The need to display the child’s Medical Action Plan will be fully discussed with the child’s parents/guardians and their authorization obtained for this.

The plan is to be updated as required by the medical practitioner

- Parents/guardians are responsible for supplying the child’s medication and ensuring that the medication has not expired.
- The child’s medication must be labelled with the name of the child and recommended dosage. Medication must be located in a position that is out of reach and inaccessible of the children, suitable and readily available to the educator.
- It is quite possible that a child with no history of previous allergies, may have their first reaction whilst at the educator’s service, as these reactions only occur after the second exposure to the allergen. If the staff believe a child may be having an anaphylactic reaction and the service has an adrenaline autoinjector both EpiPen & Anapen for general use, this should be administered immediately, and an ambulance called. If the service does not have an adrenaline autoinjector both EpiPen and Anapen for general use, the staff must follow emergency First Aid procedures and ring for an ambulance immediately.
- National regulations allow for the administration of medication to a child in an emergency situation regardless of whether the authorisation to administer has been obtained by the child’s parent. This

applies to specific requirements as covered in regulation 94 of the National Regulation and regulations 80 & 81 of the supplementary Regulation.

**As stated in Regulation 12: If a child has an Anaphylactic reaction then this is considered a 'serious incident' and would need to be reported to the service Approved Provider/Nominated Supervisor/Room Leader or employee of the service so that the regulatory authority can be notified within 24hrs.**

### **RISK MINIMISATION STRATEGIES:**

Whenever possible the service will minimise exposure to known allergens by:

- A child at risk of food anaphylaxis should only eat lunches and snacks that have been prepared at home or at the family day care service under strictly supervised conditions. Children should not swap or share food, food utensils and food containers. Identify foods that contain the known allergen and replace with other suitable foods or remove food altogether it would be best to check with the consulting Doctor as to whether the food should not be in the service at all.
- Special care will be taken to avoid cross contamination occurring at the family day care service by providing separate utensils for a child with allergies, taking extra care when cleaning surfaces, toys and equipment, and ensuring strict compliance with the family day care service's hygiene policies and procedures.
- For some children with food allergy, contact with small amounts of certain foods (e.g. nuts) can cause allergic reactions. For this reason, all parents/guardians will be advised of specific food allergies and how they can assist the service minimise the risk of exposure to known allergens.
- Some children have severe allergic reactions to insect venoms. Prevention of insect stings from bees and wasps include measures such as:
  - wearing shoes when outdoors
  - closing windows in cars and buses
  - taking great care when drinking out of cans, walking around pools, at the beach, or when walking in grasses which are in flower.
- Employees, household members and volunteers will regularly inspect for bee and wasp nests on or near the property and store garbage in well-covered containers so that insects are not attracted.
- Particular care will be taken when planning cooking or craft activities involving the use of empty food packaging to avoid inadvertently exposing the child to allergens. The same level of care will be employed to outside activities.
- Employees and volunteers will help the child at risk of anaphylaxis / asthma to develop trust and confidence that they will be safe while they are at the childcare service by:
  - talking to the child about their symptoms to allergic reactions so they know how to describe these symptoms to an educator / consultant or volunteer when they are having an anaphylactic reaction;
  - taking the child's and their parent's/guardian's concerns seriously;

- making every effort to address any concerns they may raise.

### Education of Children

- Employees of the service will talk to children about foods that are safe and unsafe for the anaphylactic child.
- Employees will talk about symptoms of allergic reactions to children (e.g. itchy, furry, scratchy, hot, funny).
- With older children, employees will talk about strategies to avoid exposure to unsafe foods, such as taking their own plate and utensils and not eating food that is shared.
- employees will include information and discussions about food allergies in the programs they develop for the children, to help children understand about food allergy and encourage empathy, acceptance and inclusion of the allergic child.
- Time is also needed to discuss the exposure to the allergen and the strategies that need to be implemented and maintained to prevent further exposure.

### Legislation

- The service will ensure personal details provided by parents/guardians are collected, used, disclosed, stored and destroyed (when no longer needed) according to the Privacy Act 1988 and other regulatory requirements. The need to display personal details included on the child's ASCIA Action Plan will be discussed with parents/guardians, and their written consent obtained prior to display.
- Employees must ensure that, except in an emergency, medication is not administered to an enrolled child without the written authority of the parent/guardian. In all other circumstances, the childcare service will require the parent/guardian's written authority (including the Child's ASCIA Action Plan) to administer any medication to their child.
- Provide families with a copy of the Asthma / Anaphylaxis and Medical Conditions Policies and Procedures upon enrolment.

A notice is required to be displayed at the service premises if a child who has been diagnosed with Anaphylaxis is enrolled at the service.

### **NQS/REGULATION REFERENCES/OTHER SOURCES**

Education and Care Services National Law Act  
Education and Care Services National Regulation  
National Quality Standards  
Guide to the Education and Care Regulations and National Law  
Guide to the National Quality Standards

NQS	Regulation
Element 2.1.2	Regulation 90-91

• <b>Review Process:</b>		
• <b>Version:</b>	• <b>Date Reviewed:</b>	• <b>Person responsible:</b>
• Version 1	• March, 2020	• Michelle Florimo

# PHYSICAL ACTIVITY PROMOTION ACTIVITY POLICY

## AIM

- To provide children with a physically active program that is developmentally appropriate.

## PROCEDURE

- The service will implement the following promotion of physical activity as per the age and development stage of each child in attendance:
  - For healthy development in infants (birth to 1 year), physical activity – particularly supervised floor-based play in safe environments – should be encouraged from birth.
  - Toddlers (1 to 3 years) and preschoolers (3 to 5 years) should be physically active every day for at least three hours, spread throughout the day.
  - Children younger than two years of age should not spend any time watching television or using other electronic media (DVDs, computer and other electronic games).
  - For children two to five years of age, sitting and watching television and the use of other electronic media (DVDs, computer and other electronic games) should be limited to less than one hour per day.
  - Infants, toddlers and preschoolers should not be sedentary, restrained or kept inactive for more than one hour at a time – except for sleeping

## Educator's Will:

- Encourage children to participate in physical activities through programming and spontaneous experiences.
- Encourage and support children to undertake and participate in new or unfamiliar physical activities.
- Participate in physical activity with the children.
- Show enthusiasm for participation in physical activity and organise play spaces to ensure the safety and wellbeing of all individuals in the environment.
- Set up and plan for physical play activities and equipment and where appropriate encourage the children to help with the set-up.
- Listen to children's suggestions on what physical activities they would like to participate in and where appropriate incorporate them into the program
- Set up indoor and outdoor areas in a manner that promotes and encourages safe physical play for all age groups and developmental abilities represented in the service.
- Actively encourage children to accept and respect each other's range of physical abilities.
- Consult with families and resource agencies on providing physical experiences that reflect diverse backgrounds and abilities.
- Role model appropriate footwear and clothing for physical activity.

- Will ensure a balance of active and sedentary activities throughout the child’s day and minimise sedentary behaviors unless the child is tired or ill.

**The service will support the children in:**

- Learning to use increasingly complex motor skills and movement patterns in order to combine gross and fine movement and balance skills, spatial awareness and problem-solving skills.
- The development of their physical skill set by providing regular opportunities for outdoor play.
- The development of their physical skill set by talking with children about how the human body and how important physical activity is for an individual’s health and wellbeing.
- The development of their physical skill set by providing experiences for the children that draw on elements of dance, dramatic play and creative movement.
- The development of their physical skill set by providing babies with encouragement and safe areas to practice rolling over, sitting, crawling, standing and walking.

**NQS/REGULATION REFERENCES/OTHER SOURCES**

Education and Care Services National Law Act  
 Education and Care Services National Regulation  
 National Quality Standards  
 Guide to the Education and Care Regulations and National Law  
 Guide to the National Quality Standards  
 Get up and Grow, Health Eating and Physical Activity for Early Childhood

NQS	Regulation
Element 2.1.3	Regulation 113-115

<b>Review Process:</b>		
<b>Version:</b>	<b>Date Reviewed:</b>	<b>Person responsible:</b>
Version 1	March, 2020	Michelle Florimo

# SAND PIT POLICY

## AIM

- Our Service recognises that sand pit play encourages children to develop their cognitive, language, physical, social and emotional skills in both planned and spontaneous activities.
- It assists children to develop a sense of agency whether they play independently or in collaboration with their peers while also promoting physical activity.
- Our Service aims to ensure our sand pit is always hygienic and safe for all users.

## PROCEDURE

To ensure our sand pit is always a safe and hygienic place for children to play and learn the Nominated Supervisor will ensure:

- Our sandpit has adequate drainage and can comfortably accommodate the number of children at our service. Adequate drainage includes the installation of a drainage membrane separating the sand from the gravel subbase or agriculture pipes.
- We use timber which has not been treated with Copper Chromium Arsenate (CCA).
- We use washed beach or river sand. Builders' /brick sand is not suitable.
- The sand is at least 500mm deep and replenishes the sand when it drops 100mm below the top edge of the sandpit.
- Any natural elements we may incorporate into the sandpit (e.g. boulders) are positioned so they are stable, cannot be moved and have their sharp edges removed or rounded off. Boulders should be large enough to sit on or be used as building platforms.
- The sandpit is adequately shaded when used by children, and that our shade structures can be removed so sunshine can disinfect the sand.
- we rake sand pits before use and at regular intervals each day and carefully remove and dispose of any contaminated sand or dangerous/ foreign matter such as sharp objects or animal or human faeces and urine which could cause illness or infection in children or educators.
- We turn the sand over monthly to aerate it.
- Change the sand at least annually but preferably every 6 months.
- Remove toys from the sandpit at the end of each day.
- Cover sand pits closely when they are not in use to prevent contamination with animal faeces and sharp or dangerous objects.
- Ensure children and adults wash their hands with soap and water after playing in the sandpit.
- The Nominated Supervisor will prepare a roster of educators who have responsibility for raking and turning the sand and removing toys and covering the sand pit at the end of each day.

If sand is contaminated by animal or human faeces, blood or other body fluids an educator who has been supervising the children will immediately remove all children from the sandpit and then:

- Use a shovel and dispose of the contaminated sand in a plastic bag. Educators will wear suitable protective clothing e.g. gloves.
- Rake remaining sand at regular intervals during the day and leave exposed to the sun.
- Change sand completely if it is contaminated extensively.

#### NQS/REGULATION REFERENCES/OTHER SOURCES

Education and Care Services National Law Act  
 Education and Care Services National Regulation  
 National Quality Standards  
 Guide to the Education and Care Regulations and National Law  
 Guide to the National Quality Standards  
 Staying Healthy in Childcare  
 Sandpits Fact Sheet Kidsafe NSW  
 Timber in Playspaces Fact Sheet Kidsafe  
 Work Health and Safety Act  
 Work Health and Safety Regulation

NQS	Regulation
Element 2.1.3	Regulation 103, 105, 113

<b>Review Process:</b>		
<b>Version:</b>	<b>Date Reviewed:</b>	<b>Person responsible:</b>
Version 1	March, 2020	Michelle Florimo

# TOBACCO, DRUG AND ALCOHOL POLICY

## AIM

- To adhere to the Education and Care Services National Regulations where it applies to children being cared for in licensed LDC premise to ensure the service complies with the regulations relevant to drug, alcohol and Tobacco as noted in the clauses below:
  - Tobacco, drug and alcohol-free environment:
    - The approved provider of an education and care service must ensure that children being educated and cared for by the service are provided with an environment that is free from the use of tobacco, illicit drugs and alcohol. Penalty: \$2000.
- Staff members are not to be affected by alcohol or drugs
- The approved provider of an education and care service must ensure that the nominated supervisor or a staff member of, or volunteer at, the service is not affected by alcohol or drugs (including prescription medication) so as to impair the person's capacity to supervise or provide education and care to children being educated and cared for by the service. Penalty: \$2000.
- The nominated supervisor of an education and care service must not, while educating and caring for children for the service— (a) consume alcohol; or (b) be affected by alcohol or drugs (including prescription medication) so as to impair the supervisor's capacity to supervise or provide education and care to the children. Penalty: \$2000.
- To ensure all Educators, Staff and Volunteers comply with the **Smoke-free Environment Act 2000** and the **Smoke-free Environment Regulation 2016**

## PROCEDURE

Exposure to tobacco smoke poses major health risks for both children and adults.

- All prospective educators will be made aware of this policy and this will be part of their induction before starting.
- Educators are not permitted to smoke at any time whilst providing Education and Care in the venue or on the premises whilst caring for children.
- All areas of the service venue are to be smoke free at all times both whilst children are present at the service, during hours of operation and after hours.
- From September 1, 2016: Smoking has been banned at or near children's organised sporting events, childcare centres, skate parks, aged care facilities, pedestrian precincts near state

government buildings, national parks, public swimming pools, outdoor pedestrian malls and public transport waiting points like bus stops;

- The Smoke Free Environment Legislative changes in QLD have enforced No smoking within 5 meters of any type of early childhood education and care services; Family Day Care Service, Kindergartens, LDC and after school hour care.
- A person must not smoke in an area that is not enclosed and is within—
  - (a) Education and care service premises while they are being used to provide an education and care service; or
  - (b) children's service premises while they are being used to provide a children's service. (Victoria) 4metres
- Visitors must not smoke or consume alcohol during the operation of Education and Care.
- Cigarettes and other tobacco products including lighters etc must not be accessible to children.
- Educators that do not ensure the protection of children by not implementing this policy will be have their registration suspended or cancelled.
- It is illegal and a finable offence to smoke while travelling in a vehicle with children. Therefore educators/passengers are not permitted at any time to smoke in their vehicle while it is used for transporting children.
- Ensure that during orientation and enrolment visits, families are reminded that the education and care service is a smoke free environment.
- Staff parents and volunteers will not be allowed to consume alcohol during working hours.
- Educators, staff and volunteers must not consume alcohol or be affected by alcohol or drugs (including prescription drugs) that may impair their capabilities to provide Education and Care to children at their service at any time under any circumstances.
- Consideration will be given to educators on prescription medication. A medical certificate will be required from the Educator if there is a concern raised and or if their behaviour directly interferes or impacts their ability to provide a safe environment for children in care.

#### **NQS/REGULATION REFERENCES/OTHER SOURCES**

Education and Care Services National Law Act  
Education and Care Services National Regulation  
National Quality Standards  
Guide to the Education and Care Regulations and National Law  
Guide to the National Quality Standards  
Staying Healthy in Childcare  
Queensland Health Department

NQS	Regulation
Element 2.2.1, 2.2.3	Regulation 82

<b>Review Process:</b>		
<b>Version:</b>	<b>Date Reviewed:</b>	<b>Person responsible:</b>
Version 1	March, 2020	Michelle Florimo

## TAMBO CHILD CARE CENTRE: CHILD AND YOUTH RISK MANAGEMENT STRATEGY

Tambo Child Care Centre has developed the following Statement of Commitment to ensure the Safety and Wellbeing of Children and Youth from harm.

Tambo Child Care Centre passionately supports the rights of Children and Youth and is continually committed to ensuring their safety, welfare and happiness is of the utmost importance.

Tambo Child Care Centre commits to ensuring all allegations of Child and Youth harm, from Tambo staff/employees or otherwise are reported to Tambo and the relevant and required authorities.

This commitment includes all visitors, volunteers and those who have access to Children through Tambo Child Care Centre.

Tambo Child Care Centre also is continually committed to all its policies and procedures involving the safety of Children.

Tambo also has a strong philosophy aligned with this commitment:

Insert Philosophy Here

## CODE OF CONDUCT FOR TAMBO CHILD CARE CENTRE STAFF:

### **Confidentiality:**

- All staff and contractors that work with or for Tambo Child Care Centre must maintain and respect each individual's right to privacy and confidentiality.
- All information regarding the families and children's needs will be shared between the educator and management team in the best interest of the child and family.
- Information regarding child/families' needs will be shared with community agencies only with the family's permission, except in child protection matters.

### **Conflict of Interest:**

- Individuals must maintain their professional integrity by recognising and reporting potential conflicts of interest, for example:
  - a. Financial gain
  - b. Personal knowledge that may compromise the integrity of either party
  - c. Relationship gain

### **Professionalism:**

- When representing Tambo Child Care Centre all team members are expected to undertake their duties in a professional manner. This included after hours training sessions, events and other requirements that are expected as a part of the Tambo Child Care Centre.
- Recognise and respect the dignity and rights of the individual and conduct themselves in a professional manner.
- Swearing, excessive drinking and other inappropriate acts will not be tolerated when representing Tambo Child Care Centre.
- To be committed to the principles of honesty, respect, trust and integrity that underpin all professional practice.
- Demonstrate and be committed to reflective practices that encompass an awareness your strengths, limitations and well-being.
- Demonstrate a commitment to professional development, knowledge and skills
- Own and promote a vision that is child focused and congruent with current best practice

### **Fair and Respectful Behaviour:**

- All staff are expected to communicate honestly, effectively and openly
- All staff will have access to a grievance procedure that is to be followed if required.
- The team at Tambo Child Care Centre are to value each person's point of view.
- All staff of Tambo Child Care Centre welcome diversity and engage in inclusive practice.

**Information / Communication:**

- All posts and information either sent via Facebook or other social media or via email that represent Tambo Child Care Centre is to be written and posted in a professional manner that consists of high quality and in line with the Tambo Child Care Centre Facebook and Social Media policy. Care must be taken with grammar, punctuation and spelling to ensure that all information is of the highest professional standard.
- To follow and abide by all Tambo Child Care Centre policies and procedures.
- To ensure that all requirements of the Education and Care Services National Regulations as well as the national Quality Standards are followed and adhered too at all times.
- To ensure at all times that the safety of children, youth, employees and stakeholders is of the utmost importance and any information/communication that may be deemed as inappropriate or of a concerning nature is to be reported immediately following the grievance procedure/policy.

**Staff Member's Name:**

**Staff Member's Signature:**

**Date:**

**Scheme Manager Signature:**

## A PLAN FOR MANAGING BREACHES OF YOUR CHILD AND YOUTH RISK MANAGEMENT STRATEGY:

The below outlines the steps that will be taken by Tambo Child Care Centre following a breach of the child and youth risk management strategy to ensure fairness, equity and confidentiality.

Tambo Child Care Centre define a breach of the Child and Youth Risk Management Strategy as:

Any action or inaction by any member of the organisation, including children and young people, that fails to comply with any part of the strategy. This includes any breach in relation to:

- statement of commitment to the safety and wellbeing of children and the protection of children from harm
- code of conduct for interacting with children and young people
- procedures for recruiting, selecting, training and managing paid employees and volunteers
- policies and procedures for handling disclosures or suspicions of harm, including reporting guidelines
- policies and procedures for implementing and reviewing the children and youth risk management strategy and maintaining an employee register
- risk management plans for high risk activities and special events, and
- strategies for communication and support

All stakeholders are to be made aware of the actions or inactions that form a breach as well as the potential outcomes of breaching the child and youth risk management strategy based on our grievance procedure.

All employees/Staff, Volunteers or otherwise associated with Tambo Child Care Centre must comply to the plan provided

Tambo Child Care Centre Steps involved in managing a breach:

- all people concerned will be advised of the process
- all people concerned will be able to provide their version of events
- the details of the breach, including the versions of all parties and the outcome will be recorded, discussed and kept confidential
- an appropriate outcome will be decided

Tambo Child Care Centre Outcomes for Breaches depending on the nature of the breach, may include:

- emphasising the relevant component of the child and youth risk management strategy, for example, the code of conduct
- providing closer supervision
- further education and training
- mediating between those involved in the incident (where appropriate)
- disciplinary procedures if necessary
- reviewing current policies and procedures and developing new policies and procedures if necessary

## POLICIES AND PROCEDURES FOR COMPLAINE WITH THE BLUE CARD SYSTEM:

Employee Register Template is utilised by Tambo Child Care Centre and has been provided to Blue Card Services. An update of this is to be provided to Blue Card services when employee details change.

All Tambo Child Care Centre employees, contractors and volunteers must hold a valid Working with Children Blue Card, unless an exemption applies at which point confirmation and documentation is required as clarification. It is Tambo Child Care Centre requirement that all employees, contractors and volunteers and any other personnel, apply for a blue card. Blue Cards are issued by Blue Card Services, Public Safety Business Agency, Queensland Government. Forms to apply for a Blue Card may be obtained via the website:

<http://www.bluecard.qld.gov.au>.

Failure to obtain a valid blue card will lead to the review of an employee's current employment status and duties. Employees and otherwise without valid Blue Cards must not access Tambo Child Care Centre facilities nor work with children or young people. Tambo Child Care Centre maintains a confidential register containing the personal details and Blue Card details of all existing employees and otherwise.

This register includes detail regarding:

- When the person applied and/or the date of issue of the positive notice and blue card
- The expiry date of the blue card, and
- The renewal date (this will be set at least 30 business days before expiry to allow employees to continue working in child-related employment). Paid employees must submit a renewal application before the expiry date of their blue card to continue working in regulated child-related employment.
- Any change in status to a blue card (e.g. a change in police information, the positive notice and blue card is cancelled or suspended)
- When there is a change in police information, when HAFDC informed Blue Card Services of the change
- Any changes of personal information of an employee, including the date they informed Blue Card Services.

Notifying Blue Card Services where an employee or volunteer holding a blue card advises that there has been a change in their police information, Tambo Child Care Centre is to be informed and will advise Blue Card Services immediately through submitting a change in police information notification form. Tambo Child Care Centre must not continue to employ the employee or otherwise until the form has been submitted. The employee or otherwise is not required to disclose the specific nature of the change, only that a change has occurred. Where an employee or otherwise stops being employed, HAFDC will also submit a 'no longer with organisation' form.

## A RISK MANAGEMENT PLAN FOR HIGH RISK ACTIVITIES AND SPECIAL EVENTS:

Tambo Child Care Centre has in place a very strict and stringent excursion and activity policy:

### EXCURSION POLICY

#### AIM

- Excursions/Incursions enhance children's learning by providing them the opportunity to participate in curriculum planned activities and experiences to extend on their skills and knowledge in the current interest topic.
- Our Service recognises that excursions provide opportunities for children to explore the wider community as a group and extend on the educational program provided.
- To ensure that all excursions and incursions undertaken by the Service are planned and conducted in a safe manner, maintaining children's wellbeing always 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.

#### PROCEDURE

- 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 or incursion.
  - The Service will use an Excursion or Incursion Risk Assessment
  - The Service will notify families about the excursion using an Authorisation for Excursion Letter
- Families have a right to view the risk assessment prior to the excursion or incursion upon request in which the Service must comply with ensuring all information is available.
- A risk assessment must
  11. Identify and assess risks that the excursion or incursion may pose to the safety, health and wellbeing of any child being taken on the excursion
  12. Specify how the identified risks will be managed and minimised
  13. Consider the proposed route and destination for the excursion and any water hazards
  14. Reflect on any risks associated with water-based activities
  15. Contemplate the transport to and from the proposed destination for the excursion
  16. Consider the ratio of adults to children involved in the excursion

17. Consider the risks posed by the excursion or incursion, the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialised skills re required (for example: life-saving skills)
18. Consider the planned activities
19. Determine the duration of the excursion
20. 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.
- The authorisation must be given by a parent or other authorised person named in the child's enrolment record.
- The authorisation form must state
  12. The child's name
  13. The reason the child is to be taken outside the premises;
  14. The date the child is to be taken on the excursion (unless the authorisation is for a regular outing);
  15. A description of the proposed destination for the excursion;
  16. The method of transport to be used for the excursion;
  17. The proposed activities to be undertaken by the child during the excursion;
  18. The period the child will be away from the premises;
  19. The anticipated number of children likely to be attending the excursion;
  20. The anticipated ratio of educators attending the excursion to the anticipated number of children attending the excursion
  21. The anticipated number of staff members and any other adults who will accompany and supervise the children on the excursion;
  22. 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:

##### 4. Bus

Management must ensure that the seating capacity as displayed on the compliance registration is not surpassed. All children must sit on seats, preferably with, or close to, an adult. Seat belt guidelines must be followed depending on the bus. If the bus has seat belts, they must be worn at all times

##### 5. Train

Management will be required to contact the local station prior to the excursion to inform them of the time you will be travelling, the destination and the number of children and adults who will be travelling.

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.

6. 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.

Insurance

- Management must review their insurance policy prior to the excursion or incursion to ensure liability is protected by the Service.

**NQS/REGULATION REFERENCES/OTHER SOURCES**

Education and Care Services National Law Act  
 Education and Care Services National Regulation  
 National Quality Standards  
 Guide to the Education and Care Regulations and National Law  
 Guide to the National Quality Standards

NQS	Regulation

<b>Review Process:</b>		
<b>Version:</b>	<b>Date Reviewed:</b>	<b>Person responsible:</b>
Version 1	March, 2020	Michelle Florimo

## STRATEGIES FOR COMMUNICATION AND SUPPORT:

Tambo Child Care Centre is committed to ensuring communication of the Child and Youth Management Strategy, as well as ensuring that its contents are implemented across all its staff/employees and stakeholders.

All stakeholders will be made aware of the Strategy through the following avenues;

- Policy and Procedures and supporting material for Tambo Child Care Centre
- Updates and reminders on child and youth risk management strategy through e-newsletters and updates
- General communication of policies and strategies through meetings
- Tambo Child Care Centre employees and stakeholders will be trained in the child and youth risk management and will be on hand to help/inform any stakeholders where assistance is required.

# TRANSPORT OF CHILDREN POLICY

## AIM

- The Service aims to ensure that all children enrolled within the service are safe when travelling in a vehicle.
- Children have the right to be safe while traveling in transport provided by the service. All vehicles used need to comply with the appropriate legislation and regulations. Maximum safety precautions will be maintained, a risk assessment completed and approved, and parent permission will be obtained before a child travels in any type of transport.

## PROCEDURE

### SAFE TRANSPORT OF CHILDREN:

- Children up to the age of six months must be secured in an approved rearward facing Restraint.
- Children aged from six months old but under four years old must be secured in either a rear or forward-facing approved child restraint with an inbuilt harness .
  - Children MUST be seated according to the height markings in all seats. (KIDSAFE) so if a child has outgrown the built-in harness, they have to move up to a booster with higher Head support before 4years old.
- Children under four years old cannot travel in the front seat of a vehicle with two or more rows.
- Children aged from four years old but under seven years old must be secured in a forward-facing approved child restraint with an inbuilt harness or an approved booster seat.
- Children aged from four years old but under seven years old cannot travel in the front seat of a vehicle with two or more rows, unless all other back seats are occupied by children younger than seven years in an approved child restraint or booster seat.
- Children aged from seven years old but under 16 years old who are too small to be restrained by a properly adjusted and fastened seatbelt are strongly recommended to use an approved booster seat.
- Children in booster seats must be restrained by a suitable lap and sash type approved seatbelt that is properly adjusted and fastened, or by a suitable approved child safety harness that is properly adjusted and fastened.
- During transportation in a motor vehicle the staff member must carry a mobile phone and have a current driver's license.
- Placement of children in the car must follow relevant transport legislation.
- All children traveling in a motor vehicle must travel in approved car seats or baby capsules, appropriate to age and size (Car Seat Safety Check).
- Children over 7 years and no longer in a safety seat must wear an approved safety belt or child harness.
- Parents or Guardians will be notified about the restraints fitted in the vehicle prior to the child being transported in the vehicle.

- Harness' and seat belts shall be fitted snugly, straps will not be twisted, and the staff member is responsible to check this for each trip.
- A portable first aid kit is to be kept in the car – inaccessible to children.
- Educators are not to use a mobile phone while driving with children in the car, except in the case that there is a hands-free device in the car and it is safe to do so.
- Ensure the vehicle is in a clean and tidy state whilst children are traveling in the car.
- No child is to be left unattended in a vehicle at anytime
- Head rests are not to be removed from the vehicle as this is illegal – they can be removed ONLY if a baby seat is being utilised that has an inbuilt head rest

**Note:**

Children under the age of 12 years do not travel in the front seat of a vehicle if there are rear seats available due to the increased risk of injury to child passengers in the event of a crash. If all rear seats are being used by children aged under 7 years, children aged 4 years to under 7 years are permitted to travel in the front seat, provided they use a booster seat (If the car has frontal air bags, the seat should be moved back as far as possible.)

If a child under 12 years needs to travel in the front seat, parents/guardians must provide written consent and approved by the approved provider or director.

**CONTACT DETAILS**

Staff must carry contact details for themselves, the Service and all children being transported. (Details must be in written form)

Details will include:

- The staff members name
- The staff members phone number
- The Services phone number
- The approved provider or Directors phone number
- Children's names, date of birth and nominated contact details
- Details of each child's medical condition (medical management plan and / or allergies if required)

**CHILD RESTRAINTS**

In relation to child restraints:

- Educator must ensure that child restraints and booster seats meet the Australian/New Zealand Child Restraint Standard AS/NZ 1754 2010, 2013.
- Note - Booster cushions do not meet the Australian/New Zealand Child Restraint Standard

AS/NZ 1754 2010, 2013 and are no longer allowed to be manufactured in Australia

### **ROAD SAFETY EDUCATION**

Road safety education can help to reduce the risk of serious injury and death among young children by assisting them to develop skills, knowledge and behaviour about being and becoming safe road users. Working collaboratively with families to help children become safe and responsible road users aligns with the learning outcomes of the Early Years Learning Framework (EYLF).

### **QUALIFICATION OF DRIVERS**

- Drivers must be licensed to use the vehicle they are driving, and the license must be current.
- Drivers must be 18 or over.
- P Platers – Staff or other adults driving children who hold a P Plate license will be required to gain permission by management before transporting children. (strategies may need to be put in place)

### **VEHICLE SAFETY**

- All vehicles used must be registered and maintained to a roadworthy standard and proof provided annually in accordance with each state requirements;
  - Annual QLD Road Safety Certificate (Approved inspection stations (AIS) offer vehicle inspections, and are the only businesses in Queensland that can issue safety certificates. An AIS will give you either a handwritten certificate or an electronically issued certificate) *or*
  - Annual vehicle service log issued by a licensed mechanic and containing the name and authorised licence number of such mechanic
- The vehicle used for transportation of children enrolled within the service must have full comprehensive insurance on the vehicle to ensure maximum safety and protection for those within the vehicle.
- Staff members will meet all requirements in relation to seat belts, child restraints, anchorage points and modifications made to the vehicle. These must be checked by an authorised professional annually.
- A written report of this inspection needs to be kept on file for each annual inspection.
- If the car is involved in an accident, a further inspection of the seat belts and child restraints by the appropriate authority will be required and relevant documentation provided to the Service prior to the car being used.

### **VEHICLE BREAKDOWN / ACCIDENT**

- The Staff Member will have a plan of action including alternative arrangements should the vehicle breakdown – these must be noted on the Risk Assessment prior to utilising the vehicle.

- While waiting for replacement transport/repairs, children will be kept safe, comfortable and occupied with suitable activities; The Service /staff and parents, will be notified as soon as possible.
- In the event of an accident the Staff Member will notify parents and The Service advising them of the situation, immediately or as soon as possible – The Service may inform parents on behalf of the staff member.
- Ensure that appropriate procedures are followed in the event of a vehicle crash or transport-related injury involving children from the Service or a staff member (refer to Incident, Injury, Trauma and Illness Policy)

### NQS/REGULATION REFERENCES/OTHER SOURCES

Education and Care Services National Law Act  
 Education and Care Services National Regulation  
 National Quality Standards  
 Guide to the Education and Care Regulations and National Law  
 Guide to the National Quality Standards  
 Kidsafe

NQS	Regulation
Element 2.2.1	Regulation 99-102

Review Process:		
Version:	Date Reviewed:	Person responsible:
Version 1	March, 2020	Michelle Florimo

# WORKPLACE HEALTH AND SAFETY POLICY

## AIM

- This Service is committed to providing a workplace which is as safe as is practicable and is accountable for managing the risks in partnership with the Staff, Educators, Managers and the team.
- The Scheme will ensure a safe workplace for all through identifying hazards, assessing the risk, eliminating the risk or minimising the potential harmful consequences of the hazard.

## PROCEDURE

### Duty of Care

- The Approved Provider and Nominated Supervisor will ensure he or she takes all reasonable steps to ensure the health and safety of all educators, staff, volunteers, children, their families and any other people impacted by the service operations. This includes identifying and eliminating or reducing all reasonably foreseeable hazards and providing appropriate training and instruction. Our educators, staff and volunteers will also ensure they take reasonable care for their own health and safety and that their conduct does not adversely affect the health and safety of other people.

### Consultation, Cooperation and Coordination

- Our service will share information about health and safety matters with educators, staff, and volunteers and encourage them to express their views or raise issues. We will involve our Health and Safety Representative in the consultations.
- Our service will consult with educators, staff, and volunteers when:
  - identifying hazards and assessing risks arising from work
  - proposing changes that may affect the health and safety of workers
  - Carrying out activities prescribed by the Work Health and Safety Regulation.
- Our service will also consult with educators, staff, and volunteers when making decisions about:
  - ways to eliminate or minimise risks
  - the adequacy of their facilities
  - consultation procedures
  - resolving health and safety issues
  - monitoring their health and safety or the safety of workplace conditions
  - How to provide health and safety information and training.
- Consultation with our educators, staff, volunteers and health and safety representatives means:
  - relevant work health and safety information is shared
  - they have a reasonable chance to express their views
  - they are given a reasonable opportunity to contribute to the decision making process
  - their views are taken into account

- They are advised of the outcome of the consultation in a timely manner.
- Our educators, staff, and volunteers are entitled to:
  - elect a health and safety representative
  - request the formation of a health and safety committee
  - cease unsafe work
  - have health and safety issues resolved in accordance with an agreed issue resolution procedure
  - Not be discriminated against for raising health and safety issues.

### **Health and safety representatives**

- Our educators and staff can elect Health and Safety Representatives (HSRs). If a request is made for a HSR, our Approved Provider/Nominated Supervisor will:
  - Commence negotiations with workers about the number of HSRs and any deputy HSRs, and which workers will be represented by the HSRs (in groups called work groups) within 14 days. Workers from multiple services can be part of the same work group.
  - Give all educators and staff the chance to nominate as a HSR and to vote in an election if there is more than 1 candidate.
  - Notify workers of the outcome of the negotiations as soon as possible.
- The Approved Provider/Nominated Supervisor must keep a current list of all HSRs and deputy HSRs and display a copy at the workplace. The list must also be given to Workplace Health and Safety Queensland.
- An HSR can:
  - inspect the workplace of their work group
  - accompany a workplace health and safety inspector during an inspection
  - be present at an interview with a worker that the HSR represents (with their consent) and the Approved Provider/Nominated Supervisor or an inspector about health and safety issues
  - request a health and safety committee be established
  - monitor compliance measures by the Approved Provider/Nominated Supervisor
  - represent the work group in health and safety matters
  - investigate complaints from members of the work group
  - inquire into any risk to the health or safety of workers in the work group
  - Request the assistance of any person, including a union, whenever necessary.
  - issue Provisional Improvement Notices in the form and manner prescribed in the legislation (these Notices must be adhered to and displayed)
  - Direct workers to cease unsafe work where the HSR considers there is a serious health and safety risk if consultations the Approved Provider/Nominated Supervisor do not resolve the issue.
- Our service will ensure HSRs and deputy HSRs:

- are never prevented from carrying out any of their duties
  - are able to give people assisting them access to the workplace
  - can take paid leave to attend to their health and safety duties
  - Can take paid leave to attend an initial work health and safety course or annual refresher training approved by the regulator within 3 months of their request to attend. We will pay the course costs and reasonable expenses
  - Can access any resources, facilities and assistance that they reasonable require to undertake their duties.
- HSRs or Deputy HSRs are elected for 3 years unless they leave the work group, are disqualified, resign or most workers they represent agree they should not represent them. They are not personally liable for anything done, or not done, in good faith while carrying out their role.

### **Health and Safety Committees**

- A Health and Safety Committee (HSC) can facilitate cooperation between the Approved Provider and educators, staff and volunteers in developing and implementing measures to ensure health and safety at our service.
- At least 5 of our educators, staff, and volunteers, or our HSR, can request the establishment of an HSC. We will establish an HSC within 2 months of a request. We can also establish an HSC without a request. At least half the members of an HSC won't have been nominated by the Approved Provider /Nominated Supervisor. An HSR can consent to be a member of the committee.
- Our service will ensure:
  - An HSC has access to any information related to workplace hazards and the health and safety of workers, except for personal or medical information which would identify individual workers.
  - an HSC meets at least once every three months or at any reasonable time at the request of at least half of the committee members
  - HSC members can take paid leave to comply with their health and safety duties.

### **Bullying, Discrimination and Harassment:**

- **Discrimination** occurs when someone is treated less favorably than others because they have a characteristic or belong to a group of people, such as age, race or gender.
- **Harassment** involves unwelcome behavior that intimidates, offends or humiliates a person because of a personal characteristic such as race, age, gender, disability, religion or sexuality. It is possible for a person to be bullied, harassed and discriminated against at the same time.
- Various anti-discrimination, equal employment opportunity, workplace relations, and human rights laws make it illegal to discriminate or harass a person in the workplace. Work Health and Safety laws include protections against discriminatory conduct for workers raising health and safety concerns.

- **Bullying** is repeated and unreasonable behavior towards a worker or a group of workers. Our service will not tolerate bullying in any form because it may have a detrimental effect on the psychological, emotional and/or physical wellbeing, health and safety of our educators and staff. Amendments to the Fair Work Act 2009 make it illegal to bully a person in the workplace from 1 January 2014.
- Unreasonable behavior includes actions that victimise, humiliate, intimidate or threaten and may be intentional or unintentional. It can occur directly and by using information technology such as email, texting and social media. While one incident of unreasonable behavior is not considered to be workplace bullying, it may escalate, and it will not be ignored. Examples include:
  - Abusive, insulting or offensive language or comments.
  - Unjustified criticism or complaints.
  - Continuously and deliberately excluding someone from workplace activities.
  - Withholding information that is vital for effective work performance.
  - Setting unreasonable timelines or constantly changing deadlines.
  - Setting tasks that are unreasonably below or beyond a person’s skill level.
  - Denying access to information, supervision, consultation or resources that adversely affects a worker.
  - Spreading misinformation or malicious rumors.
  - Changing work arrangements, such as rosters and leave, to deliberately inconvenience a worker or workers.
  - Excessive scrutiny at work.
- Reasonable actions taken by the Approved Provider or Nominated Supervisor to direct or control the way work is carried out is not bullying behavior. Examples of reasonable behavior include:
  - Setting reasonable performance goals, standards and deadlines.
  - Rostering and allocating working hours where the requirements are reasonable.
  - Transferring a worker for operational reasons.
  - deciding not to select a worker for promotion where a reasonable process is followed and documented.
  - informing a worker about unsatisfactory work performance when undertaken in accordance with any workplace policies or agreements such as performance management guidelines.
  - Informing a worker about inappropriate behavior in an objective and confidential way.
  - Implementing organisational changes or restructuring.
  - Termination of employment.
- The Approved Provider or Nominated Supervisor will:
  - Ensure all educators, staff, visitors and volunteers are aware of and comply with our Code of Conduct.

- Investigate and manage incidents of workplace bullying, harassment and discrimination in accordance with our Grievance Guidelines located in this Policy.
  - consult with educators, staff and volunteers during staff meetings when:
    - Identifying the risk of workplace bullying, harassment and discrimination.
    - Making decisions about procedures to monitor and address workplace bullying, harassment and discrimination.
    - Making decisions about information and training on workplace bullying, harassment and discrimination.
    - Proposing changes to the way work is performed or rosters managed as this may give rise to the risk of workplace bullying, harassment and discrimination.
  - Provide appropriate information, instruction, training or supervision to educators, staff, visitors and volunteers to minimise the risks to their health and safety from workplace bullying, harassment and discrimination.
  - Contact the Police if there are incidents of workplace bullying, harassment and discrimination that involve physical assault or the threat of physical assault, or a visitor engages in bullying behaviour, harassment and discrimination and refuses to leave the Service.
- Educators, staff, visitors and volunteers will:
    - consider whether something they do or don't do will adversely affect the health and safety of others
    - Comply with any reasonable instruction, policy and procedure given by the Approved Provider or Nominated Supervisor in relation to workplace bullying, harassment and discrimination.
    - Report all incidents of workplace bullying, harassment and discrimination using our Grievance Guidelines.
    - Talk to the Approved Provider or Nominated Supervisor if they have any questions about workplace bullying, harassment and discrimination.

**Identifying Workplace Bullying, Harassment and Discrimination:**

- The Approved Provider and Nominated Supervisor will minimise the risk of workplace bullying, harassment and discrimination occurring by:

**1. Identifying the risk of workplace bullying, harassment and discrimination**

- Talking to educators, staff and volunteers (or conduct an anonymous survey) to find out if bullying is occurring or if there are unreasonable behaviours or situations likely to increase the risk of bullying, harassment and discrimination.
- Monitoring patterns of absenteeism, sick leave, staff turnover, grievances, injury reports, workers compensation claims and other such records to establish any regular patterns or sudden unexplained changes.

- watching for any changes in workplace relationships between educators, staff, volunteers, visitors and/or managers
- Seeking feedback on the professionalism of workplace behaviours in exit interviews and from supervisors and where relevant families.
- Monitoring issues raised by our health and safety representatives and health and safety committee. See Work Health and Safety Policy for more information.

## **2. Implementing measures to prevent and respond to workplace bullying, harassment and discrimination**

- Implementing a Code of Conduct.
- Providing educators, staff, volunteers and visitors with information about our bullying, harassment and discrimination policy and relevant procedures at staff meetings, via email and by displaying anti-bullying posters.
- Implementing grievance procedures which deal with bullying complaints in a confidential, reliable and timely way (see Grievance Guidelines).
- Implementing effective performance management processes.
- clearly defining jobs and seeking regular feedback from educators and staff about their role and
  - Responsibilities.
- Reviewing and monitoring workloads and staffing levels.
- Including educators and staff in decision making which affects their roles and responsibilities.
- Consulting with educators and staff as early as possible about any changes that affect their roles and responsibilities.
- Promoting and modelling positive leadership styles e.g. communicating effectively and providing constructive feedback both formally and informally.
- Organising relevant leadership training for managers and supervisors e.g. on performance management.
- Mentoring and supporting new and poor performing leaders, educators or staff.
- Facilitating teamwork and cooperation.
- Ensuring supervisors act in a timely manner on any unreasonable behaviour.

## **3. Reviewing measures to prevent and respond to workplace bullying, harassment and discrimination**

- The Approved Provider or Nominated Supervisor will implement a review of the bullying, harassment and discrimination policy and procedures if there is an incident of workplace bullying, at the request of a health and safety representative or committee, when new or additional information about bullying becomes available or at the scheduled review date. Information will be obtained from confidential surveys, exit interviews and records of sick leave and workers compensation claims.

### **Training about Workplace Bullying, Harassment and Discrimination:**

- The Approved Provider will organise face-to-face training, role plays and group work to ensure all educators, staff and volunteers can recognise workplace bullying, harassment and discrimination. Training will cover:
  - our bullying, harassment and discrimination policy and procedures
  - measures used to prevent bullying, harassment and discrimination from occurring
  - how to report workplace bullying, harassment and discrimination
  - how bullying, harassment and discrimination reports will be responded to
  - Where to go for more information and assistance.
- The Approved Provider or Nominated Supervisor, and other educators and staff who may be involved in resolving workplace bullying, harassment and discrimination will be familiar with conflict resolution skills and undertake training in that area if required.

### **Employee Support:**

- To ensure children are always exposed to a safe and supportive environment , the Approved Provider/Nominated Supervisor will assist educators and staff members who are adversely affected by issues that happen at home or work to access appropriate support services. These may include internal or external mentoring, mediation, conflict resolution, coaching or training and counselling services. Employees may also be offered flexibility in their working arrangements where this can be accommodated to meet service needs.

### **Stress Management Guidelines:**

- If an educator feels stressed in any way they should:
  - Approach the Nominated Supervisor and talk together to see if the situation can be remedied in any way.
  - Approach their team leader, the Approved Provider, or if relevant a Union official if the educator feels unable to approach the Nominated Supervisor.
  - Accept opportunities to have stress alleviated (including counselling if recommended).
- The Approved Provider or Nominated Supervisor will:
  - Discuss the cause of the stress with the educator or staff member and discuss viable options to alleviate it.
  - Refer educator/staff member to counselling if required.
  - Monitor and review the effectiveness of educator stress management procedures.
  - Monitor workloads to ensure educator is not overloaded or overwhelmed.
  - Monitor overtime hours and regular working hours to ensure educator is not overworked.

- Monitor holidays to ensure educator is taking, or at least aware of, their entitlements.
- Ensure that bullying and harassment is not taking place.
- Be aware that educators may be suffering personal stress e.g. a death in the family or separation and offer additional support.
- Raise any issues in a sensitive manner.
- Support an educator or staff member on stress leave.
- Work with the educator or staff member on stress leave to set up at return to work plan.
- Monitor and discuss with the educator /staff member their stress levels in the workplace after they return to work.

### NQS/REGULATION REFERENCES/OTHER SOURCES

Education and Care Services National Law Act  
 Education and Care Services National Regulation  
 National Quality Standards  
 Guide to the Education and Care Regulations and National Law  
 Guide to the National Quality Standards  
 Workplace Health and Safety Act

NQS	Regulation

<b>Review Process:</b>		
<b>Version:</b>	<b>Date Reviewed:</b>	<b>Person responsible:</b>
Version 1	March, 2020	Michelle Florimo

# NATIONAL QUALITY AREA 3

## ENVIRONMENTAL AND SUSTAINABILITY POLICY

### AIM

- The Service takes an active role and promotes the importance of BEING in a Natural Environment with continued support for children to appreciate, explore and experience Sustainable Practices, while BECOMING resourceful and helping to keep our planet healthy for years to come.
- The service will work collaboratively with staff, educators, families, children and the community to learn and embrace environmentally friendly practices daily.
- 'We aim to promote Sustainable Practices that are embedded in our service operations.
- This includes educators, staff, families, volunteers and children working together to learn and show respect for our Natural Environment and the interdependence between people, plants, animals and the land.'

### PROCEDURE

The Service, staff and educators will ensure and support practices that will be embedded in daily routines and practices at the service by:

- Sustainable practices should be part of the daily routine, including: recycling, gardening, energy conservation, water conservation, sustainable equipment purchases and upcycling.
- Encouraging the use of water from tanks where possible when watering lawns and gardens as well as water play.
- Utilising electronic, online filing systems for educator and family documentation where possible.
- Encouraging educators and families to utilise electronic online systems.
- Encouraging children to reduce water usage – using water from water tanks, turning off taps and recycling unused water onto garden beds.
- Including children on discussions about caring for the environment and sustainable practices.
- The service is a “smoke free environment” (See Tabacco, Drug and Alcohol Policy)
- Discussing with children ways to reduce, reuse, rethink, recycle and repair at home and at each Service.
- Encouraging interactions with the natural world by looking after our local flora and fauna.
- Being energy efficient, turning lights off when plenty of natural light is available.
- Providing information on activities designed to promote ‘caring for the environment’, such as ‘Clean Up Australia’ and ‘Earth Hour’.

- The Service offer Training and Support to all their educators and staff, keeping them up to date with current practices through webinars, conferencing, resources, sharing ideas with educators and families through emails, newsletters, conversations and consultant visits.
- Providing Intentional Teaching opportunities that engage them in appropriate sustainability practices within the service.
- Ensuring our Educators, Staff, Families and children share information and provide children with access to information about the environment and the impact of human activities on the environment.
- Educators will role model appropriate sustainable practices throughout the day.
- Staff will limit printing and photocopying and will always recycle paper where possible.
- Children will be encouraged to place food scraps into separate containers for use in the worm farm or the composting bin. Educators will discuss with the children and share information with families about what scraps worms can eat and which foods can be composted.
- Providing spaces that promote the development of life skills, such as growing and preparing food, waste reduction and recycling.
- Recycling containers should be used throughout the family day care service.
- The Service should contact their Local Council and Government Departments to see what other sources and information is available in the local community.
- At the entrance of the service, consider setting up displays of sustainability messages to share with families. Include locally relevant issues and information (local plants and wildlife, local bin colours and recycling systems etc).

#### **The Service Educators and Staff:**

- The service will develop appropriate policies and practices to promote environmental sustainability. Our service is committed and willing to maintain environmental practices for the future.
- Provide information to educators/staff electronically and /or use USB's to share information.
- The Service office will limit printing of documentation and utilise online, electronic systems to file appropriate paperwork for Educator and Children files.

Key points for a sustainable workplace:

- \*Water use
- \*Energy use
- \*Water minimisation and management
- \*Biodiversity
- \*Purchasing
- \*Chemical use

- A Sustainability section will be included in each newsletter. This may include new ideas, photos of experiences the children have taken part in or community events.
- Use energy and water conservation practices daily within all offices (turning off lights and a/c when room not in use).
- Buy books and resources with environmental content to share with the children and educators on visits.

- Include “Sustainability” in the agenda at staff meetings and forums.
- Staff will limit printing and photocopying and always recycle paper where possible.

Sustainability needs to be embedded within the curriculum and part of the day to day running of the service. Sustainability education, enables staff, educators and children to promote a sense of responsibility, show respect for the natural environment, be active participants and bring about enquiry and social change.

*Educators and children work together to learn about the environment and promote sustainable use of resources and to develop and implement sustainable practices*

### NQS/REGULATION REFERENCES/OTHER SOURCES

Education and Care National Regulations  
 National Quality Standards  
 Education and Care Services National Law Act  
 Guide to the National Quality Standard ACECQA  
 Code of Ethics: Australian Early Childhood Association.  
 Early Years Learning Framework  
 Boyle, L (2006) Environmental Experiences in Child Care.  
 NCAC Putting Children First.  
 Davis, J (2005) Sustainable Planet Project. Every Child.  
 Kinsella, R (2007) Greening Services: Practical Sustainability.  
 Australian Early Childhood Association.  
 Lee, C (2007) Empower: Beyond Compost and Worm Farms. Connecting with the Environment. Every Child V13  
 Energy Efficiency Opportunities Act

NQS	Regulation
Element 3.2.3	

<b>Review Process:</b>		
<b>Version:</b>	<b>Date Reviewed:</b>	<b>Person responsible:</b>
Version 1	March, 2020	Michelle Florimo

# PHYSICAL ENVIRONMENT POLICY

## AIM

- To provide a physical environment that is safe, appealing, constructive, well-maintained and welcoming to all individuals who use it.
- To provide a stimulating environment that continually engages children and fosters their learning and development while ensuring their safety and that of educators, families and visitors.

## PROCEDURE

- The Approved Provider and Nominated Supervisor will ensure the following:

### Resources and Equipment:

- Provide appropriately sized furniture and equipment in the indoor and outdoor settings for the age ranges at the service
- Provide enough furniture, resources, materials, toys and equipment for the number of children and ensure they are developmentally appropriate
- Check that all equipment, including resources, car seats, booster seats etc. meets Australian Standards and educators are trained in correct maintenance and assembly
- Ensure non-fixed play equipment in the grounds is less than one metre high and that educators can always adequately supervise children
- Place any outdoor climbing equipment, swings or slides on impact absorbing surfaces (soft fall materials)
- Maintain an up to date inventory/registry of equipment
- Select resources and equipment that reflect the cultural diversity of our families, local community and nation, including the culture and diversity of Australia's Indigenous community
- Actively seek the views of parents and families about our resources and equipment
- Advise educators and families about the purchase of new equipment and ensure a risk assessment is carried out
- Prepare an ongoing prioritised maintenance plan for the service at the beginning of each year, and implement the plan throughout the year, and organise maintenance systems (e.g. checklists, logs, and building and equipment records).

### Educators will:

- Provide a list of equipment or resources which need maintenance to the Nominated Supervisor every 6 months. The list will prioritise maintenance requirements
- Introduce children to new resources and equipment, and teach them how to use and care for them appropriately
- Store equipment that should only be used under supervision in a secure place

- Allow children to use a trampoline only when they are directly supervised
- Regularly check equipment and resources to ensure it is clean and safe
- Ensure they comply with cleaning schedules for resources and equipment

**Facilities:**

The Nominated Supervisor will:

- Provide access to clean drinking water in our indoor and outdoor environments
- Providing secure and hygienic laundry facilities
- Ensure that the premises and grounds comply with building regulations (Local, State and Federal Government) and the Building Code of Australia in relation to fire, ventilation, lighting and safety glass
- Complete a Building Safety Checklist of the premises and grounds every 6 months and ensure any work necessary meets Australian standards
- Implement management plans to ensure the safety of educators, children, families and visitors if the service undertakes major renovations
- Ensure there are at least 3.25 square metres of unencumbered indoor space for each child at the service (does not include passageways, bathrooms, food preparation areas, staff or administrative rooms, storage areas, kitchens unless primarily used by children as part of the program and any space not suitable for children)
- Ensure there are at least 7 square metres of unencumbered outdoor space for each child at the service (does not include areas like thoroughfares, car parks and storage sheds)
- Indoor and outdoor space requirements do not apply to children being educated and cared for in:
  - an emergency for no more than two consecutive days the Service operates, or
  - Exceptional circumstances where all the children are siblings in the same family, or the child is in need of protection under a child protection order.

**Note transitional provisions for space and fencing requirements apply to services that were operating immediately prior to 1 January 2012. The regulatory authority can provide further advice.**

**Environment:**

The Nominated Supervisor will:

- Include natural elements like plants, trees, gardens, rock, mud and water
- Provide adequate shading
- Adequately fence the environment.
- Incorporate natural and artificial lighting, appropriate ventilation, heating, cooling and fresh air

- Include elements that challenge children and encourage appropriate risk taking for the child's developmental level
- Incorporate specific requirements for special needs children as seamlessly as possible
- Incorporate sustainable practices which develop environmental responsibility
- Ensure elements in the environment encourage children to explore, solve problems, create, construct and engage in critical thinking

**Layout:**

The Nominated Supervisor will:

- Organise the environment so children, educators and visitors can move around without disrupting children's activities
- Create spaces which encourage collaborative learning through group interactions and one-on-one interactions
- Create areas where children can engage in quiet, restful or independent activities
- Establish the environment so children can always be adequately supervised
- Provide space for administrative functions, consultation with children's parents and private conversations
- Keep plans about the arrangement of the rooms and outdoor spaces to show how our service creates inviting learning spaces, and document how the arrangement, resources and equipment contribute to children's learning.
- Keep a record of any changes made to the physical environment e.g. rearrangement of rooms, additions/changes to outdoor environment

**Activities:**

The Nominated Supervisor and educators will:

- Undertake regular risk assessments to ensure risk is minimised or eliminated at all times
- Provide adequate and ongoing training in risk management practices for new and existing educators, staff and volunteers
- Engage children in a wide variety of indoor and outdoor experiences
- Discuss safety issues with children (e.g. using toys or equipment) and involving children in rule setting to minimise or eliminate safety risks.
- Cover unused power points with safety caps, securing all electrical cords and ensuring all double adaptors and power-boards are inaccessible to children
- Provide families with the latest child-related safety information

**Children's Groupings:**

- It is important that children have opportunities to interact with other children and educators in group situations. This contributes to their learning and development and helps children to develop respectful and positive relationships. When forming groups, the Nominated

Supervisor and educators will consider whether the size and composition of the group is appropriate by considering whether children:

- are settled
- Develop secure relationships with educators and positive relationships with peers.

The Nominated Supervisor and educators will:

- Base children's rooms and groupings on their age and/or development
- Have open play time in the morning so all children can interact with children and educators from other rooms.

#### **Safety Checks:**

- To ensure the safety of all children and educators, the Nominated Supervisor will ensure the following safety checks are carried out:
  - A daily inspection of the premises before children arrive (use the Indoor and Outdoor Daily Safety Checklists attached to the policy) to ensure the service is safe, secure and hygienic, and there are no dangerous objects on the premises or service grounds, for example sharps or poisonous flora and fauna, including a check of:
    - perimeters
    - fences
    - gates
    - paths
    - buildings
    - all rooms accessible to children
    - fixed equipment
- Educators will wear gloves and use tongs to pick up any sharp objects (e.g. syringes) and place them in the 'sharp object box'. This box will be disposed of in line with local council recommendations. Any maintenance required will be immediately reported to the Nominated Supervisor who will make the appropriate arrangements to have repairs carried out.
- Regular inspections of trees in the service grounds for overhanging, dead or dangerous looking branches as well as for any infestations or nests.
- Regular pest inspections by an accredited pest control company. Any recommendations made by the company will be implemented if they will not compromise the health and safety of children and adults.
- The Nominated Supervisor will keep records of pest inspections and findings, and records to verify completion of safety checks.

### **Cleaning of Buildings, Premises, Furniture and Equipment:**

- To ensure that cleaning is carried out regularly and thoroughly and the environment, resources and equipment are hygienic, the Nominated Supervisor will ensure educators and other staff:
  - Implement structured cleaning schedules (attached to the policy) to ensure that all cleaning is carried out regularly and thoroughly so that the service environment, resources and equipment are hygienic.
  - use the least dangerous cleaning substance possible
  - use color-coded sponges (e.g. pink for the kitchen, yellow for the bathroom) to eliminate cross-contamination of different areas
  - use different rubber gloves in each room which are then hung out to dry and air
  - wash and dry hands after cleaning before returning to the children
  - Clean and dry-cleaning equipment between uses so germs can't multiply on the equipment.
  - store cleaning equipment securely
  - wash dress-up and play clothes once a week in hot water and detergent
  - clean the service at the end of each day and throughout the day as the need arises
  - Clean up accidents and spills as quickly as possible.

### **Use of Detergents:**

- Ordinary detergents will be used to help remove dirt from surfaces. Proper cleaning with detergent and warm water, followed by rinsing then drying and airing time kills most germs as they are unable to multiply in a clean environment.

### **Use of Disinfectants:**

- Disinfectants are usually unnecessary as very few germs can survive exposure to fresh air and natural light. In an outbreak situation, public health units may specify the use of a particular disinfectant.
- Essentially, there is no ideal disinfectant. Disinfectants cannot kill germs if the surface is not clean. For disinfectants to work effectively, there still needs to be thorough cleaning using a detergent beforehand. However, it is more important to make sure surfaces have been cleaned with detergent and warm water than to use a disinfectant. To kill germs, any disinfectant needs:
  - to be of the right concentrate
  - a clean surface to be able to get to the germ
  - Enough time to kill the germs - at least 10 minutes.
  - Even when all of these conditions are met a disinfectant will not kill all the germs present.

**Clothing:**

Educators will:

- Wash their clothing daily
- Wear protective garments (e.g. aprons) to cover clothing that cannot be washed frequently
- Have a change of clothes available in case of accidents.

**Toys:**

To avoid the spread of disease, the Nominated Supervisor will:

- Only buy washable toys
- Discard non-washable toys that are for general use (non-washable toys may be used for one child only)

To avoid the spread of disease, educators will:

- Wash toys at the end of each day, especially in younger children's rooms
- Immediately remove a toy that has been sneezed on, mouthed, soiled or discarded after play by a child who has been unwell, so it can be washed at the end of the day
- Wash toys in warm water and detergent (many can be washed in a dishwasher but not at the same time as dishes) and rinse in clean water
- Use a toothbrush or other tool to clean difficult to reach areas e.g. corners
- Take care cleaning toys that cannot be immersed in water e.g. wooden toys, rattles, toys with paper and cardboard and books, and wipe with a damp cloth and detergent
- Thoroughly dry toys and books before returning to use. All, toys, including cloth toys and books can be dried by sunlight. Items like LEGO and construction blocks can also be left to drain on a clean tea-towel overnight
- Regularly clean ride-on vehicles and outdoor toys and protect from the weather to preserve their lifespan.

**Play Dough:**

To reduce the risk of spreading infections, educators will:

- Get children to wash their hands with soap and water before and after using play dough
- Store play dough in an airtight container in the refrigerator
- Make a new batch of play dough each week
- Discard play dough at the end of each day if there is an outbreak of vomiting and/or diarrhoea.

### **Packing Toys Away:**

Educators will:

- Pack small pieces in bags provided and replace bags which may be deteriorating
- Use elastic bands to contain similar items (like railway tracks)
- Complete puzzles before packing away if possible.

### **Hazardous Substances:**

When **purchasing** dangerous chemicals, substances, medicines or equipment, Nominated Supervisor will:

- Select and use the least hazardous substance or equipment
- Only select substances which have child resistant lids or caps
- Ensure dangerous substances/chemicals are supplied with a Safety Data Sheet (SDS) formerly called a Material Data Safety Sheet
- Ensure educators adhere to the manufacturer's instructions for use, storage, and first aid recorded on the SDS
- Keep a register of all hazardous chemicals, substances and equipment used at the Service. Information recorded will include where they are stored, their use, any risks, and first aid instructions and the current SDS. The register will be readily accessible.

When **using** dangerous chemicals, substances, medicines or equipment, educators will:

- Ensure the child resistant lids or caps are properly closed after use
- Always adhere to manufacturer's advice and instructions (e.g. follow advice for products which need to be stored in a refrigerated environment)
- Wear appropriate personal protective clothing recommended on the manufacturer's instructions.

When **storing** dangerous chemicals, substances, medicines or equipment, educators will:

- Store all dangerous substances in their original containers
- Always keep all labels and/or use by dates intact
- Dispose of (without using) any dangerous substance not stored in the original container, or with destroyed labels and/or unknown use by dates. Disposal will be safe and in line with local council guidelines. Containers will not be reused under any circumstances
- Lock all dangerous substances and equipment, including cleaning materials, detergents, toiletries poisons, dangerous tools and equipment with sharp and razor edges, in a place or facility which is labelled, secure and inaccessible to children.
- Lock particularly dangerous and hazardous materials such as pesticides, herbicides, petroleum, kerosene, solvents and equipment which is operated by an engine or hazardous

to children, in a locked facility external to the main building of the service, and separate from children's play or outdoor environments. The facility must have a bonded floor, be inaccessible to children and be clearly labelled as storing dangerous substances and/or equipment

- Store any dangerous substances that need to be refrigerated in a labelled, child resistant container, preferably in a separate compartment or in a part of the refrigerator inaccessible to children
- Wear appropriate personal protective clothing recommended on the manufacturer's instructions.

#### **First Aid:**

The Nominated Supervisor will:

- Seek medical advice immediately if poisoning or potentially hazardous ingestion, inhalation, skin or eye exposure has occurred by calling the Poisons Information Line on 131126 or Ambulance service on 000
- Immediately ring the emergency services on 000 if there is any major emergency involving a hazardous chemical or equipment, a gas, fire or explosion hazard
- Implement the first aid procedures in the Incident, Injury, Trauma and Illness Policy, and if required the emergency procedures in the Emergency Management and Evacuation Policy, if a child or any other person is injured by a chemical, substance or equipment.

#### **Other requirements:**

The Nominated Supervisor will:

- Notify the appropriate Workplace Health and Safety Authority if there is any major emergency involving a hazardous chemical or equipment, a gas, fire or explosion hazard or a child or any other person is seriously injured by a chemical, substance or equipment (refer Work Health and Safety Policy).
- Regularly implement the Poison Safety Checklist attached to this policy to ensure we protect the health and safety of all children and adults at the service.

#### **Kitchens:**

The Nominated Supervisor will ensure:

- Children cannot gain access to any harmful substance, equipment or facility
- A door, half-gate or other barrier prevents unsupervised entry by children into the kitchen
- The preparation of children's bottles is always both safe and hygienic and separate from nappy change area.

**Laundry:**

- The laundry area includes a washing machine with hot & cold-water supply for the laundering of soiled clothes, linen and nappies.

**Water Safety:**

- The Approved Provider, Nominated Supervisor and educators understand the risks that water-based activities pose and will undertake measures to protect the health and safety of all children involved in water-based activities.

**Educators will:**

- Complete a risk assessment before allowing children to engage in water-based activities at the service or on excursion and ensure all risks are minimised or eliminated where possible.
  - Ensure no child swims in any water without:
  - Written permission from parents.
- Appropriate educator/child ratios in place and adequate supervision.
- Closely always supervise children and never leave any child unattended near water.
- Ensure children with diarrhea, upset stomachs, open sores or nasal infections do not swim or play in water.
- Ensure all children wear appropriate swimmers in a pool, go to the toilet before entering the pool, and follow correct toileting hygiene practices while in the pool.
- Remove all children immediately if a child passes a bowel motion in the pool, advise pool managers if at a public pool, disinfect and if practical empty a home pool or trough.
- Fill uncertified wading pools with less than 300 mm of water. (Under the State Building Act 1975, pools that hold more than 300 mm of water, or hold more than 2000 litres, or have a filtration system must obtain a certificate from a licensed building certifier stating that the pool complies with the pool safety standard before the pool is filled with more than 300 mm of water. These pools must also have building approval and be registered. )
- Remove any items or objects that could be used to climb into the fenced area of a pool, trough, or water storage unit e.g. chairs, bins, bikes, any overhanging trees.
- Display a Cardiopulmonary Resuscitation guide prominently in pool area.
- Ensure pool securely fenced if over 300mm deep.
- Cover all water containers like ponds, spas, nappy buckets, bathtubs or ensure they are inaccessible to children
- Immediately empty all wading pools/water troughs etc. after every use and store in a way that prevents water collecting in them (e.g. upright/inverted).
- Ensure children's play areas are safely fenced off from water hazards like rivers, dams, creeks, lakes, irrigation channels, wells.
- Check grounds after rain or watering and empty water that has collected in holes or containers.

- Ensure all pools and troughs in which children play are hygienically cleaned, disinfected and in accordance with the instructions on the container. For wading pools and trough educators will:
  - Remove leaves and debris daily
  - Hose away surface dirt
  - Scrub inside with disinfectant and rinse it away before refilling

**Visitors:**

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

**Inspection and testing of electrical equipment:**

- Services must ensure that electrical equipment is regularly inspected and tested by a competent person if the electrical equipment is supplied with electricity through an electrical socket and used in conditions where it could be damaged, including exposure to moisture, heat, vibration, mechanical damage, corrosive chemicals or dust. A record of the testing, which may be a tag attached to the equipment tested, must be kept until the equipment is next tested or disposed of and must specify:
  - The name of the tester
  - The date and outcome of the testing
  - The date on which the next testing must be carried out.

**Fire Equipment:**

- All fire equipment at our service will comply with relevant laws and regulations, council requirements and the Building Code, and be maintained in line with the Australian Standards

**Back Care and Manual Handling:**

- Manual handling means any activity requiring the use of force exerted by the person to lift, lower, push, pull, carry or otherwise move, hold or restrain any person or object.
- Manual handling injuries can be the result of incorrect manual handling techniques, overuse, or from accidents. Injuries include back strains, and sprains in other parts of the body such as the neck, arm, shoulder and knee, bruising and lacerations.
- Employers and managers have a legal duty to provide safe workplaces and implement safe workplace practices.

**Principles of Preventing Manual Handling Injuries:**

- Eliminate or reduce the amount of manual handling.

- Reduce the amount of bending, forward reaching, and twisting, in all tasks.
- Reduce worker fatigue.
- Keep all equipment in good working order.
- Keep the workplace environment safe.

The Nominated Supervisor will:

- Provide annual training in manual handling and back care
- Display written, current information regarding manual handling in the staff room
- Ensure equipment and facilities are designed and maintained to reduce manual handling injuries
- Ensure work practices are consistent with safe manual handling guidelines
- Ensure educators and staff follow our safe manual handling procedures
- Identify, assess and control all risks associated with manual handling
- Clearly mark any equipment which requires more than one person to lift or move it.

To help prevent manual handling injuries educators and staff will:

- Do warm-up exercises for three to five minutes before starting work, particularly during cold periods. Simple exercises to warm and stretch all the major muscle groups help prevent injury. Regular exercise such as walking, tennis, or aerobics will help condition muscles, but anyone with neck, back or muscular problems should see a doctor before exercising.
- Kneel rather than bend down e.g. to help a child put their shoes on
- Sit rather than bend e.g. to comfort a child, educators will sit on the floor and encourage the child to sit on their lap
- Sit in an appropriately sized chair (or on the floor) so their upper legs are horizontal to hips and feet flat on the floor
- Sit in an appropriately sized chair and table to complete writing tasks (e.g. programming)
- Carry children with one arm under the child's buttocks and the other arm supporting the child's back, with the child facing them as close as possible to their body
- Not carry a child on their hip because this can strain the back, and only carry children when necessary
- Lift safely and avoid twisting, especially with awkward loads
- Lift a child out of a cot by leaning against the cot and raising the child as close as possible to their body. Educators and staff will not stretch over and lift
- Help larger children to climb up steps/ladder provided to change table
- Use a step ladder to reach above shoulder level
- Avoid extended reaching forward e.g. leaning into low equipment boxes
- Share the load if the equipment is heavy, long or awkward
- Ask for help and organise a team lift when sliding, pulling or pushing equipment that is not easy to move e.g. trestles or gym mats
- Rearrange surroundings to meet the needs of both children and adults where possible
- Use equipment and furniture that can be moved around as safely and easily as possible
- Store seldom-used objects up high between the shoulder-to-raised arm height

- Avoid storing objects between a person's knuckles and the floor
- Use mechanical aids like ladders and trolleys where possible to avoid lifting and stretching
- Reduce accidents by implementing good housekeeping practices including ensuring:
  - The floors and other walking surfaces are uncluttered, even and non-slippery
  - The environment is tidy
  - There is adequate space to work
  - Equipment is maintained regularly
  - Lighting is adequate.

#### **How to Lift Safely:**

- Place your feet in astride position
- Keep your breastbone as elevated as possible
- Bend your knees
- Brace your stomach muscles.
- Hold the object close to your centre of gravity i.e. around your navel
- Move your feet not your spine
- Prepare to move in a forward-facing direction
- Ask for help when it is not possible to lift on your own

#### **Avoid Twisting when Lifting:**

- To avoid injuries, result from twisting educators and staff will:
- Move equipment when children are not around
- Rearrange storage so that it is easier and safer to replace and remove items
- Lift only within the limits of their strength
- Use beds and equipment that are easy to move
- Ensure they can see where they are going when carrying equipment or children
- Be especially careful when lifting a child with special needs.

#### **Organising a Team Lift:**

- Educators and staff will:
  - Ask a colleague who is willing and able to help, and ideally is well matched with them in size and strength
  - Agree on a plan of action to achieve a coordinated lift
  - Appoint one person as team leader to 'call' the lift.

#### **How to Assess the Correct Storage and Shelving Height:**

- Correct storage and shelving height are important to prevent slips, falls and strains. When standing with feet together and hands by sides:

- The best height range for handling loads is around waist level
- The acceptable height for lifting is any point between a person's knuckle and shoulder.

### NQS/REGULATION REFERENCES/OTHER SOURCES

Education and Care National Regulations  
 National Quality Standards  
 Education and Care Services National Law Act  
 Guide to the National Quality Standard ACECQA

NQS	Regulation
Element 3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.2.3	Regulations 103-115

<b>Review Process:</b>		
<b>Version:</b>	<b>Date Reviewed:</b>	<b>Person responsible:</b>
Version 1	March, 2020	Michelle Florimo

# NATIONAL QUALITY AREA 4

## EDUCATOR AND MANAGEMENT POLICY

### AIM

- Our Service aims to ensure that positive working relationships are formed between all educators and management.
- Educators and management will always conduct themselves in an ethical manner and strive to make all interactions positive and compliant with the Service's philosophy.

### PROCEDURE

- The Approved Provider, Nominated Supervisor, educators, staff members, volunteers and students will always uphold the following ethical conduct principles and promote positive interactions within the Service and the local community.
  - Commitment to our Service philosophy and values, including the promotion of a meaningful connection to the NQF and best practice in early childhood education in partnership with our families
  - Effective, open and respectful two-way communication and feedback between employees, children, families and management
  - Honesty and integrity in all interactions between children, families, employees and managers
  - Consistency and reliability in all exchanges with children, families, employees and managers
  - Commitment to a workplace which values and promotes the safety, health and wellbeing of employees, volunteers, children and families.
  - Commitment 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.

### **The Approved Provider, Nominated Supervisor, educators, staff members and volunteers will:**

- Ensure their work is carried out efficiently, economically and effectively.
- They will always act in a professional and respectful manner while at work, giving their full attention to the Service responsibilities and adhering to all Service policies, procedures, laws and regulations.
- Act honestly and exercise diligence 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.

- 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
- Comply with our Privacy and Confidentiality Policy when dealing with confidential information and records
- Report (suspected) breaches of the code of conduct to a manager, preferably in writing.
- Include children and families in the decision-making process.
- Refrain from developing close personal relationships with children outside work.
- Refrain from using abusive, derogatory or offensive language.

**Examples of Appropriate Educator Interactions:**

- Positive, trustworthy and co-operative relationships with team members.
- Respectful, courteous and empathetic communications and behaviours.
- Complying with Service grievance procedures and resolving workplace conflicts where possible directly with the person concerned, and never through gossip or by including people who are not involved in the issue.
- Valuing cultural differences, diverse viewpoints, and unique contributions.
- Looking for and supporting educators' strengths not weaknesses.
- Sharing professional resources, knowledge and information.
- Supporting others to meet their professional development goals and needs.
- Recognising the professional achievements of others.
- Sharing information, experiences and expertise about children and families at the Service with team members to enhance children's learning and development.
- Actively participating in regular meetings at the Service to discuss professional issues and problems.
- Updating team members about meeting outcomes or workplace issues if they have been absent.
- Sharing the workload equitably with team members.
- Using the Educator's Communication Diaries to communicate messages where shifts make it difficult to convey information face-to-face. These means will ensure all educators are informed on important matters. It is the educator's responsibility to check the Diaries.

**The Approved Provider, Nominated Supervisor, educators, staff members and volunteers will not:**

- Engage in conduct that is detrimental to the professional standing of our Service, is improper or unethical, is an abuse of power, or harasses, discriminates against, victimises, humiliates, intimidates or threatens other educators, staff members, volunteers or visitors at the Service,

either directly or indirectly via information technology such as email, text or social media. Additionally, they will not support those who do this.

- Accept gifts which exceed \$30 in value. If this occurs in circumstances where the gift cannot reasonably be refused or returned, the gift will be immediately disclosed to the Approved provider or Nominated Supervisor. Modest gifts or benefits valued less than \$30 may be accepted if they do not create a sense of obligation are conducted transparently and there are no conflicts of interest.
- Accept an offer of money, regardless of the amount.
- Seek or accept a bribe.
- Acquire personal profit or advantage because of their position (e.g. using Service information).
- Convert any property of the Service to their own use unless properly authorised.
- Approach other employees, managers or visitors directly on individual matters that don't concern them.
- Engage in any action in breach of our Privacy and Confidentiality Policy, including but not limited to disclosure of confidential Service or customer information, or the improper or illegal use of that confidential information. Confidential information will only be accessed by authorised persons for the purpose intended.
- Engage in or support any action in breach of our Technology Usage Policy or Social Networking Usage Policy, including the use of communication media to search for, download, access, transmit or store any material of an offensive, obscene, pornographic, threatening or abusive nature.
- Drink alcohol or use illicit substances on the Service's premises or come to the Service under their influence.
- Smoke on the Service's premises including in the car park.
- Show favouritism towards any child.

**Families, visitors and children will:**

- Treat all children at the service equally and respectfully.
- Report any suspicious behaviour to the Nominated Supervisor or Approved Provider and encourage a safe and supportive Service environment.
- Respect the rights, dignity and worth of every person, regardless of their abilities, gender, religion or cultural background.
- Refrain from bullying, harassing or discriminating against any child or adult at the Service.
- Respect the decisions of educators and staff members and teach children (if adults) to do likewise.
- Tell an educator (if a child) or the Approved Provider or Nominated Supervisor if we see any instances of bullying, harassment or discrimination at the Service.
- Cooperate and follow classroom rules.
- Listen to educators' instructions and follow them.
- Control our emotions and talk to an educator (if a child) if we are feeling upset.
- Speak to an educator (if a child) or the Approved Provider or Nominated Supervisor if we are worried, concerned or has a grievance about something.

**Families and visitors will not:**

- Not drink alcohol or use illicit substances while on the service's premises or come to the Service under their influence.
- Not smoke on the service's premises including in the car park.

**Management Responsibilities:**

- In our service the Approved Provider and the Nominated Supervisor are responsible for:
  - Supporting the Nominated Supervisor or Approved Provider, Certified Supervisor, Educational Leader, Room Leaders and educators in their role.
  - Keeping all service families up to date with relevant issues.
  - Recruiting and selecting educators and other staff members.
  - Ensuring educators and staff members have the correct qualifications.
  - Ensuring educator ratio and qualification requirements are met.
  - Ensuring all educators and staff understand their responsibilities under the education and care law and regulations, the National Quality Standard, the Early Years Learning Framework.
  - Developing the service policies and ensuring all educators follow our policies and procedures.
  - Ensuring all educators, staff, visitors and volunteers are aware of and comply with our Code of Conduct
  - Investigating and managing grievances from educators, staff members, families or volunteers (including incidents of workplace bullying) in accordance with our Grievance Guidelines.
  - Implementing effective communication and consultation procedures with educators and staff members about workplace issues.
  - Promoting the diverse skills and achievements of educators and staff (e.g. at educator meetings, through regular feedback, by sharing information with families and the community through notices and newsletters.)
  - Providing or organising appropriate information, instruction, training or supervision to educators and staff
  - Maintaining the financial viability of the Service.

**Visitors:**

- The Approved Provider and Nominated Supervisor will ensure the safety, health and wellbeing of all children by:
  - Ensuring visitors are only allowed entry to the service if they can be adequately identified. Tradespeople, business representatives and early intervention specialists or professionals, or support workers provided by early childhood agencies, must carry appropriate identification. Family members and family

friends who, for example, attend service events or assist with learning activities may be identified by the parents of children at the service.

- Requiring all visitors to sign in and out of the service for work health and safety and child protection reasons
- Ensuring visitors, including long term visitors, are never left alone with any children being educated and cared for. Visitors will always be supervised by educators or staff members
- Ensuring visitors have or obtain a child protection clearance if required by the child protection law before being allowed entry to the service <http://www.bluecard.qld.gov.au/>
- Ensuring specialists or professionals engaged to support a child are only allowed to visit and engage with the child if written authorisation has first been obtained from the child's parents. Authorisation may form part of an education or support plan.

#### **Communication Procedures:**

- To allow effective communication and consultation to take place with educators/staff the Approved Provider / Nominated Supervisor will use various methods of communication including:
  - Direct conversations.
  - Phone communication including SMS messaging if appropriate.
  - A communication diary.
  - Educator meetings.
  - Other forms of written communication e.g. letters, notices, emails.
  - Educator appraisals and reviews.

#### **Educator Meetings:**

- The service will hold one educator meeting a month at a time convenient for all educators. This will take place after hours so all educators can attend and educator to childcare ratios are not jeopardised.
- Meetings will follow this structure:
  - They will run for approximately 1.5 hours but can run longer if more issues need to be discussed.
  - The Nominated Supervisor or Approved Provider will chair the meeting and give a report.
- The format of the meeting will be made available in the educator diary and any educator who wishes to speak can add their name.
- In the meeting educators may:
  - Raise concerns
  - Negotiate solutions for any grievances.
  - Receive, share and discuss new information.

- Regarding the decision-making process:
  - If a decision cannot be reached about an issue the Nominated Supervisor will make an informed decision or
  - If there is insufficient information an educator will be chosen by the Nominated Supervisor to research the issue.
  - All decisions made will be made on a trial basis and their effectiveness will be discussed at the next meeting.
  
- Minutes will be taken at all meetings.

**Professional Development and Performance Management:**

- We employ caring, loyal and capable educators who bring a high skill level, appropriate qualifications and a wide and varying amount of experiences to help implement our curriculum and philosophy. To maintain our commitment to quality education and care, we will implement a performance appraisal process.

**Performance Management/Appraisal:**

- The Nominated Supervisor will complete a performance appraisal for all educators and staff every 12 months. In addition, the Nominated Supervisor will complete a performance appraisal for new educators and staff after they have completed 3 months at the service. The educator or staff member and the Nominated Supervisor will agree on a mutually acceptable date at least 2 weeks prior to the appraisal meeting.
- The appraisal process will be used as a tool:
  - To ensure educators and staff are aware of their duties and responsibilities.
  - To discuss the level of performance expected. (The appraisal process is the best way to show evidence of continued poor work performance and allows formal written warnings to occur if necessary.)
  - For identifying professional development and training needs.
  
- The appraisal meeting will be linked to the educator’s job description and will include:
  - An appraisal of the educator’s performance in relation to their job description.
  - Review and if necessary, clarification of the job role and its expectations.
  - Self-assessment of performance by the educator or staff member.
  - Two-way feedback between the Nominated Supervisor and educator or staff member.
  - Discussion of future opportunities within the position.
  - Discussion on an action plan for further training.
  - Feedback about how the appraisal process could be improved.

**Training:**

- The Nominated Supervisor will ensure that funds are set aside for training and development needs in the annual budget. Training will be provided on an equitable basis to all educators and staff and will cover:
  - Identifying, assessing and minimising risks
  - The organisation's policies and procedures (including the organisation's code of conduct)
  - Compulsory training as required by industry standards or legislation
  - Understanding of pedagogy, the NQS, educational framework, and educational practice and
  - Handling a disclosure or suspicion of harm, including reporting guidelines.
  
- Training may be delivered through:
  - Mentoring by appropriate educators/staff
  - In-house workshops run by an external trainer
  - External workshops, seminars etc.
  - Formal TAFE, college or 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.).

### **New and Returning/Staff - Orientation**

- Before a new educator or staff member commences their job, the Nominated Supervisor will:
  - Show them around the service, allow them to spend some time in their designated room, introduce them to other educators and staff, children and families.
  - Ensure they always understand how to adequately supervise children , including during transitions and rest/sleep times.
  - Ensure they know where we store the First Aid Kit(s), emergency asthma kits, Epi-pens and children's medication, which educators hold first aid qualifications, and who has undertaken asthma and anaphylaxis training.
  - Give them a copy of the Staff Handbook.
  - Highlight all policies and procedures (including those in our Child Protection Policy and Educator and Management Policies e.g. grievance procedures), our Code of Conduct and the Service philosophy, and ensure they know where the Policy and Procedures Manual is and how to access it at all times.
  - Highlight relevant legislation including the Education and Care Services National Law and Regulations, Child Protection, Work Health and Safety (WHS), Anti-Discrimination, Bullying and Privacy and Confidentiality.
  - Ensure they know under which industrial award/ agreement they are employed and how to access it.
  - Ensure they are familiar with Work Health and Safety principles and child protection principles, particularly the procedures and safeguards that apply in the Service.

- Provide them with necessary forms in regard to taxation, superannuation and payment of salary.
  - Advise them about the Service’s management structure.
  - Provide them with a copy of their Job Description and go through it with them.
  - Clarify any questions they have.
- The Nominated Supervisor will meet with the new educator or staff member at the end of their first week to clarify any questions they may have or resolve any issues that may have arisen including any training needs they have identified.
  - The Staff Induction-Orientation checklist attached to this policy will be used to ensure all steps of the Induction process are covered.

**Return from Extended Leave:**

The Approved Provider and Nominated Supervisor will work with both the educator who has been on leave and educators at the Service to ensure a smooth return to work by:

- Encouraging the educator to visit a few days before they return to work to reacquaint themselves with the environment and take in any changes.
- Notifying the educator of any policy changes.
- Notifying families of the educator’s return.
- Offering training and development if necessary.
- Discussing any special conditions or considerations and drawing up an appropriate plan to manage these.
- If the period is due to an illness the educator must produce a medical certificate stating, they are fit to return to work.

**NQS/REGULATION REFERENCES/OTHER SOURCES**

Education and Care National Regulations  
 National Quality Standards  
 Early Years Learning Framework

NQS	Regulation
Element: 4.2.1, 4.2.2	Regulations:

<b>Review Process:</b>		
<b>Version:</b>	<b>Date Reviewed:</b>	<b>Person responsible:</b>
Version 1	March, 2020	Michelle Florimo

# GRIEVANCE POLICY

## AIM

- To ensure that all grievances (complaints) are investigated in a timely, transparent, thorough and impartial manner, and that affected parties are advised of the outcome and their rights of appeal.

## PROCEDURE

- All breaches of our Code of Conduct (including corruption, maladministration and waste of resources) and complaints or grievances from educators, staff members, families, visitors and volunteers associated with the workplace will be managed in line with our Grievance Guidelines.
- This includes incidents of bullying, discrimination and harassment at the Service. Our Service takes any incident of (alleged) bullying, discrimination or harassment very seriously because it can cause significant health and wellbeing issues for employees.
- Grievances can occur in all workplaces and handling them properly is important for maintaining a safe, healthy, harmonious and productive work environment. Documented grievance procedures are important because:
  - Staff and visitors need to know a process exists for receiving and managing grievances and complaints fairly, impartially, promptly and thoroughly.
  - They help to ensure small issues or problems do not escalate.
  - Supervisors and managers need to be aware of issues causing conflict.
  - Documentation provides evidence and a record of the grievance and the outcome.
  - Complaints facilitate continuous improvement of Service operations.

### Grievance Guidelines:

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

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

- Raise the grievance/complaint directly with the person concerned. Both parties should try to resolve the issue and develop solutions to ensure the problem does not happen again. Discussions should remain private, confidential, respectful and open-minded, will not involve other educators, staff, volunteers or visitors (e.g. parents) and will take place away from children

- Raise the grievance/complaint with the Nominated Supervisor (or another manager/supervisor if the Nominated Supervisor is involved) if they are unable to resolve the concern or feel unable to raise the matter directly with the person concerned. The Nominated Supervisor (or supervisor) will request the issue be put in writing. Employees should provide all relevant information, including what the problem is, any other person involved in the problem and any suggested solution. Educators are encouraged to communicate openly about the issue.
- Raise any grievance involving suspected or actual unlawful activity (including bullying) with the Approved Provider or Nominated Supervisor immediately and privately
- Be confident that their concerns will be thoroughly investigated, but aware that the outcome may not result in the action requested.
- Union members may seek assistance or support from their trade union at any time.

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

- Get involved in complaints/ grievances that don't concern them. This is not ethical or helpful in managing the complaint
- Raise complaints with an external complaints body, such as a court or Tribunal, without using our grievance procedures and appeal process first.

**The Nominated Supervisor will:**

- Discuss the issue with the complainant within 24 hours of receiving the verbal or written complaint
- Properly, fairly, confidentially and impartially investigate the issue including:
  - Thoroughly investigating the circumstances and facts and inviting all affected parties to provide information or respond where appropriate. To encourage teamwork and respect, the issue may be discussed at an educator meeting if the privacy of the people involved can be protected.
  - Inviting the complainant to have a support person present during an interview (e.g. health and safety representative, but not a lawyer acting in a professional capacity)
  - Provide all affected parties with a clear written statement (letter, email or SMS) of the outcome of the investigation within seven working days of receiving the verbal or written complaint.
  - If the resolution of the complaint involves a written agreement, all parties must agree with the wording etc.
  - If the Nominated Supervisor decides not to proceed with the investigation after initial enquiries, he or she will give the complainant the reason/s in writing.
- Keep appropriate records of the investigation and outcome and store those records in accordance with our Privacy and Confidentiality Policy and Record Keeping and Retention Policy. Unsubstantiated complaints against educators/staff may be retained on file if the person has been given the opportunity to record a comment on the documentation

- Monitor ongoing behaviour and provide support as required
- Ensure the parties are protected from victimisation
- Offer external review by a Tribunal or alternate organisation where employees, visitors and volunteers are unhappy with the outcome of the grievance procedure. Workplace bullying matters may be referred to the Fair Work Commission which can direct employers to take specific actions against workplace bullies or the Work Health and Safety (WHS) Regulator which may investigate whether WHS duties have been contravened
- Request feedback on the grievance process using a questionnaire
- Track complaints to identify recurring issues within the Service
- Notify the regulatory authority within 24 hours if a complaint alleges the safety, health or wellbeing of a child is being compromised. Refer Incident, Injury, Trauma and Illness Policy.

**Outcomes may include:**

- An apology and a commitment that certain behaviour will not be repeated (monitoring this over time)
- Education and training in relevant laws, policies or procedures (e.g. bullying awareness, leadership skills)
- Assistance in locating relevant counselling services
- Disciplinary procedures including a verbal or written warning, termination of employment or transfer to a different position at the Service
- Ensuring any inequality or inequity is remedied
- Providing closer supervision
- Modifying Service policies and procedures
- Developing new policies and procedures.
- Outcomes will take into consideration relevant industrial relations principles and guidelines and make provision for procedural fairness. The Approved Provider will consider:
  - The number of complaints (or breaches)
  - The opportunities given to adhere to a policy or procedure and/or change behaviour.
  - The opportunities given to respond to the allegations.
  - The seriousness of the complaint (or breach), and whether it impacted the safety and welfare of other employees, volunteers or visitors.
  - Whether a policy, procedure or complaint is reasonable.

**NQS/REGULATION REFERENCES/OTHER SOURCES**

Education and Care National Regulations  
 National Quality Standards  
 Early Years Learning Framework

NQS	Regulation
Element: 4.2.1, 4.2.2	Regulations:

<b>Review Process:</b>		
<b>Version:</b>	<b>Date Reviewed:</b>	<b>Person responsible:</b>
Version 1	March, 2020	Michelle Florimo

# STAFF ARRANGEMENT POLICY

## AIM

- To ensure that our education and care service is always compliant in relation to staff/child ratios and qualified educators.

## PROCEDURE

Our service will maintain compliance to the following:

- Our service will nominate a qualified and experienced educator, coordinator or other individual as the service's Educational Leader. This person is responsible to lead the development and implementation of the service's educational programs.
- Our service will ensure that any educator that is under eighteen years of age does not work alone at the service and is always supervised by an educator who is over eighteen.
- We will only include educators in the educators to child ratio who are working directly with the children.

Our service will maintain compliance to the following in relation to the everyday practicalities of service's operations:

- Educator's rostering and routines will always make sure enough educators are available for the adequate supervision of children.
- Supervising educators give their attention to the children and not to any other duties.
- At no time will students or volunteers be included in the ratio of adults supervising children.
- A nominated supervisor or certified supervisor will always be on the premises when children are being educated or cared for.
- There will be more than one educator present when children are in attendance. No child will at any time be in the care of a sole educator.
- Students and volunteers will never be left alone with a child or a group of children.
- In any situation where adequate supervision of children is threatened, any educators on a meal-break must be prepared to return to duty to supply adequate supervision.
- The Approved Provider or Nominated Supervisor will ensure that regulations in relation to the supervision of children are adhered to.
- Educators supervising outdoors, should position themselves to see as much of the play area as possible.
- One educator should be positioned close to the climbing frame as often as possible.
- Any water activity should always be closely supervised by one educator .
- Except for necessary discussions or concerns regarding children or matters relating to the Centre, educators will not congregate together outside.
- When children are resting or sleeping, they will be supervised.
- During hand washing and/or toilet times children will be supervised in the bathroom area.
- Toddlers and children undergoing toilet training will not be left unsupervised in the bathroom.
- No child is to be left unattended at the table when eating.
- Rosters will be designed and implemented to ensure that children receive continuity of care.

- Our services will, when possible and to the best of our ability, make use of a regular pool of relief staff.

#### **Supervision of Services:**

- Our service will have at least one **“responsible person”** present at all times when caring for and educating children. A responsible person is:
  - an approved provider
  - a nominated supervisor
  - A certified supervisor who oversees the daily running of the service.
- The name of the responsible person will be clearly displayed in the main entrance of the Service.
- If the responsible person needs to change (for example the current person needs to leave the Service), he or she will “hand over” responsibility for the role to another eligible person at the Service. Both the old and new responsible person will communicate directly and ensure the name of the responsible person displayed at the Service correctly reflects who currently holds the position.
- If more than one person at our service is a “responsible person”, we may develop a roster to rotate the role.
- All educators and staff members will ensure that children are always adequately supervised, and that they can respond immediately to any child that is distressed, in need of assistance or support or in a dangerous situation. This includes during transition periods throughout the day when children may, for example, be changing rooms or groups, moving between outdoor and indoor environments, arriving or leaving the service, moving from service vehicles to the service premises, leaving or returning from excursions, moving to meal areas, washing their hands, or using the toilet or nappy change facilities. To achieve this outcome educators will be alert, aware and in sight and sound of all children for whom they are responsible. They will also actively engage with children and not stand back and watch.
- There may also be times when minimum ratio requirements are not enough to ensure children are adequately supervised. On these occasions the Nominated Supervisor or certified supervisor will assess the situation and when necessary ensure there are extra adults present to ensure children’s health, safety and wellbeing.
- Issues affecting the adequacy of supervision include:
  - the number, ages and abilities of children
  - the number and positioning of educators
  - each child’s current activity
  - areas where children are playing, the visibility and accessibility of these area
  - risks in the environment and experiences provided to children
  - the educators’ knowledge of each child and each group of children
  - The experience, knowledge and skill of each educator.

- Educators will ensure team members know when they leave the room or area, or finish their shift, and are aware of any issues that may require additional oversight of children. They will do this verbally and there must be acknowledgement by the other educator prior to leaving the environment. The register of educators working with children will be completed if the educator is leaving for any length of time.

#### **Educator to Child Ratios:**

- Our educator to child ratios will always meet the minimum requirements as per the Education and Care National regulations. Note the numbers of children referred to in this part of the regulation does not include children being cared for in an emergency for no more than two consecutive days the service operates.

#### **Rostering:**

- The Approved Provider and Nominated Supervisor will comply with award requirements in relation to rostering. The Nominated Supervisor will:
  - post or display a staff roster where it can be easily accessed by all employees
  - discuss any potential changes to the roster with affected staff members first, and consider their views about the impact of changes
  - only change an employee's rostered hours if:
    - the employee agrees to the change or
    - they give the employee seven days' notice
- This does not apply in an emergency where there is an imminent or severe risk to people at the service or the service premises need to be locked down. An emergency does not include a parent being late to collect a child.
- The Nominated Supervisor will always adhere to the Service's Code of Conduct while negotiating roster changes with staff.
- Where the employee's roster is changed without seven days' notice, they will be paid overtime on the changed hours until seven days have passed from the date notice of the changed roster was given.
- The Nominated Supervisor and the employee may agree to waive or shorten the seven-day notice period. This agreement must be recorded in writing and form part of the time and wages records.
- An employee may be transferred from one location to another within their rostered hours and will be paid for the time taken to travel from one location to the other. Where an employee is required to permanently transfer to another location (other than by mutual agreement), they must be given seven days' notice of the change or paid at the overtime rate until seven days have passed from the date notice was given.

### **Educator Qualifications:**

- Qualifications requirements for each centre are as per the National education and care regulations. The service will always adhere to these requirements including but not limited to:
  - Certificate 3 in Childcare Services Qualifications
  - Diploma in Children’s Services Qualifications
  - ECT Qualifications

### **Other Educators Qualifications:**

- The service will ensure that all qualifications required according to the National Education and Care regulations are always adhered to. Such requirements include, but are not limited to:
  - First Aid Qualifications
  - Child Protection
  - WWCC (Blue Card)

### **NQS/REGULATION REFERENCES/OTHER SOURCES**

Education and Care National Regulations  
National Quality Standards  
Early Years Learning Framework  
Blue Card Services  
Child protection Requirements  
ACECQA

NQS	Regulation
Element: 4.1.1, 4.1.2, 4.2.1, 4.2.2	Regulations: 118-143

<b>Review Process:</b>		
<b>Version:</b>	<b>Date Reviewed:</b>	<b>Person responsible:</b>
Version 1	March, 2020	Michelle Florimo

# NATIONAL QUALITY AREA 5

## ADDITIONAL NEEDS POLICY

### AIM

- To 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 remain positive, open-minded and honest always when working with families and external support professionals to most positively meet the additional needs of each child being educated and cared for at the service.

### PROCEDURE

- As per the National Quality Standard, our service positively responds to and welcomes children with additional needs who:
  - are Aboriginals or Torres Strait Islanders
  - are recent arrivals in Australia
  - have a culturally and linguistically diverse background
  - live in isolated geographic locations
  - are experiencing difficult family circumstances or stress
  - are at risk of abuse or neglect
  - are experiencing language and communication difficulties
  - have a diagnosed disability—physical, sensory, intellectual or autism spectrum disorder
  - have a medical or health condition
  - demonstrate challenging behaviours and behavioural or psychological disorders
  - have developmental delays
  - have learning difficulties
  - are gifted or have special talents
  - Have other extra support needs.
- We understand that additional needs arise from different causes, and that causes require different responses any child may have additional needs from time to time.
- We recognise that additional needs may be temporary or for a lifetime.

### Learning Environments:

- The service environment and equipment will be designed or adapted to ensure access and participation by every child in the service to support the inclusion of children with additional needs.
- The indoor and the outdoor environment will be suitable for children with additional needs.

- The service will ensure the program and curriculum meets the needs of children with additional needs. Learning materials and equipment such as books and games will reflect positive inclusion and children with additional needs in the community.
- The service will work with external professionals and families to ensure that learning environments are most suited to each child with additional needs and children and families from culturally diverse backgrounds. We will also involve children in this process. And where appropriate, the service will keep a copy of any specific plans or instructions provided by external resource providers and professionals for children with additional needs.
- Children may have sensory sensitivities to pressure, texture, smell, noise, visual expectation of the environment or colour which may need to be considered in the environment.
- Children will be encouraged to feel safe and secure during their education and care at the service by developing trusting relationships with educators, other children and the community.

**Positively Promoting Each Child’s Personal Ability:**

- Our service wants children to develop to the best of their personal ability. Our philosophy highlights our commitment to equity and fairness for all children. Every child in our service is an individual and we aim to promote and encourage this by:
  - Our commitment to ensuring each child is able to fully participate in their education and care at the service.
  - Helping children to develop ease with and have a respect for physical, racial, religious and cultural differences.
  - Enabling children to develop autonomy, independence, competency, confidence and pride.
  - To provide all children with accurate and appropriate material that provides information about the additional needs of others.
  - Providing educators of a high calibre who encourage children to experience active any energetic play in order to develop their physical potential.
  - Presenting children with a wide range of male and female work roles, both within the home and the workplace, including nurturing roles.
  - Encouraging children to develop friendships with each other based on mutual trust and respect.
  - Including in our program and curriculum, and the physical environment, an awareness of cross-cultural and non-discriminatory practices.
  - Using a program that is based on a child’s development and that is also relevant to the children’s life experiences, interests and social skills.
  - Encouraging parents from non-English speaking backgrounds to contribute their knowledge and culture to the service to enhance the program.
  - Making it clear to children through all educators that it is not acceptable for a child to say or do unfair thing to another person and that if this does occur a staff member will firmly step in.
  - Educators will familiarise themselves with, and share knowledge about, the specific communication needs of each child. This will include verbal and non-

verbal communication skills and cues. Where applicable, this may include things such as sign language and or learning key words in the child's home language.

#### **Professional Support Services for Children:**

- Our service will not hesitate to access external professional support services for children with additional needs.
- Educators will liaise with the Nominated Supervisor to ensure the needs of each child are met throughout their education and care at the service.
- The service will use the Enrolment Form to gather information about children with additional needs. Educators will encourage families to update this information throughout the year and families are responsible for passing on information from any professional support services accessed outside of the service. This will promote the continuity of learning for each child.
- Information gathered about children with additional needs may be used to develop an individual support plan that will be kept on file at the service and shared with families, the child's medical practitioners and/or professional support services and where appropriate the child's local school if known by the family.
- The service will work with local schools to help children with additional needs transition. We are open to sharing information about the additional needs of children to promote continuity of learning.
- Educators will remain positive, open-minded and honest always.
- The Inclusion Support Agency (ISA) is funded by the Australian Government. The service can lodge an application for Special Needs Subsidy Support (SNSS) funding for additional support workers through the ISA. Funding will be granted when the child meets specific criteria. SNSS workers will help the service with the integration of children with additional needs and will assist educators in putting together an individual program for each child. Australian government funding is necessary in continuing the availability of support through ISA's and SNSS Workers.

#### **Professional Development for Educators:**

- Our service will access professional development for educators to help the service meet the needs of each child with additional needs.

#### **NQS/REGULATION REFERENCES/OTHER SOURCES**

Education and Care Services National Law Act  
Education and Care Services National Regulation  
National Quality Standards  
Guide to the Education and Care Regulations and National Law  
Guide to the National Quality Standards

NQS	Regulation
Element: 6.2.2	

<b>Review Process:</b>		
<b>Version:</b>	<b>Date Reviewed:</b>	<b>Person responsible:</b>
Version 1	March, 2020	Michelle Florimo

# NON-DISCRIMINATORY ACCESS POLICY

## AIM

The Centre aims to provide non-discriminatory access to all families and follow the guidelines set by the government according to the priority of access guidelines. The Centre aims to provide an atmosphere and environment in which all children are able to realise their full potential regardless of gender.

## PROCEDURE

### Priority of Access Guidelines:

- Children who are enrolled at the service or whose families are seeking a place at the service will be given Priority of Access in accordance with the guidelines that have been established by the Department of Family and Community Services and Indigenous Affairs.
- Below are the Priority of Access levels which the service must follow when filling vacancies.
  - A child at risk of serious abuse of neglect.
  - A child of a single parent/guardian who satisfies, or of parents/guardians who both satisfy the work/training/study test.
  - Any other child.
- Within these three categories priority is also 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 income.
  - Children in families from culturally and linguistically diverse backgrounds.
  - Children in socially isolated families.
  - Children of single parents/guardian.
- Upon enrolment families will be notified of their priority and advised that if there are no vacancies and their child's position is a priority 3 under the Priority of Access Guidelines, it may be required that their child leave or reduce their days in order to make a place for a higher priority child.
- Parents will express an intention to enrol their child by contacting the Centre by phone or in person.
- A place will be given according to the availability of bookings for the age group of the child/ren requiring care and in accordance with the government guidelines.
- Children from different religious, cultural, economic and ethnic backgrounds will be treated with equality, respect and consideration according to the Priority of Access guidelines set by the government.

- Children with additional needs including disabilities will be treated with equality, respect and consideration according to the Priority of Access guidelines set by the government.
- Each special needs case will be treated individually in the ascertainment of the child's needs and the appropriateness of the environment. Some children may require referral to alternative specialised services that are appropriate and beneficial to their needs.
- We will develop and extend the interests, needs, and abilities of all children regardless of sex, race or social origin.
- Staff will show considerable awareness for the need to avoid bias and reflect on the way in which they treat individual children, particularly in regards to language, attitudes, assumptions and expectations.
- Use resource materials that are not stereotypic.
- Staff will ensure equal opportunities for boys and girls to participate in all activity areas.
- All children will be actively encouraged to treat both sexes with equal respect, to show empathy and healthy assertiveness.
- Interactions by staff with both boys and girls will be in the same style.
- Positive role models for both boys and girls will be encouraged.
- An example is - girls are encouraged to participate in more active "traditional boy" play and equipment and boys are encouraged in nurturing "traditional girl" activities.
- It is important to recognise family expectations, values and practices and acknowledge these through sensitive discussions with families.
- Children are to be actively and consistently encouraged to enter activities that have traditionally been thought appropriate for the other sex.

#### NQS/REGULATION REFERENCES/OTHER SOURCES

Education and Care Services National Law Act  
 Education and Care Services National Regulation  
 National Quality Standards  
 Guide to the Education and Care Regulations and National Law  
 Guide to the National Quality Standards

NQS	Regulation
Element: 6.2.2	Regulation: 157

<b>Review Process:</b>		
<b>Version:</b>	<b>Date Reviewed:</b>	<b>Person responsible:</b>
Version 1	March, 2020	Michelle Florimo

# OPEN DOOR POLICY

## AIM

- The Centre aims to provide an environment in which access to the programs and facilities provided at the Centre are always available for all parents or guardians .

## PROCEDURE

- The Centre values the contribution of all those who work at the Centre and their ability to share their knowledge and experience with others.
- The Centre values the contribution of parents or guardians and their ability to share their knowledge and experience with others.
- Parents or guardians of children can access the Centre, spend time with their children, join in the program, assist in the implementation and evaluation of the program and work in partnership with staff to provide the best possible care for their child.
- The words "OPEN DOOR" communicate the true meaning of this policy. Participation is always welcome. Staff and parents working openly and effectively together provide the best situation for the children.
- The management, Coordinator and staff welcome communication and involvement within the Centre.
- Access will be denied according to any court orders issued that apply to a child or adults within the Centre. The Centre must be provided with up to date information and copies of such orders.
- We ask that parents or guardians be aware of rest periods for children at the Centre and enter the premises quietly and with consideration for resting children during these periods.

## NQS/REGULATION REFERENCES/OTHER SOURCES

Education and Care Services National Law Act  
Education and Care Services National Regulation  
National Quality Standards  
Guide to the Education and Care Regulations and National Law  
Guide to the National Quality Standards

NQS	Regulation
Element:	Regulation:

<b>Review Process:</b>		
<b>Version:</b>	<b>Date Reviewed:</b>	<b>Person responsible:</b>
Version 1	March, 2020	Michelle Florimo

# PARENTAL INTERACTION AND INVOLVEMENT POLICY

## AIM

- Communications between family members and the Service are considered crucial for a child to reach their full development. Therefore, we aim to provide an environment where there is a strong emphasis on family/Service communication to allow consistency and continuity between the home and the Service environment. By encouraging family members to be involved in the service, we aim to provide a service that best meets the needs of our community.

## PROCEDURE

### Parent Communication:

- Our Service aims to provide as many outlets as possible for family/service communication. These include:
  - Face to face.
  - A monthly newsletter which will be emailed to all families.
  - A communications book in the service's foyer (0-2 years)
  - A notice board displaying upcoming events and notices.
  - Regular informal meetings with parents and the opportunity to plan formal meetings if necessary.
  - A Suggestions Box in the foyer where parents can anonymously (or give their names if desired) make suggestions to improve the service.
  - Short surveys regarding the service's philosophy and how you feel your child/ren feel about the service.
- If necessary, educators have support and access to translation services to provide this information for non-English speaking families.

### Parent Grievances:

- Any parent/caregiver with a concern or complain in relation to the running of our Service either in administration or child interaction should do the following:
  - Voice their complaint or concern with the nominated supervisor or approved provider.
  - Write their complaint or concern addressing it to the nominated supervisor or approved provider. You will receive a personal response unless you have chosen to be anonymous.
  - Parents can speak to any educator or member of staff about a specific complaint or concern. Educators or staff will put in steps to address your concern or complaint as quickly as possible. However, educators and staff do reserve the right to have the complaint put in writing.
  - If a service-wide problem has been brought to our attention all families and educators will be informed of the contents of your complaint but not your name.

- The service will use the Grievance Procedure/Register to ensure that the grievance is followed through and sufficiently investigated.

#### **Parental and Family Involvement:**

- Families are welcome to visit at any time of the day. (The Approved Provider, Nominated Supervisor and educators will not allow a parent to enter the service premises if they reasonably believe this would contravene a court order.)
- Families are encouraged to make suggestions and offer critique on our program, philosophy and management.
- Families are encouraged to share aspects of their culture with the educators and children as well as appropriate experiences.
- Families are invited to participate in the service's daily routine by helping out with activities such as craft, the preparation of morning tea, special activities and afternoon tea.
- A Parent Group committee is established to fundraise for resources for the centre.
- Minutes of regular educator/parents meetings will be kept aside for either side to make suggestions.

#### **Parent Support:**

- For those families undergoing difficult situations and who seek assistance from service, the service will offer support as appropriate. Our service offers a parent library which provides resources and contact numbers for various support groups within the local community such as a baby nurse, playgroup and speech therapist.
- For families who use English as a second language, translated documents can be provided.

#### **Open Doors**

- O** Our Service can be accessed at any time for parental inspection.
- P** Please come and see how we help your child develop and grow.
- E** Entry by you any time shows that we are happy for you to see our practices at any time of the day.
- N** Never leave your child in a Service unless you feel 100% competent in their ability to provide for your child.
- D** Don't hesitate to ask us any questions about your child, their development or our Service philosophy.
- O** Our Service is proud of the quality of care we provide.
- O** Our educators are qualified, trained, experienced and talented.
- R** Rather than take our word for this
- S** See for yourself!

## NQS/REGULATION REFERENCES/OTHER SOURCES

Education and Care Services National Law Act  
Education and Care Services National Regulation  
National Quality Standards  
Guide to the Education and Care Regulations and National Law  
Guide to the National Quality Standards

NQS	Regulation
Element: 6.1.2, 6.1.2, 6.1.3, 6.2.1, 6.2.2, 6.2.3	Regulation:

<b>Review Process:</b>		
<b>Version:</b>	<b>Date Reviewed:</b>	<b>Person responsible:</b>
Version 1	March, 2020	Michelle Florimo

# STAFF – PARENT COMMUNICATION POLICY

## AIM

- The Centre aims to establish and maintain positive relationships between all parents and staff while supporting each other in our respective roles.

## PROCEDURE

- The Centre acknowledges the family to be the immediate and continuing source of security, identity, stability, and learning of young children.
- The Centre understands that parents can help staff by providing information for increased understanding of their child and by offering support in the care for their child. This can be fostered through day-to-day contact between parents and staff.
- Staff can help parents increase their competence and confidence in their parenting, as well as their pleasure and understanding of their child.

### **The Centre endeavours to:**

- Begin with an attitude of respect for parents.
- Engage in day-to-day contact with parents.
- Frequently discuss with parents their child's needs, interests, achievements, learning and ongoing development.
- Appreciate their parenting.
- Establish patterns of conversation and exchange of information at arrival and departure.
- Accept individual differences in parents and parenting styles, and their relationships with their children.
- Value and support the involvement of parents, caregivers, and other significant adults in their education.
- Maintain open, friendly and cooperative relationships with each child's family.
- Support the child's relationship with his/her family.
- Establish an environment in which families feel welcome.

### **The Parents at Centre endeavours to:**

- Begin with an attitude of respect for the Educators.
- Engage in day-to-day contact with Educators.
- Frequently discuss with Educators their child's needs, interests, achievements, learning and ongoing development.
- Appreciate the Educators efforts.
- Establish patterns of conversation and exchange of information at arrival and departure with Educators.
- Value and support the involvement of Educators and other significant adults in their child's education.

- Maintain open, friendly and cooperative relationships with child’s Educators.
- Support the child’s relationship with his/her Educators at the service.

**The following forms of communication are forms to adopt:**

- Parent library is provided with information on a variety of topics for parents to access.
- Posters displayed throughout the Centre providing information on Centre happenings and child development.
- Parent information or interest articles are regularly displayed.
- The noticeboard displays information about the Centre, changes, events, policies, and other relevant information.
- Newsletters are produced every fortnight with relevant information.
- Staff is available for discussion.
- Information is provided upon parent’s request.
- Communication booklets are available upon request for children under the age of 2.
- Will hold regular meetings with parents to discuss any changes at the Centre.
- A Parent Suggestion box is provided at the entrance of the Centre for parents.

*The Centre works to establish good relationships and communication with all families.*

**NQS/REGULATION REFERENCES/OTHER SOURCES**

Education and Care Services National Law Act  
 Education and Care Services National Regulation  
 National Quality Standards  
 Guide to the Education and Care Regulations and National Law  
 Guide to the National Quality Standards

NQS	Regulation
Element: 6.1.2, 6.1.2, 6.1.3, 6.2.1, 6.2.2, 6.2.3	Regulation:

<b>Review Process:</b>		
<b>Version:</b>	<b>Date Reviewed:</b>	<b>Person responsible:</b>
Version 1	March, 2020	Michelle Florimo

# STUDENT AND VOLUNTEER POLICY

## AIM

- Tambo Child Care Centre supports the placement of students and volunteers in early childhood environments subject to their involvement not being to the detriment of the children.
- The placement of students is accepted as an important means of them gaining valuable learning and teaching experience with young children.
- The Service welcomes and encourages student and volunteer participation. The service recognises the contribution that students and volunteers can bring to the Service, Educators and to children in care. Inviting students and volunteers to participate in our service helps to inform the broader community about our service and the valuable work we do.
- The Service recognises the importance of students and volunteers gaining access to quality learning environments. Students are generally studying towards an early childhood qualification and are placed within the service to acquire skills and knowledge through interactions and observations with Educators and children.
- Volunteers may also be approved to work within the service for the purpose of either increasing their own professional development or where their individual skills and knowledge can enrich the children's learning, such as Elders or persons with specific skills to share.

## PROCEDURE

- The specific needs of the children are to be given priority in deciding whether to place students and volunteers in the program.
- The training institution is to give adequate notice of placement requirements, administrative arrangements and the monitoring process, including any arrangements for insurance while students and volunteers are present.
- All students are to be appropriately investigated prior to their acceptance. Investigations should be made with the training institutions to the students' level of experience and competence and a criminal history check should be undertaken.
- Students and volunteers are always to be supervised by staff/carers .
- Any concerns regarding students are to be discussed by the Coordinator with the student's supervisor as soon as possible.
- Any concerns regarding volunteers are to be passed by staff to the Coordinator without delay.
- Students and volunteers are not to be included in staff/child ratios.
- Placements of students will be given priority over involvement of volunteers.

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

- The Service is happy to support Work Experience Students and Volunteers in their efforts to become Early Childhood Professionals.

- They will be encouraged to obtain the qualifications necessary to work with children under the National Quality Framework.
- Work Experience Students and Volunteers MUST follow all policies and procedures at the service.

**Educators will:**

- Maintain open communication with Work Experience Students and Volunteers along with their practicum teachers.
- Support the needs of all students and volunteers undertaking work experience during their placement.
- Pass relevant skills and knowledge onto each student and volunteer.
- Ensure all educators are provided with relevant feedback about tasks that 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 capabilities to support each student and volunteer in their placement.

**Work Experience Students and Volunteers will:**

- Learn about the children through observation and practical experience.
- Develop skills and abilities needed to care for and educate children.
- Learn about working as part of a team in the Early Childhood Profession.
- Learn strategies employed when working in a team environment.
- Learn skills already acquired by qualified educators in the Service.
- Become familiar with families and children in the Service.
- Keep educators aware of all written work requirements.

**Method:**

- The Nominated Supervisor will be appointed the 'Student Supervisor,' arrange a pre-placement visit for the student or volunteer and inform those at the Service when this will occur. Families will also be informed when Work Experience Students and Volunteers are present at the service and about their role and hours they will be spending at the Service.
- During the visit the Supervisor will:
  - Give the student or volunteer times/hours and dates of the placement.
  - Give the student a student package.
  - Take the student or volunteer on a tour of the Service.
  - Introduce the student or volunteer to educators and their Room Leader.
- Work Experience Students and Volunteers will:
  - 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. If this has not happened during the pre-placement visit it will occur on the Student's first day.

- Work different shifts to gain knowledge of different aspects of Service operations.
  - bring in a photo and a short statement with:
    - name
    - time they will be at the Service
    - What it is they are studying.
  - Discuss with the Student Supervisor any problems they may be experiencing.
- The Room Leader will:
    - Discuss progress of written work and performance with the student and volunteer.
    - Discuss any issues raised by the student with the Student Supervisor.

#### **Fail Procedure:**

- If educators feel that the student is at risk of failing their practicum, the following steps will be taken:
  - Room Leader will alert the Student Supervisor of any concerns with the student.
  - Both the Student Supervisor and the Room Leader will discuss these issues with the Student.
  - The Student Supervisor will arrange for the student's teacher to visit the Service and discuss issues that have arisen.
  - The student's educational institution will ultimately determine 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
  - has disregard for the Service and fails to notify the Service if unable to attend
  - 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.

#### **NQS/REGULATION REFERENCES/OTHER SOURCES**

Education and Care Services National Law Act  
Education and Care Services National Regulation  
National Quality Standards  
Guide to the Education and Care Regulations and National Law  
Guide to the National Quality Standards

NQS	Regulation
Element:	Regulation:

<b>Review Process:</b>		
<b>Version:</b>	<b>Date Reviewed:</b>	<b>Person responsible:</b>
Version 1	March, 2020	Michelle Florimo

# NATIONAL QUALITY AREA 6

## GOVERNANCE POLICY

### AIM

- Our service will meet its legal and financial obligations by implementing appropriate governance practices that support our aim to provide high quality childcare that meets the objectives and principles of the National Quality Framework, the National Quality Standard and the Early Years Learning Framework.

### PROCEDURE

#### **Service Structure:**

- Our service has the following organisational structure:
  - The Approved Provider:
    - The approved provider has a range of responsibilities prescribed in the Education and Care Services National Law and Regulations, including keeping accurate records and retaining them for specified timeframes.
    - Our approved provider is responsible for ensuring the financial viability of the service, overseeing control and accountability systems
    - Supporting the Nominated Supervisor / responsible person/Certified Supervisors in their role and providing resources as appropriate for the effective running of the service.
  - Nominated Supervisor:
    - The Nominated Supervisor is responsible for the day to day management of our service and has a range of responsibilities prescribed in the national law and regulations.
  - Certified Supervisors
  - Early Childhood Teacher

#### **Commitment to good governance:**

Our service has adopted the following eight ASX Corporate Governance Principles and Recommendations, which we recognise as suitable for our business Lay solid foundations for management and oversight.

#### *Management Principles:*

- To ensure our working relationships are characterised by open and respectful communication, accountability and trust our service adheres to the following management principles.

- Management by Agreement:
  - Nominated Supervisors and educators agree to produce outcomes together. Educators agree on their accountabilities and to work according to existing procedures and policies. Nominated Supervisors agree to provide educators with training, resources and support.
  
- Management by Exception:
  - Once a system is in place or the Nominated Supervisor and educators have agreed upon a course of action, the educator is accountable for identifying and reporting whenever something significant occurs that isn't part of the plan.
  
- Clearly Defined Reporting Relationships:
  - Everyone in the Service has only one primary manager. This reduces confusion and increase accountability and transparency.
  - Information, requests, or delegations that would cause our educators/staff to take action or change the course of their actions will only come from the person to whom they report.
  - Our reporting relationships are:
    - ✓ The Nominated Supervisor reports to the Approved Provider.
    - ✓ The Certified Supervisor in day to day charge of the service reports to the Nominated Supervisor.
    - ✓ Each Room Leader reports to the Nominated Supervisor.
    - ✓ The Nominated Supervisor has the authority to communicate information about the work and to direct the activities of the Room Leader.
    - ✓ Educators in the room report to the Room Leader
  
- Guidelines for Effective Delegation (Our service will):
  - Identify the work/result to delegate and to whom
  - Educators/staff will not delegate responsibilities for which they are accountable or work/results that have been delegated to them with their agreement or work/results attached to someone else's position (unless that person has agreed).
  - Put the delegation in writing with a clear due date
  - Discuss the delegation with the educator/staff member whenever possible
  - Get the educator/staff member's agreement for example through signed job descriptions, signed delegation agreements.
  - The person who delegates remains accountable for making sure the right result is achieved.
  
- Guidelines for Effective Regulation (Regulating work means monitoring, reviewing, and adjusting it to get the right result):

- regularly review the work process
  - give quick, clear, and direct feedback and instruction that is timely and specific
  - communicate in writing
  - Avoid under-regulating, over-regulating and unnecessary meetings.
- Structure the board/partnership/association/management team to add value:
- To comply with these principles to the best of our ability and to ensure we can discuss issues and (potential) changes to policies, procedures or the regulatory environment, we will schedule regular communication between all members of our management team through meetings, phone communication including SMS messaging, a communication book, written communication such as letters, notices, and electronic communication including email, Skype, video conferencing.
    - Promote ethical and responsible decision-making:
      - Our service will make decisions which are consistent with our policies, our obligations and requirements under the national education and care law and regulations, our approved learning framework (EYLF) and the ethical standards in our code of conduct.
    - Safeguard integrity in financial reporting:
      - Our financial records will be completed/reviewed by an independent accountant /auditor.
    - Make timely and balanced disclosure:
      - Unless there is a risk to the health, safety or wellbeing of a child enrolled at the service, our service will provide at least 14 days' notice before making any change to a policy/procedure that may have a significant impact on our provision of education and care or a family's ability to utilise our service, including making any change that will affect the fees charged or the way fees are collected.
      - Our service will also:
        - ✓ Advise the regulatory authority of any required notifications including any change to the person designated as the Nominated Supervisor no later than 14 days after the change
        - ✓ Develop a Quality Improvement Plan that is completed regularly, available on request and ready for submission to the Regulatory Authority when requested.
    - Respect the rights of shareholders, parents, children:

- Our service will support and encourage the involvement of parents and families by:
  - ✓ developing and implementing plans to ensure regular communication with families including advice about events, activities and policy updates
  - ✓ enabling them to have access and provide input to reviews of policies and procedures
  - ✓ providing space for private consultations
  - ✓ providing and displaying a range of information about relevant issues
  - ✓ Ensuring we follow all policies and procedures including the Parental interaction and Involvement Policy and Privacy and Confidentiality Policy.
- Our service will respect the rights of children by ensuring:
  - ✓ the Nominated Supervisor complies with their responsibilities under the national law and regulations
  - ✓ We follow our policies and procedures including the Relationships with Children Policy, Child Protection Policy and Privacy and Confidentiality Policy.
  - ✓ Our children are provided with the experiences and learning which allows them to develop their identities, wellbeing and social connection.
- Recognise and manage risk:
  - Our service will take every reasonable precaution to protect children from harm and any hazard likely to cause injury. We will follow service policies including those covering Workplace Health and Safety, Child Protection, Excursions and the Delivery and Collection of Children and complete regular risk assessments and safety checks.
- Remunerate fairly and responsibly:

Please seek the Director regarding any issues or complaints:

**Director**

**PH: 46546160**

**Email: [TCC@btrc.qld.gov.au](mailto:TCC@btrc.qld.gov.au)**

If not satisfied you can contact the Approved Provider

**PH: 46216600**

**Email: [DFCCS@btrc.qld.gov.au](mailto:DFCCS@btrc.qld.gov.au)**

If not resolved, you can contact the Regular Authorities

**Department of Education and Training**

**PO Box 15033**

**CITY EAST QLD 4002**

**Phone: 1800 637 711**

Fax: (07) 3234 0310  
Email: [ecec@deta.qld.gov.au](mailto:ecec@deta.qld.gov.au)

Website: [www.deta.qld.gov.au/earlychildhood](http://www.deta.qld.gov.au/earlychildhood)

Parents are encouraged to follow the chain of command in making a complaint, failure to do so may result in termination of enrolment.

#### NQS/REGULATION REFERENCES/OTHER SOURCES

Education and Care Services National Law Act  
Education and Care Services National Regulation  
National Quality Standards  
Guide to the Education and Care Regulations and National Law  
Guide to the National Quality Standards

NQS	Regulation
Element: 7.1.1, 7.1.2	Regulation:

Review Process:		
Version:	Date Reviewed:	Person responsible:
Version 1	March, 2020	Michelle Florimo

# POLICY AND PROCEDURE REVIEW POLICY

## AIM

- As a part of our commitment to the National Quality Framework (NQF), our service will annually review our policies and procedures to ensure excellence and compliance.
- Our review processes also provides an important opportunity for families to offer their valuable input into the practices at the service and how best to meet the needs of each child being educated and cared for.

## PROCEDURE

- All policies and procedures will be made available to families during the enrolment and orientation period for their child.
- Educators will notify families of how to access policies and procedures and where they are in the service.
- Our team will ensure that all policies and procedures are reviewed annually or more often if required. This gives both families and educators opportunities to suggest elements that need to be improved.
- For educators and management this will occur:
  - At educators' meetings.
  - At the policy review points.
  - In family meeting.
- For families this will occur:
  - Via newsletters.
  - At the policy review point.
  - At parent/educators meeting.
- However, at any time of the year educators and family members are invited to enquire and have input into the policies and procedures.
- All policies will be signed, sourced and dated at each review and educators will continuously seek out relevant information to provide the best possible environment.
- All stakeholders at the service must be informed of any changes to policies. This will occur in writing and be provided to families, educators, management, the committee and any other relevant individuals.
- The service will ensure that parents of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have a significant impact on—
  - (a) The service's provision of education and care to any child enrolled at the service; or

## NQS/REGULATION REFERENCES/OTHER SOURCES

Education and Care Services National Law Act  
Education and Care Services National Regulation  
National Quality Standards  
Guide to the Education and Care Regulations and National Law  
Guide to the National Quality Standards

NQS	Regulation
Element: 7.1.2 Standard 7.2	Regulation: 168-172

Review Process:		
Version:	Date Reviewed:	Person responsible:
Version 1	March, 2020	Michelle Florimo

# PRIVACY AND CONFIDENTIALITY POLICY

## AIM

- Our service recognises that every individual has the right to ensure their personal information is accurate and secure, and only used or disclosed to achieve the outcomes for which it was initially collected.
- Personal information will be managed openly and transparently in a way that protects an individual's privacy and respects their rights under Australian privacy laws.

## PROCEDURE

### **Collection of personal information:**

- We collect personal information if it is necessary for us to carry out Service operations or to comply with our legal obligations. This includes information required to comply with the National Education and Care Law and Regulations and to promote learning under the Early Years Learning Framework. Information may also be collected to comply with other Laws including State or Territory Health Laws.

### **During the enrolment process the Nominated Supervisor will:**

- Explain what personal information we need to collect, why we need to collect it, whether the information is required or authorised by Law and how it may be shared.
- Personal information includes name, address, date of birth, gender, family contact details, emergency contact details, authorised nominee details, parents' occupations, cultural background, home language, religious beliefs, payment details, child care benefit information, immunisation records, medical information, medical management plans, photos of children and family members and information about children's strengths, interests, preferences and needs, including special needs. Personal information also includes "government related identifiers" like Medicare numbers and CCS references.
- Advise families about our Privacy and Confidentiality Policy and how to access it.
- Attach a copy of our Privacy Notice to our Enrolment Form and other forms we use to collect personal information.
- Verbally advise children's emergency contacts and authorised nominees that we have some of their personal information on file and explain the advice in the Privacy Notice.
- Explain the advice in the Privacy Notice to individuals who provide personal information verbally (e.g. by phone).
- We usually collect personal information directly from a parent or guardian either in writing or verbally, for example during enrolment, when completing waiting list applications, or as we establish a partnership with families in caring for and educating a child.
- We may also collect information through Family Law court orders or agreements, special needs agencies and training courses.

- We may occasionally request information from other organisations which you would reasonably agree is necessary for us to educate and care for a child. For example, we may request a copy of a child's immunisation records where they are transferring to us from another Service, or where we request information about a child from a special need's educator or organisation. We will not request information without obtaining the consent of the individual (or parent) concerned.
- In most cases, if we are unable to collect relevant personal information, we will be unable to enrol a child at the Service.
- The Nominated Supervisor will advise individuals about any unsolicited personal information we receive from other organisations and keep because it is directly related to our functions and activities (unless we are advised not to by a Government authority).
- The Nominated Supervisor will destroy any unsolicited personal information that is not directly related to our Service operations unless it adversely impacts the health, safety and wellbeing of a child or children at the service. If this happens the Nominated Supervisor will contact the appropriate Government authorities and take action as directed while protecting the confidentiality of the individuals concerned.

**Use or disclosure of personal information:**

- We will not use personal information for any purpose that is not reasonably needed for the proper or effective operation of the service. Personal information may be accessed by and exchanged with staff educating and caring for a child or by administrative staff.
- We do not disclose your personal information to others unless you would have reasonably expected us to do this or we have your consent. For example, personal information may be disclosed to:
  - Emergency service personnel so they can provide medical treatment in an emergency
  - Special needs educators or inclusion support agencies
  - Volunteers, trainees and work experience students (with consent)
  - Trainers or presenters if children participate in special learning activities
  - Organisations related to the Service (e.g. other Services)
  - Another Service to which a child is transferring where you have consented to the transfer.
  - The new operator of the Service if we sell our business and you have consented to the transfer of enrolment and other documents listed in Regulation 177 of the National Education and Care Regulations.
- We may disclose personal information where we are permitted or obliged to do so by an Australian law. For example, personal information may be disclosed to:
  - Authorised officers when our service is assessed and rated under the National Education and Care Law and Regulations
  - Government employees (e.g. for CCS, Immunisation, Medicare purposes)
  - Software companies that provide childcare management systems
  - Management companies we may engage to administer the Service

- Software companies that provide tailored computer based educational tools for children
  - Lawyers in relation to a legal claim.
  - Officers carrying out an external dispute resolution process
  - A debt collection company we use to recover outstanding fees
  - Authorities if we are taking action in relation to unlawful activity, serious misconduct, or to reduce or prevent a serious threat to life, health or safety.
- We do not disclose personal information to any person or organisation overseas or for any direct marketing purposes.

**Quality of personal information:**

- The Nominated Supervisor will take reasonable steps to ensure the personal information we collect, use and disclose is accurate, current and complete. Educators and staff will:
  - View original sources of information if practical when information is collected.
  - Collect and record personal information in a consistent format, for example using templates for enrolment, incident, injury, trauma and illness and administration of medication.
  - Record the date personal information was collected or updated.
  - Update information in our physical or electronic records as soon as it's provided.
- In addition, the Nominated Supervisor will:
  - Regularly remind families via newsletters, emails or through displays on the Service notice board to update their personal information including emergency contact details and their child's health information.
  - Ask parents to update their enrolment details annually, or whenever their circumstances change.
  - Verify the information is accurate, current and complete before disclosing it to any external organisation or person.
  - Ensure documentation about children and families is based on facts and free from prejudice.

**Security of personal information:**

- The Nominated Supervisor will take reasonable steps to protect personal information from misuse, interference and loss, unauthorised access, modification or disclosure. These steps include:
  - Taking responsibility for the security of personal information and regularly checking the practices implemented to protect it. This will include management of access privileges to ensure only people who genuinely need to see personal information can access it.
  - Ensuring information technology systems have appropriate security measures including password protection, anti-virus and 'malware' software, and data backup systems.

- Ensuring physical repositories of personal information are secure; storage is located at the Tambo Depot in a container with only a one key access to unlock. The nominated supervisor is the one with the key.
- Ensuring all educators and staff are aware of their obligations in relation to the collection, use and disclosure of personal information, through activities like mentoring, staff meetings or on-line training courses.
- Requiring all educators, staff, volunteers and work experience students to sign a 'Confidentiality Statement' acknowledging that personal information:
  - Can only be accessed if it is necessary for them to complete their job
  - Cannot be disclosed to other organisations (including colleges, RTOs) or discussed with individuals outside the service including personal family members unless they have written consent from the person (or parent) concerned.
  - Must be stored in compliance with service practices which safeguard its security.
- Ensuring records which we don't need to keep, including unsuccessful job applications and records which fall outside the record keeping timeframes under the National Education and Care Law and Regulations (refer to our Record Keeping and Retention Policy) are destroyed in a secure way as soon as possible by, for example, shredding, incinerating or permanently deleting electronic records including archived or back-up copies. Where possible, the destruction of records containing personal information will be overseen by two staff members.
- 'De-identifying' personal information so that people (e.g. our accountant) who require the information may access it without being able to identify individuals.
- 'De-identifying' personal information which may come into the public domain. For example, removing identifying names or details from newsletters etc.
- Ensuring staff comply with our Social Media Policy (for example by obtaining authorisation from a child's parents before posting any photos of their child on the Service social media page, and not posting personal information on any social media page which could identify children or families.)
- Ensuring confidential conversations with parents or with staff are conducted in a quiet area away from other children, parents and staff.

**Correction of personal information, Access to personal information:**

- Individuals may request access to their (or their child's) personal information and may request the correction of any errors. These requests may be made to the Nominated Supervisor by telephone on 07 46 546 160 or email [TCC@btrc.qld.gov.au](mailto:TCC@btrc.qld.gov.au) or by mail 7 Star Street TAMBO QLD 4478
- Personal information will be provided as soon as possible, and no later than 30 days from a request. We will provide the information in the form requested, for example by email, phone, in person, hard copy or electronic record unless it is unreasonable or impractical to do this for example due to the volume or nature of the information.

- The Nominated Supervisor will always verify a person's identity before providing access to the information, and ensure someone remains with the individual to ensure information is not changed or removed without our knowledge.
- There is no charge for making a request to access the information. However, we may charge a reasonable cost for staff, postage and material expenses if the information is not readily available and retrieving the information takes a lot of time. We will advise you of the cost and get your agreement before we proceed.
- There may be rare occasions when we are unable to provide access because we believe:
  - Giving access would be unlawful, the information relates to unlawful activity or serious misconduct, or it may prejudice the activities of a law enforcement body.
  - There is a serious threat to life, health or safety.
  - Giving access would unreasonably affect the privacy of others.
  - The request is frivolous or vexatious, for example to harass staff.
  - The information relates to legal proceedings (e.g. unfair dismissal claim) between the Service and the individual.
  - Giving access would reveal sensitive information about a commercial decision.
- We may, however, provide the information in an alternative way for example by:
  - Deleting any personal information which cannot be provided
  - Providing a summary of the information
  - Giving access to the information in an alternative format
  - Allowing the individual to inspect a hard copy of the information and letting them take notes.
- We will advise you promptly in writing if we are unable to provide access to the information, or access in the format requested. The advice will include the reasons for the refusal to provide the information (unless it is unreasonable to do this) and information about how to access our grievance procedure.
- The Nominated Supervisor will take reasonable steps to correct personal information that is inaccurate, out of date, incomplete, irrelevant or misleading as soon as it is available. The Nominated Supervisor will:
  - Take reasonable steps to ensure information supplied by an individual is correct.
  - Verify the identity of an individual requesting the correction of personal information.
  - Notify other organisations about the correction if this is relevant, reasonable or practical.
  - Advise the individual about the correction to their information if they are not aware.
  - If immediately unable to correct an individual's personal information, explain what additional information or explanation is required and/or why we cannot immediately act on the information provided.
  - If unable to correct the information, include reasons for this (for example we believe it's current) and inform the individual about our grievance procedure and

their right to include a statement with the information saying they believe it to be inaccurate, out-of-date, incomplete, irrelevant or misleading.

- Correct the information, or include a statement if requested, as soon as possible.
- We will not charge you for making a request to correct their personal information or for including a statement with your personal information.

**Complaints:**

- If you believe we have breached Privacy Laws, or our Privacy Policy may lodge a complaint with the Nominated Supervisor by telephone on 07 46 546 160 or email [TCC@btrc.qld.gov.au](mailto:TCC@btrc.qld.gov.au) or by mail 7 Star Street TAMBO QLD 4478. The Nominated Supervisor will follow the Service’s grievance procedure to investigate the complaint. Individuals who are unhappy with the outcome of the investigation may raise their complaint with the Office Australian Information Commissioner [www.oaic.gov.au](http://www.oaic.gov.au) GPO Box 5218 Sydney NSW 2001 or GPO Box 2999 Canberra ACT 2601, phone 1300 363 992 or email [enquiries@oaic.gov.au](mailto:enquiries@oaic.gov.au)

**NQS/REGULATION REFERENCES/OTHER SOURCES**

Education and Care Services National Law Act  
Education and Care Services National Regulation  
National Quality Standards  
Guide to the Education and Care Regulations and National Law  
Guide to the National Quality Standards  
Privacy Act

NQS	Regulation
Element: 7.1.2	Regulation:

<b>Review Process:</b>		
<b>Version:</b>	<b>Date Reviewed:</b>	<b>Person responsible:</b>
Version 1	March, 2020	Michelle Florimo

# RECORD KEEPING AND RETENTION POLICY

## AIM

- To ensure that our service maintains appropriate records in line with our regulatory requirements.

## PROCEDURE

Records to be kept in Relation to Staff:

- The following records must be kept in relation to the service's Nominated Supervisors:
  - The full name, address and date of birth.
  - Evidence of any relevant qualifications held by the Nominated Supervisor.
  - If applicable, evidence that the Nominated Supervisor is actively working towards that qualification. If this is the case, the following must be recorded:
    - Proof of enrolment.
    - Documentary evidence that the Nominated Supervisor has commenced the course, is making satisfactory progress towards the completion of the course, is meeting the requirements of maintaining the enrolment.
    - For Nominated Supervisors who are working towards the completion of a Diploma level education and care qualification, proof that they hold an approved Certificate III level education and care qualification or has completed the units of study in an approved Certificate III level education and care qualification determined by ACECQA.
- Evidence of any approved training (including first aid training) completed by the Supervisor.
- A Working with Children Check (Blue card) or a record of a current teacher registration and expiry date.
- The following records must be kept in relation to other staff members:
  - The full name, address and date of birth.
  - Evidence of any relevant qualifications.
  - If applicable, evidence that the staff member is actively working towards that qualification. If this is the case, the following must be recorded:
    - Proof of enrolment.
    - Documentary evidence that the staff member has commenced the course, is making satisfactory progress towards the completion of the course, is meeting the requirements of maintaining the enrolment.
    - For staff members who are working towards the completion of a Diploma level education and care qualification, proof that they hold an approved Certificate III level education and care qualification or has completed the units of study in an approved Certificate III level education and care qualification determined by ACECQA.
- Evidence of any approved training (including first aid training) completed by the staff member.

- A Working with Children Check (Blue card) and expiry date.
- The following records must be kept in relation to the Educational Leader:
  - The name of the educator who is designated at this role.
- The following records must be kept in relation to Students and Volunteers:
  - The full name, address and date of birth of each student or volunteer.
  - The Approved Provider must also keep a record for each day on which the student or volunteer participates in the service, the date and hours of participation.
- The following records must be kept in relation to the Responsible Person:
  - The staff record must include the name of the responsible person at the centre-based service for each time that children are being educated and cared for by the service.
- The following records will be kept in relation to educators working directly with children:
  - The name of each educator.
  - The hours that each educator works directly with children. Please note that a staff roster or time sheet is sufficient record of this.
- The following records will be kept in relation to access to early childhood teacher/s:
  - The approved provider of a centre-based service that provides education and care to fewer than 25 children preschool age or under must ensure that a record is kept of the following:
    - The period that an early childhood teacher is working with the service in accordance with the time frames set out in the Staffing Arrangements Policy.
    - The periods that the early childhood teacher is working directly with children and not working directly with children.
  - The approved provider of a centre-based service that provides education and care to 25 or more children preschool age or under must ensure that a record is kept of the period that an early childhood teacher is in attendance at the service.

#### **Records Relating to Enrolled Children:**

- The following records will be kept in relation to enrolled children:
  - Documentation relating to child assessments or evaluations for delivery of the education program, including:
    - Assessments of the child's developmental needs, interest's experiences and participation in the education program.
    - Assessments of the child's progress against the outcomes of the educational program.
  - **An Incident, Injury, Trauma and Illness Record** (within Incident, Injury, Trauma and Illness Policy), including:

- **Details of any incident** in relation to a child or injury receive by a child or trauma to which a child has been subject while being educated and care for by the service. The following must be included:
  - The name and age of the child.
  - The circumstances leading to the incident, injury or trauma.
  - The time and date the incident occurred, the injury that was received or the child was subjected to the trauma.
- **Details of any illness** which becomes apparent while the child is being educated and care for by the service. The following must be included:
  - The name and age of the child.
  - The relevant circumstances surrounding the child becoming ill and any apparent symptoms.
  - The time and date of the apparent onset of the illness.
- **Details of the action taken** by the service in relation to any incident, injury, trauma or illness which a child has suffered while being educated and cared for by the service. The following must be included:
  - Any medication administered or first aid provided.
  - Any medical personnel contacted.
- Details of any person who witness the incident, injury or trauma
- The name of any person who the education and care service notified or attempted to notify of any incident, injury trauma or illness a child has suffered at the service and the time and date of the notification and notification attempts.
- The name and signature of the person making an entry in the record and the time and date that the entry was made.
- This record must be recorded as soon as is practicable, but not later than 24 hours after the incident, injury, trauma or onset of illness occurred.
- **A medication record** of any medication that the child is prescribed. Please note that staff are not legally allowed to administer medication If medication is required then the parent/guardian must visit the Centre to give to the child
- **A record of attendance for enrolled children**, including:
  - The full name of each child attending the service.
  - The date and time each child arrives and departs.
  - The signature of:
    - the person who delivers and collects the child when he or she arrives and departs or
    - The nominated supervisor or educator.
- **Child enrolment records** which include the following:
  - The full name, date of birth and address of the child.
  - The name, address and contact details of:
    - Each known parent of the child
    - Any person who is to be notified of any emergency involving the child if any parent of the child cannot be immediately contacted
    - Any person who is an authorised nominee

- Any person who is authorised to consent to medical treatment of, or to authorise administration of medication to the child.
  - Any person who is authorised to authorise an educator to take the child outside the education and care service premises.
  - Details of any court orders, parenting orders or parenting plans provided to the approved provider relating to powers, duties, responsibilities or authorities of any person in relation to the child or access to the child.
  - Details of any other court orders provided to the approved provider relating to the child's residence or the child's contact with a parent or other person.
  - Gender of the child
  - Language used in the child's home
  - Cultural background of the child and parents (if applicable)
  - Any special considerations for the child (e.g. cultural, religious, dietary requirements or additional needs)
- Authorisations signed by a parent or a person named in the enrolment record as authorised to consent to the medical treatment of the or nominated supervisor to seek:
  - Medical treatment for the child from a registered medical practitioner, hospital or ambulance service.
  - Transportation of the child by any ambulance service.
- Authorisation to take the child on regular outings.
- The name, address and telephone number or the child's registered medical practitioner or medical service.
- The child's Medicare number if available.
- Details of any specific healthcare needs of the child including any medication conditions or allergies including whether the child has been diagnosed as at risk of anaphylaxis, including details of any medical management plan.
- Details of any dietary restrictions for the child
- The immunisation status of the child
- A notation that states that a staff member or approved provider has sighted a child's health record.
- **A record of the services compliance with the law**, including:
  - Details of any amendments of the service approval made by the Regulatory Authority including:
    - The reason stated by the Regulatory Authority for the amendment.
    - The date on which the amendment took, or takes, effect
    - The date (if any) that the amendment ceases to have effect.
    - Details of any suspension of the service (other than a voluntary suspension) including:

- The reason stated by the Regulatory Authority for the suspension.
- The date on which the suspension took, or takes, effect.
- The date that the suspension ends.
- Details of any compliance direction or compliance notice issued to the approved provider in respect of the service, including:
  - The reason stated by the Regulatory Authority for issuing the direction or notice
  - The steps specified in the direction or notice.
  - The date by which the steps specified must be taken.
    - This information must not include any information that identifies any person other than the approved provider.
    - A record of certified supervisors placed in day to day charge of the education and care service.
- The approved provider must ensure that the documents referred to above in relation to a child enrolled at the service are made available to a parent of the child on request. In line with this, if a parent's access to the kind of information referred to in this documentation is limited by an order of a court, the approved provider must refer to the court order in relation to the release of information concerning the child to that parent.
- The record of compliance referred to above must be available for access on request by any person.

**Length of Time Records must be kept:**

- Our service will keep records for the following periods:
  - If the record relates to an incident, illness, injury or trauma suffered by a child while being educated and cared for by the service, until the child is aged 25 years.
  - If the record relates to an incident, illness, injury or trauma suffered by a child that may have occurred following an incident while being educated and cared for by the service, until the child is aged 25 years.
  - If the record relates to the death of a child while being educated and cared for by the service or that may have occurred as a result of an incident while being educated and cared for, until the end of 7 years after the death.
  - If the case of any other record relating to a child enrolled at the education and care service. Until 3 years after the last date on which the child was educated and cared for by the service.
  - If the record relates to the Approved Provider, until the end of 3 years after the last date on which the approved provider operated the education and care service.
  - If the record relates to the nominated supervisor or staff member of an education and care service, until the end of 3 years after the last date on which the

nominated supervisor of staff member provided education and care on behalf of the service.

- In the case of any other record, 3 years after the date on which the record was made.

#### **Storage of Records:**

- Records made by our service will be stored in a safe and secure location for the relevant time periods as set out above and only made accessible to relevant individuals.
- This location is at the Tambo Depot in the container, with a one key access owned by the Nominated supervisor.
- If a service is transferred under the law, documents relating to a child must not be transferred without the express consent of the child's parents.

#### **Confidentiality and Storage of Records:**

- The approved provider will ensure that information kept in a record is not divulged or communicated through direct or indirect means to another person other than:
  - The extent necessary for the education and care or medical treatment of the child to whom the information relates.
  - A parent of the child to whom the information relates, except in the case of information kept in a staff record.
  - The Regulatory Authority or an authorised officer.
  - As expressly authorised, permitted or required to be given by or under any Act or law.
  - With the written consent of the person who provided the information.

#### **NQS/REGULATION REFERENCES/OTHER SOURCES**

Education and Care Services National Law Act  
Education and Care Services National Regulation  
National Quality Standards  
Guide to the Education and Care Regulations and National Law  
Guide to the National Quality Standards

NQS	Regulation
Element: 7.1.2	Regulation: 145, 151, 152, 158-162, 181-184

<b>Review Process:</b>		
<b>Version:</b>	<b>Date Reviewed:</b>	<b>Person responsible:</b>
Version 1	March, 2020	Michelle Florimo

# STAFF PROFESSIONAL DEVELOPMENT POLICY

## AIM

- The Centre is committed to providing a quality service with the recognition that staff should engage in ongoing professional development and education to achieve this quality.
- The Licensee will ensure that staff study is being monitored by ensuring that staff progress through their study in accordance with the following legislative requirements and by completing study modules in accordance with the required timeframes.

## PROCEDURE

- The Centre recognises that all early childhood professionals, no matter what the qualification - need to continue to incorporate into their professional repertoire, new knowledge and skills concerning development with early childhood education, relating to working with young children, their families, support services, and their fellow work colleagues.
- Staff are encouraged to engage in ongoing professional development that enables them to further develop knowledge, skills and abilities in “a relevant course of study”.
- Each staff member should become involved in his or her own professional development program. The program should be discussed with the Coordinator on a regular basis to evaluate the assistance required, to provide advice and additional information that will foster professional development.
- All staff is encouraged to attend in-service training as it becomes available and as catered for within the Centre budget.
- All staff will be informed of professional development opportunities that may arise.
- Resources and articles will be made available to all staff.
- Professional development opportunities may include:
  - Attending seminars or workshops
  - Visiting other Centres and exchanging ideas
  - Self and peer evaluation
  - Staff meetings: sharing ideas, specialist skills etc.
  - Staff or parents providing workshops on specific areas
  - Attending network meetings
  - Discussing issues with the Coordinator or fellow staff
  - Utilising parents as a valuable resource.

## NQS/REGULATION REFERENCES/OTHER SOURCES

Education and Care Services National Law Act  
Education and Care Services National Regulation  
National Quality Standards  
Guide to the Education and Care Regulations and National Law  
Guide to the National Quality Standards

NQS	Regulation
Element: 7.2.3	Regulation:

<b>Review Process:</b>		
<b>Version:</b>	<b>Date Reviewed:</b>	<b>Person responsible:</b>
Version 1	March, 2020	Michelle Florimo