

**POLICY & PROCEDURE**  
*Manual*



**Snowy Mountains**  
Care & Early Learning Centre

## **VISION**

Collaboratively develop children's learning through partnerships with families and the community.

## **MISSION**

Provide a safe and welcoming place for children to freely learn and develop through play.



VERSION # & DATE	MODIFICATIONS/REVIEW DATE	PERSON/POSITION
<b>DRAFT</b> 8 <sup>th</sup> July 2022	UNDER REVIEW BY MANAGEMENT COMMITTEE	Moira McAspurn Director
<b>DRAFT</b> 15/7/2022 – 12/8/2022	<ul style="list-style-type: none"> <li>Added Risk Assessment Guides for Excursion/Incursion and Emergencies along with Procedures</li> <li>Added Supervision Policy &amp; Guide (including map of outdoor play area)</li> <li>Updates to Enrolment Policy 'Priority of Access'</li> <li>Inserted Professional Development Policy</li> <li>Added Lockdown Policy &amp; Procedure</li> <li>Performance Review Policy &amp; Procedures added</li> <li>Staffing Arrangements Policy added</li> <li>Added Child Protection Reporting Procedure</li> <li>Added Recruitment Policy</li> </ul>	Moira McAspurn Director
<b>VERSION 1.0</b>	Published first version	Moira McAspurn Director Kylie Mitchell Assistant Director
<b>VERSION 1.1</b> December 2022	<p><b>Added:</b> Staff Wellbeing Policy Missing Child Procedure Pick Up / Drop Off Transport Checklist Closed Toed Shoes to Policies (UV/Sun Safe Policy, etc) Toy Cleaning Register paragraph (Infectious Diseases) Bottle Preparation &amp; Procedure Breastfeeding Policy Termination of Enrolment Procedure Withdrawal of a Child Policy Record Keeping &amp; Retention Policy</p> <p><b>Updated:</b> Delivery of Children to and from an EEC Service (Policy Name Change) Code of Conduct (to include our Statement of Commitment) Child Safe Environment Policy Probation Induction &amp; Orientation Policy Orientation of Families Policy Governance Policy Termination of Enrolment Policy</p> <p><b>Removed:</b> Covid Management References</p>	Moira McAspurn Director Kylie Mitchell Assistant Director
<b>VERSION 1.2</b> February 2023	<p><b>Added:</b> Bullying Discrimination and Harassment Policy and related documents</p> <p><b>Updated:</b> Sick Children Policy – Service decision temp exclusion Complete Manual – Change wording from Educa to Playground Bottle Safety Preparation Policy (general update) Breastfeeding Policy (general update)</p>	Moira McAspurn Director Kylie Mitchell Assistant Director EMAILED NOTIFICATION TO FAMILIES FOR 15 DAY NOTICE



VERSION # & DATE	MODIFICATIONS/REVIEW DATE	PERSON/POSITION
	<p>Staff Leave Entitlement Policy (Parental Pay &amp; Family/Domestic Violence Updates)  Staffing Arrangements Policy – Policy and Procedure paragraph entered.  Sleep &amp; Rest Policy – updates around outside Red Nose Safe Sleep Practice</p>	
<p><b>VERSION 1.3</b>  <b>April 2023</b></p>	<p><b>Added:</b>  Transition Policy and related checklists</p> <p><b>Updated:</b>  Control of Infectious Diseases – made exclusion period clearer for families (came from verbal family input)  Policy Name Change, ‘Control of infectious disease policy’ to ‘Dealing of Infectious Disease Policy’  Privacy &amp; Confidentiality Agreement (updated wording)  Assessment &amp; Planning Cycle Guide (Reflects updated EYLF)</p>	<p>Moira McAspurn  Director</p>
<p><b>VERSION 1.4</b>  <b>May/June/July/August 2023</b></p>	<p><b>Added:</b>  Relief Staff Policy  Additional Needs Policy</p> <p><b>Updated:</b>  Safe Transportation Policy &amp; Checklist  Child Safe Environment Policy  Bush Fire Policy (NSW)  Medical Conditions Policy  Staff Leave Entitlements Policy  Record Keeping &amp; Retention Policy  Administration of Medication Policy  Supervision Policy</p>	<p>Moira McAspurn  Director</p>
<p><b>VERSION 1.5</b>  <b>September 2023</b>  <b>October 2023</b>  <b>January 2024</b>  <b>February 2024</b>  <b>March 2024</b></p>	<p><b>Added:</b>  Snake Awareness Policy  CCS Governance Policy  CCS Application Guide  Staff Wellness Program Policy  Family Conduct Guidelines (Code of Conduct)  Bathroom Cleaning Procedure  Physical Environment Policy</p> <p><b>Updated:</b>  Enrolment Policy  Child Protection Policy NSW  Bullying Discrimination and Harassment Policy  Dealing with Complaints Policy – Staff  Dealing with Complaints Policy  Code of Conduct (to include Conflict Register)  Responsible Person Policy  Staff Leave Entitlement Policy  Termination of Enrolment Policy  Recruitment Policy</p>	



VERSION # & DATE	MODIFICATIONS/REVIEW DATE	PERSON/POSITION
	Probation and Induction Orientation Policy Orientation of Families Policy Governance Policy Withdrawal of Child Policy Snake Awareness Policy Bullying, Discrimination & Harassment Policy Dealing with Complaint Policy (Staff) Student & Volunteer Policy Child Safe Environment Policy Orientation of Families Policy Governance Policy Withdrawal of a Child Policy Code of Conduct Policy Behaviour Guidance Bullying Policy Enrolment Policy Sun Safe Policy Water Safe Policy Photograph Policy Responsible Persons Policy Educational Program Policy Acceptance and Refusal of Authorisation Policy Delivery of Children to and from Education and Care Premises Emergency & Evacuation Policy Lockdown Policy Nappy Change & Toileting Policy Bottle Safety & Preparation Policy Sleep & Rest Policy Environmentally Responsible Policy Staffing Arrangements Policy	
<b>VERSION 1.6</b> <b>MARCH 2024</b>		



PLEASE NOTE:

Forms mentioned and displayed within the Policy & Procedure Manual are available at:

Onedrive/SMCELC – Shared Documents/SMCELC FORMS & TEMPLATES



# Contents

ACCEPTANCE AND REFUSAL OF AUTHORISATION POLICY .....	10
ADDITIONAL NEEDS POLICY.....	19
ADMINISTRATION OF MEDICATION POLICY .....	28
ANTI-BIAS AND INCLUSION POLICY .....	36
BEHAVIOUR GUIDANCE POLICY.....	43
BEHAVIOUR GUIDANCE PLAN (A).....	52
BEHAVIOUR GUIDANCE PLAN (B).....	56
BOTTLE SAFETY AND PREPARATION POLICY .....	60
BREASTFEEDING POLICY .....	67
BULLYING, DISCRIMINATION AND HARASSMENT POLICY.....	72
BULLYING, DISCRIMINATION & HARRASSMENT PROCEDURE.....	78
BEHAVIOUR GUIDANCE-BULLYING INCIDENT REPORT .....	80
BUSH FIRE POLICY - NSW .....	82
FIRE AND SAFETY EQUIPMENT CHECKLIST .....	90
EMERGENCY MANAGEMENT PLAN - INCLUSIONS .....	91
EMERGENCY KIT CONTENTS CHECKLIST .....	93
BUSH FIRE RESPONSE PROCEDURE .....	94
BUSH FIRE SMOKE PROCEDURE .....	97
CHILD CARE SUBSIDY (CCS) GOVERNANCE POLICY .....	100
CHILD PROTECTION POLICY (NSW).....	112
CHILD PROTECTION NOTIFICATION PROCEDURE.....	132
NSW CHILD PROTECTION MRG SUPPORT GUIDE.....	136
CHILD SAFE ENVIRONMENT POLICY .....	141
CODE OF CONDUCT POLICY.....	154
DEALING WITH INFECTIOUS DISEASE POLICY.....	165
DEALING WITH COMPLAINTS POLICY.....	175
DEALING WITH COMPLAINTS POLICY (Staff) .....	185
DEALING WITH COMPLAINTS/GRIEVANCE PROCEDURE.....	196
DELIVERY OF CHILDREN TO AND FROM AN EEC SERVICE .....	201
EDUCATIONAL PROGRAM POLICY .....	209
ASSESSMENT AND PLANNING CYCLE GUIDE AND PROCEDURE.....	219
EMERGENCY AND EVACUATION POLICY .....	227
EMERGENCY EVACUATION PROCEDURE.....	236
ENROLMENT POLICY.....	238



ENVIRONMENTALLY RESPONSIBLE POLICY .....	251
EXCURSION/INCURSION POLICY.....	256
EXCURSION RISK ASSESSMENT AND MANAGEMENT PLAN GUIDE.....	265
EXCURSION RISK ASSESSMENT AND MANAGEMENT PLAN .....	270
INCURSION RISK ASSESSMENT AND MANAGEMENT PLAN GUIDE .....	275
INCURSION RISK ASSESSMENT AND MANAGEMENT PLAN.....	279
REGULAR OUTING EXCURSION RISK ASSESSMENT AND MANAGEMENT PLAN.....	285
EXTREME WEATHER DAYS MANAGEMENT POLICY.....	290
FAMILY CONDUCT GUIDELINES (Code of Conduct).....	295
GOVERNANCE POLICY.....	299
IMMUNISATION POLICY .....	309
INCIDENT, INJURY, TRAUMA & ILLNESS POLICY .....	315
PROCEDURE IN THE EVENT OF A SERIOUS INCIDENT, ILLNESS, INJURY OR TRAUMA.....	332
INTERACTIONS WITH CHILDREN, FAMILIES & STAFF POLICY .....	336
LOCKDOWN POLICY .....	343
LOCKDOWN PROCEDURE .....	349
MANAGEMENT COMMITTEE POLICY (IN REVIEW).....	352
MEDICAL CONDITIONS POLICY .....	362
MISSING CHILD PROCEDURE .....	371
NAPPY CHANGE AND TOILETING POLICY.....	373
NAPPY CHANGING PROCEDURE .....	382
NUTRITION AND FOOD SAFETY POLICY .....	384
ORIENTATION OF FAMILIES.....	394
PAYMENT OF FEES POLICY.....	399
PERFORMANCE MANAGEMENT POLICY.....	407
STAFF PERFORMANCE REVIEW PROCEDURE.....	415
MANAGING STAFF UNDERPERFORMANCE PROCEDURE.....	418
PHOTOGRAPH POLICY .....	424
PHYSICAL ENVIRONMENT POLICY .....	428
PRIVACY AND CONFIDENTIALITY POLICY.....	440
PROBATION AND INDUCTION ORIENTATION POLICY.....	451
PROFESSIONAL DEVELOPMENT POLICY .....	461
PROFESSIONAL DEVELOPMENT PLAN 20__ .....	468
PROFESSIONAL DEVELOPMENT REFLECTION .....	472
RECORD KEEPING AND RETENTION POLICY .....	475
RECRUITMENT POLICY.....	494





RELIEF STAFF POLICY .....	503
RESPONSIBLE PERSON POLICY.....	509
RISK ASSESSMENT GUIDE AND PROCEDURE .....	515
SAFE TRANSPORTATION POLICY.....	529
TRANSPORT PICK-UP / DROP-OFF CHECKLIST .....	543
SICK CHILDREN POLICY .....	547
SLEEP AND REST POLICY .....	560
SNAKE AWARENESS POLICY.....	574
Pressure Immobilisation Bandage Procedure .....	580
STAFFING ARRANGEMENTS POLICY .....	581
STAFF LEAVE ENTITLEMENT POLICY .....	597
STAFF WELLBEING POLICY .....	608
STUDENT AND VOLUNTEER POLICY.....	614
STUDENT AND VOLUNTEER ACKNOWLEDGMENTS CHECKLIST .....	619
STUDENT EVALUATION.....	623
SUPERVISION POLICY.....	625
SUPERVISION GUIDELINES AND PROCEDURE.....	632
SUPERVISION PLAN OUTDOOR AREA .....	635
TERMINATION OF ENROLMENT POLICY .....	637
TERMINATION OF ENROLMENT PROCEDURE .....	641
TRANSITION POLICY.....	643
UV / SUN SAFE POLICY.....	672
WATER SAFETY POLICY .....	680
WITHDRAWAL OF A CHILD POLICY .....	686
WORK HEALTH AND SAFETY POLICY.....	691
BATHROOM AND NAPPY CHANGE CLEANING PROCEDURE.....	708
POLICY REVIEW CALENDAR – AUGUST 2023 .....	710



# ACCEPTANCE AND REFUSAL OF AUTHORISATION POLICY

Under the Education and Care Services National Law and National Regulations, early childhood services are required to obtain written authorisation from parents or guardians for some circumstances, to ensure that the health, safety, wellbeing, and best interests of the child are met and upheld. An authorisation is given where a person who has legal responsibility for a child gives permission to another person to do something or to make a decision on that person's behalf. Authorisations are usually authenticated by a signature- either in written form or as an electronic signature. All authorisation and refusals are to be kept in the child's enrolment record.

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
Sec. 165	Offence to inadequately supervise children
Sec. 175	Offence relating to requirement to keep enrolment and other documents
Sec. 167	Offence relating to protection of children from harm and hazards
92	Medication record
93	Administration of medication
94	Exception to authorisation requirement- anaphylaxis or asthma emergency
99	Children leaving the education and care service
102	Authorisation for excursions
102D	Authorisation for service to transport children
157	Access for parents
160	Child enrolment records to be kept by approved provider



161	Authorisation to be kept in enrolment record
168	Education and care services must have policies and procedures
170	Policies and procedures must be followed
171	Policies and procedures to be kept available
172	Notification of change to policies and procedures

## PURPOSE

Our priority is ensuring the health, safety and wellbeing of children. We aim to ensure that all educators, staff, students and volunteers are consistent in how authorisations are managed and understand what does or does not constitute a correct authorisation, which consequently may lead to a refusal. Our governance and quality management processes are effective and transparent and meet all regulatory requirements. Decisions around refusing an authorisation will be made on a case-by-case basis by SMCELC in accordance with the Nominated Supervisor, Police, regulatory authority or other authorities.

## SCOPE

This policy applies to children families, staff, management and visitors , student, volunteers of SMCELC.

## IMPLEMENTATION

SMCELC will ensure we comply with the current *Education and Care Services National Regulations*, and have policies and procedures in place in relation to the acceptance and refusal of authorisations which require parent or guardian written authorisation to be provided in matters including:

- Administration of medication to children
- Administration of medical treatment, dental treatment, and general first aid treatment
- Emergency Ambulance transportation
- Transportation- including regular outings and regular transportation
- Safe arrival of children to the Service
- Excursions, including regular outings
- Incursion attendance
- Taking of photographs by people other than educators
- Water based activities
- Enrolment of children, including providing details of persons nominated to authorise consent for medical treatment, to collect children from SMCELC, or to provide authority for the child to be taken outside SMCELC
- Children leaving the premises in the care of someone other than a parent or guardian

## THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ MANAGEMENT/ RESPONSIBLE PERSON WILL ENSURE:

- obligations under the *Education and Care Services National Law and National Regulations* are met



- the *Acceptance and Refusal Authorisation Policy* is reviewed and maintained by Service management and adhered to at all times by educators and staff
- policies and procedures are readily accessible to families, nominated supervisors, coordinators, educators and staff and students and available for inspection
- an enrolment record is kept for each child that includes all authorisations signed by a parent/guardian or a person authorised
  - to consent to seek medical treatment from a registered medical practitioner, hospital or ambulance service
  - transportation by an ambulance service
  - to authorise the education and care service to transport the child or arrange transportation for the child
- all staff understand circumstances that may lead to refusal of an authorisation
- all educators and staff follow the policies and procedures of SMCELC
- all parents/guardians have completed the authorised person's section of their child's enrolment form including authorised nominees (refer to *Enrolment Policy*), and that the form is signed and dated before the child commences at SMCELC
- permission forms for excursions are provided to the parent/guardian or authorised nominee prior to the excursion (refer to *Excursion Policy* and *Safe Transportation Policy*)
- parents/guardians are provided with a copy of relevant policies for SMCELC or are aware of how they can be accessed
- attendance records are maintained for all children attending SMCELC
- a written record of all visitors to SMCELC, including time of arrival and departure and reasons for visit is documented
- where a child requires medication to be administered by educators/staff, that an *Administration of Medication Record* is completed, and authorisation provided by the parent/guardian or authorised nominee and included within the child's record (Refer to *Administration of Medication Policy*)
- educators/staff do not administer medication without the written authorisation of parent/guardian or authorised nominee named in the enrolment record as authorised to consent to the medical treatment of the child, except in the case of an emergency, including an asthma or anaphylaxis emergency (refer to *Enrolment Form, Administration of Medication Policy, Incident, Injury, Accident and Trauma Policy, Emergency Evacuation Policy*).
- educators and staff only allow a child to participate in regular outings and regular transportation with the written authorisation of a parent/guardian or authorised nominee name in the child's enrolment record is received and documented (refer to *Excursion Policy, Safe Transportation Policy and Safe Arrival of Children Policy*)
- educators and staff allow a child to participate in excursions only with the written authorisation of a parent/guardian or authorised nominee named in the child's enrolment record is received and documented
- educators/staff allow a child to depart SMCELC only with:
  - a person who is the parent/guardian or authorised nominee named in the child's enrolment record; or
  - with a person authorised by a parent or authorised nominee; or
  - in accordance with the written authorisation of the parent; or authorised nominee; or
  - on an excursion; or



- in the case of a medical emergency or another emergency (Refer to *Delivery of Children to, and collection from Education and Care Service Premises Policy* and *Emergency Evacuation Policy*).
- there are procedures in place if an inappropriate person, or a person who does not appear to be fit to take care of the child attempts to collect the child from SMCELC or poses a risk to the safety of children or staff (refer to *Delivery of Children to, and collection from Education and Care Service Premises Policy*)
- notify families at least 14 days before changing the policy or procedures (Reg. 172).

#### A NOMINATED SUPERVISOR/ RESPONSIBLE PERSON WILL:

- follow the policies and procedures of SMCELC
- ensure documentation relating to authorisations contains:
  - the name of the child enrolled in SMCELC
  - date
  - signature of the child’s parent/guardian and authorised nominee as named on the enrolment form
- keep all authorisations relating to each child in their enrolment record
- exercise the right of refusal if written or verbal authorisations do not comply with National Regulations or Child Protection Legislation. If an authorisation is refused by SMCELC, it is best practice to document:
  - the details of the authorisation
  - why the authorisation was refused, and
  - actions taken by SMCELC. For example: if SMCELC refused an authorised nominee named in the child’s enrolment record to collect the child from SMCELC as they were under the influence of alcohol, the action taken to ensure that the child was collected (Refer to *Refusal of Authorisation Register*).
- waive compliance where a child requires emergency medical treatment for conditions such as anaphylaxis or asthma. In accordance with National Regulations (R. 93) SMCELC can administer medication in these circumstances without authorisation. If these situations occur Management will be required to contact the parent/guardian as soon as practicable after the medication has been administered and emergency services. Notification to the Regulatory Authority is required within 24 hours of a serious incident
- ensure that medication is not administered to a child without the authorisation of a parent/guardian or authorised person, except in the case of an emergency, including and asthma or anaphylaxis emergency (refer to *Administration of Medication Policy, Incident, Injury, Trauma and Illness Policy, Emergency and Evacuation Policy, Management of Asthma Policy*).
- ensure a child only departs from SMCELC with:
  - a person who is the parent/guardian or authorised nominee named in the child’s enrolment record; or
  - with a person authorised by a parent or authorised nominee; or
  - in accordance with the written authorisation of the parent; or authorised nominee; or
  - on an excursion; or
  - in the case of a medical emergency or another emergency (Refer to *Delivery of Children to, and collection from Education and Care Service Premises Policy* and *Emergency Evacuation Policy*).
- ensure that written authorisation is provided by the parent/guardian or other person named in the child’s enrolment record for a regular outing or regular transportation
- ensure a child is not taken outside SMCELC premises on an excursion except with the written authorisation of a parent/guardian or authorised nominee



- inform the Approved Provider when a written authorisation does not meet the requirements outlined in SMCELC's policies.

#### EDUCATORS WILL:

- follow the policies and procedures of SMCELC
- ensure that written authorisation is provided by the parent/guardian or other person named in the child's enrolment record for a regular outing or regular transportation
- ensure that parents/guardians sign and date permission forms for excursions prior to the excursion being implemented
- allow a child to participate in an excursion only with the written authorisation of a parent/guardian or authorised nominee
- check that parents/guardians or an authorised nominee sign the attendance record as their child arrives and departs from SMCELC
- administer medication only with the written authorisation of a parent/guardian or authorised nominee as per the *Administration of Medication Record*, except in the case of an emergency, including an asthma, anaphylaxis.
- allow a child to depart from SMCELC only with:
  - with a person authorised by a parent or authorised nominee; or
  - leaves in accordance with the written authorisation of the parent; or authorised nominee; or
  - is taken on an excursion; or
  - in the case of a medical emergency or another emergency (Refer to *Delivery of Children to, and collection from Education and Care Service Premises Policy* and *Emergency Evacuation Policy*).
- follow procedures if an inappropriate person attempts to collect a child from SMCELC and poses a risk to the safety of the children and staff (for example, an intoxicated person)
- inform the Approved Provider when a written authorisation does not meet the requirements outlined in Service's policies.

#### FAMILIES WILL:

- read and comply with the policies and procedures of SMCELC
- complete and sign the authorised nominee section of their child's enrolment form before their child commences at SMCELC
- ensure that changes to nominated authorised persons are provided to SMCELC in a timely manner
- advise nominated authorised persons that they will require photo identification (such as a driver's licence) in order to collect their child from SMCELC
- sign and date permission forms for regular transportation and regular outings
- sign and date permission forms for excursions
- sign the attendance record as their child arrives and departs from SMCELC
- provide written authorisation on the *Administration of Medication Form* when their child requires medication to be administered by educators/staff, including signing and dating it for inclusion in the child's medication records
- provide completed Medical Management Plans and Action Plans where relevant for their child
- be familiar with circumstances where authorisations may be refused/not applicable.

#### AUTHORISATION REQUIREMENTS



Authorisation documents are required for the following situations and must have details recorded as specified:

<p><b>Administration of Medication</b></p>	<ul style="list-style-type: none"> <li>• Name of the child</li> <li>• <i>Administration of Medication Record</i> is signed by a parent or a person named in the child's enrolment record as authorised to consent to administration of medication</li> <li>• Name of the medication to be administered</li> <li>• Clearly indicate time and date the medication is to be administered</li> <li>• Dosage of the medication to be administered</li> <li>• Method of dosage (e.g.: oral or inhaled)</li> <li>• Period of authorisation (actual days and dates: from and to)</li> <li>• Date the authorisation is signed</li> <li>• Medication must be in its original container and bearing the correct child's name</li> <li>• Medication is not past its expiry or use-by date</li> <li>• Medication is administered in accordance with any instructions attached to the medication or provided by a registered medical practitioner.</li> <li>• A second person checks the signed <i>Administration of Medication Record</i>, checks the dosage of the medication, and witnesses its administration</li> <li>• The educator administering medication and the witness must write their full name and sign the medication record</li> <li>• Details of the administration must be recorded in the medication record</li> </ul>
--	--

<p><b>Medical treatment of the child including transportation by an ambulance service</b></p> <p>(Included and authorised initially as part of the child's enrolment record)</p>	<ul style="list-style-type: none"> <li>• Name of the child</li> <li>• Authorisation to seek medical treatment for the child from a registered medical practitioner, hospital or ambulance service</li> <li>• Authorisation for the transportation of the child by an ambulance service</li> <li>• Name, address and telephone number of the child's registered medical practitioner or medical service</li> <li>• Child's Medicare number</li> <li>• Name of the parent or guardian providing authorisation</li> <li>• Relationship to the child</li> </ul>
--	---

<p><b>Emergency Medical Treatment</b></p> <p>(included and authorised initially as part of the child's enrolment record or as updates during enrolment)</p>	<ul style="list-style-type: none"> <li>• SMCELC is able to seek emergency medical assistance for a child as required (i.e. medical practitioner, ambulance or hospital) without seeking further authorisation from a parent or guardian in the case of an emergency, including for emergencies relating to medical conditions noted on the enrolment form.</li> </ul>
---	---



<p><b>Collection of Children</b></p> <p>(included and authorised initially as part of the child's enrolment record or as updated during enrolment)</p>	<ul style="list-style-type: none"> <li>• Name of the child</li> <li>• Name of the parent or the guardian of the child or the authorised nominee on the enrolment form providing authorisation</li> <li>• Name of the person/s authorised by a parent or authorised nominee named in the child's enrolment record to collect the child from the premises</li> <li>• State relationship to the child of the persons authorised to collect the child from the premises</li> <li>• Signature of the person providing authorisation and date of authorisation</li> </ul>
--	---

<p><b>Transportation</b></p> <p>(other than as part of an excursion)</p>	<p>If the transportation is 'regular transportation' the authorisation is only required to be obtained once in a 12-month period</p> <ul style="list-style-type: none"> <li>• Name of the child</li> <li>• the reason the child is to be transported</li> <li>• if the authorisation is for regular transportation, a description of when the child is to be transported and the date the child is to be transported</li> <li>• a description of the proposed pick-up location and destination</li> <li>• the means of transport</li> <li>• the period of time during which the child is to be transported</li> <li>• the anticipated number of children likely to be transported</li> <li>• the anticipated number of staff members and any other adults who will accompany and supervise the children during the transportation</li> <li>• any requirements for seatbelts or safety restraints under a law of each jurisdiction in which the children are being transported</li> <li>• that a risk assessment has been prepared and is available at the education and care service</li> <li>• that written policies and procedures for transporting children are available at the education and care service</li> </ul>
--	---





<p><b>Excursions</b></p>	<p>The authorisation must state:</p> <ul style="list-style-type: none"> <li>• Name of the child</li> <li>• Date of the excursion</li> <li>• Reason for the excursion</li> <li>• Proposed destination for the excursion</li> <li>• Method of transport to be used</li> <li>• Route to be taken to and from the excursion</li> <li>• Period of time away from premise- include time leaving premise and time returning to premise</li> <li>• Proposed activities to be undertaken by the child during the excursion</li> <li>• Anticipated number of children likely to be attending the excursion</li> <li>• Ratio of educators attending the excursion to the number of children attending the excursion</li> <li>• Number of staff members and any other adults who will accompany and supervise the children on the excursion (including parents, students, volunteers)</li> <li>• Statement that a risk assessment has been prepared and is available at SMCELC</li> <li>• Name of the parent or guardian-providing authorisation</li> <li>• Relationship to the child</li> <li>• Signature of the person providing authorisation and date of <b>authorisation</b></li> <li>• Details of any water hazards and risks associated with water-based activities (to be included in risk assessment).</li> <li>• Items that should be taken on the excursion</li> </ul>
--------------------------	---

<p><b>Regular outing</b></p>	<p>A regular outing means a walk, drive or trip to and from a destination that SMCELC visits regularly as part of its educational program and where the circumstances relevant to the risk assessment are the same on each outing. Written authorisation only needs to be given once in a specified 12-month period for a regular outing. (Reg. 102(5)). If the conditions of the regular outing change, a new authorisation is required. The written authorisation must include:</p> <ul style="list-style-type: none"> <li>• Name of the child</li> <li>• a description of when the child is to be taken on the regular outings</li> <li>• a description of the proposed destination</li> <li>• method of transportation (including walking)</li> <li>• proposed activities to be undertaken</li> <li>• anticipated ratio of educators to the anticipated number of children</li> <li>• that a risk assessment has been prepared and is available at SMCELC</li> </ul>
------------------------------	--

<p><b>Sunscreen</b></p> <p>(Permission to apply sunscreen is included on enrolment form)</p>	<ul style="list-style-type: none"> <li>• Name of child</li> <li>• Permission authorised for staff to apply SPF 30 or higher broad-spectrum, water-resistant sunscreen supplied by SMCELC <b>or</b></li> <li>• Permission authorised for staff to apply SPF 30 or higher broad-spectrum water-resistant sunscreen supplied by parent/guardian (for children who may have allergies)</li> <li>• Parent signature and date</li> </ul>
--	--



	Note: the use of sunscreen on babies under 6 months is not recommended due to their sensitive skin.
--	---

<b>Confirmation of Authorisation</b>	<ul style="list-style-type: none"> <li>• All authorisation forms received (including the initial enrolment form) are to be checked for completion</li> <li>• All authorisations (excluding the initial enrolment form) are checked to ensure that the authoriser (name and signature) is the nominated parent or guardian a person named on the enrolment form as having authority to authorise</li> <li>• If incomplete or inappropriately signed, the authorisation form should be returned to the parent or guardian for correction</li> <li>• Children will be suspended from any activity requiring authorisation until the appropriate form has been correctly completed and signed</li> </ul>
--------------------------------------	--

### Source

Australian Children’s Education & Care Quality Authority. (2014).  
 ACECQA. (2021). Policy and procedure guidelines. *Acceptance and refusal of authorisations*.  
 Cancer Council. Preventing cancer: Sun protections: <https://www.cancer.org.au/preventing-cancer/sun-protection/>  
 Early Childhood Australia Code of Ethics. (2016).  
 Education and Care Services National Law Act 2010. (Amended 2018).  
[Education and Care Services National Regulations](#). (2011).  
 Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).  
 Guide to the National Quality Standard. (2020).  
 Revised National Quality Standard. (2018).



# ADDITIONAL NEEDS POLICY

Supporting children with additional needs requires educators to extend upon the strategies they already use in providing quality education and care for children. It is imperative for educators to develop a comprehensive understanding of each child’s interests and abilities and implement an inclusive and equitable learning environment that supports their individual needs.

Inclusion is stipulated in the Early Years Learning Framework as *‘taking into account all children’s, social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstances and geographical location) in curriculum decision making processes.’* Belonging, Being and Becoming (V2.0, 2022, p.66).

SMCELC will work in partnership with families and other professionals to ensure specific consideration and adaptations/adjustments allow children with additional needs access and participation and achieve positive learning outcomes.

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1.1	Approved learning framework	Curriculum decision-making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.

QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1	Design	The design of the facilities is appropriate for the operation of a service.
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
---	--	--



5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.

#### QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with SMCELC	Families are supported from enrolment to be involved in SMCELC and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.

#### EDUCATION AND CARE SERVICES NATIONAL REGULATIONS

155	Interactions with children
156	Relationships in groups
157	Access for parents
168	Education and care service must have policies and procedures
170	Policies and procedures are to be followed

#### RELATED LEGISLATION

[Disability Discrimination Act 1992](#)

#### RELATED POLICIES

Snowy Mountains Care & Early Learning Centre  
Policy & Procedure Manual VERSION 1.5 – September 2023



Anti-Bias and Inclusion Policy Behaviour Management Policy Code of Conduct Policy Early Childhood Intervention Practitioner Management Policy Educational Program Policy	Enrolment Policy Interaction with Children, Family and Staff Policy Medical Conditions Policy Orientation of Families Policy Privacy and Confidentiality Policy Respect for Children Policy
---	--

## PURPOSE

SMCELC understands and meets our obligations under the Disability Discrimination Act (DDA) to support children with disability and be responsive to each child, irrespective of their additional needs and abilities. We aim to provide a supportive and inclusive environment that sanctions each child to fully participate in their education and care at SMCELC. Educators remain encouraging, unprejudiced and supportive, ensuring that all children are treated equally and fairly and have the opportunity to grow and develop to their individual potential.

## SCOPE

This policy applies to educators, families, staff, management, the approved provider, nominated supervisor, students, volunteers and visitors of SMCELC.

## DEFINITIONS

According to the Inclusion Support Program Guidelines (Australian Department of Education, September 2022, there is no national definition of *'additional needs.'* This term is used within the policy to describe children who may need or require specific considerations or adaptations to participate fully in our Early Childhood Education and Care service.

Additional needs may include children who:

- have a disability or developmental delay- physical, sensory, intellectual, or autism spectrum disorder
- are presenting with challenging behaviours and/or behavioural or psychological disorders
- have a serious medical or health condition
- are presenting with trauma-related behaviours

Meeting the needs and requirements of children who are:

- identify as Aboriginal or Torres Strait Islander
- recent arrivals in Australia
- from refugee or humanitarian backgrounds
- from 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
- are gifted or have special talents
- have other extra support needs.

## WHAT IS A DISABILITY

Disability is defined broadly in the Disability Discrimination Act (DDA) and does not rely on formal diagnosis of disability. Disability can be visible or non-visible. Disability in relation to the DDA includes:

Physical; intellectual; psychiatric; sensory; neurological and learning disabilities as well as physical disfigurement.

## REASONABLE ADJUSTMENTS

Changes to a policy, practice, procedure, program or environment that enables a person with disability to access and participate in SMCELC on the same basis as others. [ACECQA: The Disability Discrimination Act 2022].

We understand that additional needs may be temporary or permanent with diverse origins, which require different responses. Supporting children with additional needs enables them to have equitable access to resources and participation. This can lead to stronger skills in literacy and numeracy, social and emotional development and understanding of diversity. Strategies for supporting children with additional needs can differ significantly, because every child is unique.

## IMPLEMENTATION

### THE APPROVED PROVIDER /NOMINATED SUPERVISOR WILL ENSURE:

- we meet our obligations under the *Disability Discrimination Act 1992 (DDA)*
- all staff understand and comply with the (DDA) including making reasonable adjustments to the program, practices and environment in collaboration with families and children
- support is provided to educators to make reasonable adjustments to support children with disability access and participate in SMCELC
- children’s social, cultural and linguistic diversity is considered to inform curriculum decision-making processes to provide an inclusive education
- completed enrolment forms are used to gather information about children’s additional needs and supports that may be required



- equitable access is provided to support children with additional needs
- communication with families is consistent and supportive
- they have a thorough understanding of the NDIS plan for each child (if applicable) and assist to help achieve goals and build skills and independence
- they contact their local Inclusion Agency to access information and support about the Inclusion Support Program (see: [Inclusion Development Fund Manager](#) (IDFM) for your state/territory organisation)
- they develop a *Strategic Inclusion Plan and Individual Support Plans* in collaboration with the Inclusion Agency (IA) which will identify any barriers preventing a child’s inclusion and implement strategies for improvement
- they seek assistance, training, and where possible, financial funding from inclusive support agencies to promote the development of skills in children with identified additional needs, for example, this may be to fund an additional educator if required
- educators are meeting the needs of each individual child, by providing educators with targeted professional development and opportunities to network with professional agencies or employing an experienced support worker
- they access the Inclusion Support Portal (IS Portal) through PRODA
- parents/guardians provide written consent for information about their child to be shared with relevant IA, IDFM and the Department if accessing support under the Inclusion Support Program
- families are encouraged to meet with the educators who will be working with the child to ensure an understanding of the child’s needs, appropriate methods for communication, and to ascertain that suitable resources and support is provided to both the family and the child
- SMCELC works in partnership with Early Childhood Intervention (ECI) professionals, allied health professionals and families to verify the educational program and learning environment is inclusive for each child with additional needs, including children and families from culturally diverse backgrounds
- specific plans and programs provided by external resource providers and professionals for children with additional needs are shared with educators and copies filed in the child’s individual record
- children are encouraged to feel safe and secure during their education and care at SMCELC by developing trusting relationships with educators, other children, and the community
- inclusive strategies and practices are embedded in the delivery of quality education and care
- the privacy and confidentiality for children and families is maintained
- the indoor and outdoor environment and equipment is designed or adapted/adjusted to ensure access and participation for all children, supporting the inclusion of children with additional needs. This may include the use of:
  - portable ramps



- use of standing frames and support swings
- specialised inclusion toys such as sensory or switch toys
- specialised furniture such as chairs, tables and positioning equipment
- communication charts and Auslan dictionaries
- resources and books in languages other than English to support Indigenous children and children from linguistically diverse backgrounds
- the program and curriculum are inclusive and meet the individual needs of children with additional needs, disability or developmental delay.
- children’s sensory sensitivities to pressure, texture, smell, noise, or colour are considered within the environment.

### EDUCATORS WILL:

- treat children equally and fairly and with respect
- create an inclusive program and environment, which is adaptable and supportive for all children to access and participate
- advocate for children’s rights
- conduct specific observations on the individual child, outlining their interests, strengths, and developmental needs to support programming including open ended learning opportunities
- meet with families of children with additional needs to familiarise themselves with the specific communication needs of each child. Communication could include verbal and non-verbal communication skills and cues and may necessitate the use of systems such as sign language, use of images, and/or learning key words in the child’s home language
- establish a means for frequent communication with parents of children with additional needs through a communication book, verbal daily information exchanges, and/or formal and informal meetings
- work with all families to meet children’s developmental needs in order to build strengths and capabilities
- develop an Inclusion Support Plan (ISP) in collaboration with Inclusion Agency professionals, Early Childhood Intervention (ECI) professionals, other allied health professionals and parents for each child
- work with other professionals who play a role in supporting the child’s development
- create a flexible environment, which can be adapted to each child’s needs within SMCELC to support the inclusion of children with additional needs
- implement programming experiences and activities, that are inclusive for all children to access, explore and participate
- listen carefully to all children’s concerns and discuss issues of inclusion and exclusion, and fair and unfair behaviour





- act as role models by displaying appropriate behaviour and language, being consistently aware of and responsive to children who may require additional support, attention, or assistance
- discuss a wide range of emotions, thoughts, and views constructively with the children within a supportive environment
- not judge or compare one child's development with another
- talk to children about differences and acceptance
- provide opportunities for all children to play and learn together, promoting cooperative, caring, and social behaviours.

### INCLUSION SUPPORT PROGRAM (ISP)

To assist in the provision of an inclusive environment for children with additional needs, SMCELC may apply for additional support through the [Inclusion Support Program \(ISP\)](#) if the eligibility requirements are met.

The Nominated Supervisors and educators will refer to the *Inclusion Support Guidelines* and consult with families to submit an application. The objectives of the Inclusion Support Program include:

- supporting Early Childhood Education and Care Services to increase their capacity and capability to provide quality inclusive practices for all children
- to address access and participation barriers
- support the inclusion of children with additional needs
- provide parents or carers of children with additional needs with access to appropriate ECEC services

(See: [Guide to Strategic Inclusion Plan](#))

### HIGH POTENTIAL AND GIFTED CHILDREN

SMCELC will collaborate with families to support the needs of high potential and gifted children.

We will:

- respect the uniqueness of each child
- acknowledge the characteristics of high potential and gifted children
- be sensitive to the social-emotional needs of gifted children and assist them to feel a sense of belonging
- develop our capacity to cater for the needs of gifted children through professional development
- support children's transition to school
- assist educators cater for gifted children who also have a disability- 'Twice Exceptional' children

### ENHANCED TRANSITION TO SCHOOL PLANNING



SMCELC will promote and support enhanced transition to school programs for children with additional needs by:

- starting the planning for transition to school aged care early and in collaboration with all key stakeholders
- involve the child in making choice during the transition process
- liaising with key people at the school and other support services to ensure key dates for applications for support are noted
- sharing information about the child's strengths and completing *Transition to School Statements*
- supporting reciprocal visits to strengthen the transition to school for children and families
- provide continuity of learning between SMCELC and school aged care.

#### FAMILIES WILL:

- work collaboratively with SMCELC
- share information about their child's specific needs- their interests, things they do well, strategies that are used at home to support their child, identify routines or situations that may cause physical or emotional challenges
- provide accurate information about their child's additional needs including relevant reports, documentation, NDIS plans, details about support services and other allied professionals
- help to identify possible barriers for inclusion and reasonable adjustments that may be required
- consent to SMCELC accessing external professional support if required to assist educators manage the diagnosed, or undiagnosed additional needs of their child
- collaborate with external professional support agencies and educators to implement plans to support inclusion
- provide written consent for information about their child to be shared on the IS Portal if accessing support under the Inclusion Support Program
- adhere to our policies that should the safety of other children and staff be compromised enrolment may be suspended or terminated.

#### CONTINUOUS IMPROVEMENT/REFLECTION

The *Additional Needs Policy* will be reviewed on an annual basis in conjunction with children, families, educators, staff and management.

#### CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Guide to Strategic Inclusion Plan
-----------------------------------



## SOURCE

- Australian Children’s Education & Care Quality Authority. (2014).
- Australian Children’s Education & Care Quality Authority. (2022). [Disability Discrimination Act 1992 \(DDA\) resources](#).
- Australian Government Department of Education. (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0, 2022](#)
- Australian Government Department of Education (2014) *Continuity of Learning: A resource to support effective transition to school and school aged care*.
- Australian Government Department of Education. (2022) [Inclusion Support Program \(ISP\) Guidelines](#). Version 2.4 September 2022.
- Catholic Education Office Melbourne (2013) *Gifted and Talented Students A Resource Guide for Teachers in Victorian Catholic Schools*
- Early Childhood Australia Code of Ethics. (2016).
- Early Childhood Australia (ECA), & Early Childhood Intervention Australia (ECIA). (2012). [Position statement on the inclusion of children with disability in early childhood education and care](#).
- Early Childhood Intervention Australia *National Guidelines for Best Practice in Early Childhood Intervention*
- Education and Care Services National Law Act 2010. (Amended 2018).
- [Education and Care Services National Regulations](#). (2011).
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).
- Guide to the National Quality Framework. (2017). (Revised 2023).
- New South Wales Department of Education *High Potential and Gifted Education Policy*. (2019).
- Raising Children *Supporting gifted and talented learning* <https://raisingchildren.net.au/preschoolers/play-learning/gifted-talented-children/supporting-learning>
- Revised National Quality Standard. (2018).



# ADMINISTRATION OF MEDICATION POLICY

In supporting the health and wellbeing of children, the use of medications may be required for children at SMCELC. All medications must be administered as prescribed by medical practitioners and first aid guidelines to ensure the continuing health, safety, and wellbeing of the child.

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
90	Medical conditions policy
90 (1) (a)	The management of medical conditions, including asthma, diabetes or a diagnosis that a child is at risk of anaphylaxis
91	Medical conditions policy to be provided to parents
92	Medication record
93	Administration of medication
94	Exception to authorisation requirement - anaphylaxis or asthma emergency
95	Procedure for administration of medication
136	First Aid qualifications
170	Policies and procedures are to be followed



## RELATED POLICIES

Administration of First Aid Policy Dealing with Infectious Disease Policy Child Protection Policy Code of Conduct Policy Delivery of Children to, and collection from Education and Care Service Premises Policy Enrolment Policy	Incident, Injury, Trauma and Illness Policy Medical Conditions Policy Privacy and Confidentiality Policy Sick Children Policy Supervision Policy
---	--

## PURPOSE

To ensure all educators of SMCELC understand their liabilities and duty of care to meet each child’s individual health care needs. To ensure all educators are informed of children diagnosed with a medical condition and strategies to support their individual needs. To ensure that all educators are specifically trained to be able to safely administer children’s required medication with the written consent of the child’s parent or guardian. Educators will follow this stringent procedure to promote the health and wellbeing of each child enrolled at SMCELC.

## SCOPE

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

## IMPLEMENTATION

Families requesting the administration of medication to their child will be required to follow the guidelines developed by SMCELC to ensure the safety of children and educators. SMCELC will follow legislative guidelines and adhere to the National Quality Standard to ensure the health of children, families, and educators always.

For children with a diagnosed health care need, allergy, or relevant medical condition a Medical Management Plan must be provided prior to enrolment and updated regularly. A Risk Minimisation Plan and Communication Plan must be developed in consultation with parents/guardians to ensure risks are minimised and strategies developed for minimising any risk to the child. (see *Medical Conditions Policy*).

## THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR WILL ENSURE:

- children with specific health care needs or medical conditions have a current medical management plan detailing prescribed medication and dosage by their medical practitioner.



- medication is only administered by SMCELC with written authority signed by the child’s parent or other responsible person named and authorised in the child’s enrolment record to make decisions about the administration of medication [Regulation 92(3)(b)]
- enrolment records for each child outline the details of persons permitted to authorise the administration of medication to the child.
- medication provided by the child’s parents must adhere to the following guidelines:
  - the administration of any medication is authorised by a parent or guardian in writing.
  - medication is prescribed by a registered medical practitioner (with instructions either attached to the medication, or in written form from the medical practitioner)
  - medication is from the original container/packaging.
  - medication has the original label clearly showing the name of the child.
  - medication is before the expiry/use by date.
- the *Administration of Medication Record* is completed for each child.
- a separate form must be completed for each medication if more than one is required.
- any person delivering a child to SMCELC must not leave any type of medication in the child’s bag or locker. Medication must be given directly to an educator for appropriate storage upon arrival.
- written and verbal notifications are given to a parent or other family member of a child as soon as practicable if medication is administered to the child in an emergency when consent was either verbal or provided by medical practitioners.
- if medication is administered without authorisation in the event of an asthma or anaphylaxis emergency the parent of the child is notified as soon as practicable
- if the incident presented imminent or severe risk to the health, safety, and wellbeing of the child or if an ambulance was called in response to the emergency (not as a precaution) the regulatory authority will be notified within 24 hours of the incident.
- reasonable steps are taken to ensure that medication records are maintained accurately.
- medication records are kept in a secure and confidential manner and archived for the regulatory prescribed length of time following the child’s departure from SMCELC.
- children’s privacy is maintained, working in accordance with the Australian Privacy Principles (APP).
- educators receive information about *Medical Conditions* and *Administration of Medication Policies* and other relevant health management policies during their induction.
- educators, staff, and volunteers have a clear understanding of children’s individual health care needs, allergy or relevant medical condition as detailed in Medical Management Plans, Asthma or Anaphylaxis Action Plans



- written consent is requested from families on the enrolment form to administer emergency asthma, anaphylaxis, or other emergency medication or treatment if required.
- families are informed of SMCELC's medical and medication policies at time of enrolment.
- safe practices are adhered to for the wellbeing of both the child and educators.

#### A Nominated Supervisor/ Responsible Person /Educators will:

- not administer any medication without the written authorisation of a parent or person with authority, except in the case of an emergency, when the written consent on an enrolment form, verbal consent from an authorised person, a registered medical practitioner or medical emergency services will be acceptable if the parents cannot be contacted.
- ensure medications are stored in the refrigerator in a labelled and locked medication container with the key kept in a separate location, inaccessible to children. For medications not requiring refrigeration, they will be stored in a labelled and locked medication container with the key kept in a separate location, inaccessible to children.
- Ensure adrenaline autoinjectors are kept out of reach of children and stored in a cool dark place at room temperature. They must be readily available when required and **not** locked in a cupboard. A copy of the child's medical management plan should be stored with the adrenaline autoinjector.
- ensure that two educators always administer and witness administration of medication (Reg. 95). One of these educators must have approved First Aid qualifications. Both educators are responsible for:
  - checking the *Administration of Medication Record* is completed by the parent/guardian.
  - checking the prescription label for:
    - the child's name.
    - the dosage of medication to be administered.
    - the method of dosage/administration
    - the expiry or use-by date
  - confirming that the correct child is receiving the medication.
  - signing and dating the *Administration of Medication Record*
  - returning the medication back to the locked medication container
- follow hand-washing procedures before and after administering medication.
- discuss any concerns or doubts about the safety of administering medications with management to ensure the safety of the child (checking if the child has any allergies to the medication being administered)
- seek further information from parents/guardian, the prescribing doctor, or the Public Health Unit before administering medication if required.
- ensure that the instructions on the *Administration of Medication Record* are consistent with the doctor's instructions and the prescription label.



- ensure that if there are inconsistencies, medication is not to be administered to the child
- invite the family to request an English translation from the medical practitioner for any instructions written in a language other than English.
- ensure that the *Administration of Medication Record* is completed and stored correctly including name and signature of witness, time, and date.
- If after several attempts of encouraging the child to take medication, but they still refuse, contact the parent or guardian. Educators cannot use restrictive practices to make a child take medication at any time.
- observe the child post administration of medication to ensure there are no side effects.
- respond immediately and contact the parent/guardian for further advice if there are any unusual side effects from the medication.
- contact emergency services on 000 immediately if a child is not breathing or having difficulty breathing following administration of any medication

#### Families will:

- provide management with accurate information about their child's health needs, medical conditions and medication requirements on the enrolment form
- provide SMCELC with a Medical Management Plan prior to enrolment of their child if required
- develop a Risk Minimisation Plan for their child in collaboration with management and educators and medical practitioner for long-term medication plans
- notify educators, verbally when children are taking any short-term medications (at home)
- complete and sign an *Administration of Medication Record* for their child requiring any medication whilst they are at SMCELC
- update (or verify currency of) Medical Management Plan **annually** or as the child's medication needs change
- be requested to sign consent to use creams and lotions should first aid treatment be required (list of items in the first aid kit provided at enrolment)
- keep prescribed medications in original containers with pharmacy labels. Please understand that medication will only be administered as directed by the medical practitioner and only to the child whom the medication has been prescribed for. Expired medications will not be administered.
- adhere to SMCELC's *Sick Children Policy and Control of Infectious Disease Policy*
- keep children away at home while any symptoms of an illness remain
- keep children at home for 24 hours from commencing antibiotics to ensure they have no side effects to the medication
- NOT leave any medication in children's bags





- give any medication for their children to an educator who will provide the family with an *Administration of Medication Record* to complete
- complete the *Administration of Medication Record* and the educator will sign to acknowledge the receipt of the medication
- provide any herbal/ naturopathic remedies or non-prescription medications (including Paracetamol) with a letter from the doctor detailing the child's name and dosage.

### Guidelines for administration of Paracetamol

- families must provide their own Paracetamol for use as directed by a medical practitioner.
- Paracetamol will be kept in the locked medication container for emergency purposes should authorised collectors are not contactable.
- to safeguard against the incorrect use of Paracetamol and minimise the risk of concealing the fundamental reasons for high temperatures, educators will only administer Paracetamol if it is accompanied by a doctor's letter stating the reason for administering, the dosage and duration it is to be administered for except for in emergency situations (onset of fever whilst at SMCELC).
- administration of Paracetamol must follow the procedure for *Administration of Medication* requiring two qualified educators to witness the administration and complete the required records.
- an *Administration of Medication* and/or *Administration of Paracetamol Record* will be completed with both educator's full name, signature, time and date of administration clearly recorded.
- if a child presents with a temperature whilst at SMCELC, the family will be notified immediately and asked to organise collection of the child as soon as possible (within 30 minutes)
- the family will be encouraged to visit a doctor to find the cause of the temperature. While waiting for the child to be collected, educators will:
  - remove excess clothing to cool the child down.
  - offer fluids to the child.
  - encourage the child to rest.
  - monitor the child for any additional symptoms.
  - Always maintain supervision of the ill child, while keeping them separated from children who are well.

### Medications kept at SMCELC

- any medication, cream or lotion kept on the premises will be checked monthly for expiry dates
- a list of First Aid Kit contents close to expiry or running low will be given to the Nominated Supervisor who will arrange for the purchase of replacement supplies



- if a child's individual medication is due to expire or running low, the family will be notified by educators that replacement items are required.
- it is the family's responsibility to take home short-term medication (such as antibiotics) at the end of each day and return it with the child as necessary.
- MEDICATION WILL NOT BE ADMINISTERED IF IT HAS PAST THE PRODUCT EXPIRY DATE
- families are required to complete an *Administration of Medication Record* for lotions to be administered.

### Emergency Administration of Medication

In the occurrence of an emergency and where the administration of medication must occur, SMCELC must attempt to receive verbal authorisation by a parent of the child named in the child's enrolment form who is authorised to consent to the administration of medication.

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

### Emergency involving Anaphylaxis or Asthma

- For anaphylaxis or asthma emergencies, medication/treatment will be administered to a child without authorisation, following the Asthma or Anaphylaxis Action Plan provided by the parent/guardian. [National Asthma Council (NAC) or ASCIA]
- In the event of a child not known to have **asthma or anaphylaxis** and appears to be in severe respiratory distress, the emergency plans for first aid must be followed immediately.
  - an ambulance must be called immediately.
  - place child in a seated upright position
  - give 4 separate puffs of a reliever medication (eg: Ventolin) using a spacer if required.
  - repeat every 4 minutes until the ambulance arrives.
- In the event of an **anaphylaxis** emergency where any of the following symptoms are present, an EpiPen must be administered.
  - difficulty/noisy breathing
  - swelling of the tongue



- swelling or tightness in throat
- difficulty talking
- wheeze or persistent cough
- persistent dizziness or collapse pale and floppy.

(Sydney Children’s Hospitals Network – 2020)

SMCELC will contact the following (as required) as soon as practicably possible:

- Emergency Services 000
- a parent of the child
- the regulatory authority within 24 hours (if an ambulance was called).

The child will be comforted, reassured, and removed to a quiet area under the direct supervision of a suitably experienced and trained educator.

## Source

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

Australian society of clinical immunology and allergy. ASCIA. <https://www.allergy.org.au/hp/anaphylaxis/ascia-action-plan-for-anaphylaxis>

Australian Government Department of Education, Skills and Employment. (2009) (2022). *Belonging, Being and Becoming: The Early Years Learning Framework for Australia. V2.02*

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2018).

[Education and Care Services National Regulations](#). (2011).

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

Guide to the National Quality Framework. (2017). (Amended 2020 2023).

National Health and Medical Research Council. (2013). *Staying Healthy: Preventing infectious diseases in early childhood education and care services* (5th Ed.). Australia: Commonwealth of Australia. NSW Government. (n.d.).

NSW Department of Health: [www.health.nsw.gov.au](http://www.health.nsw.gov.au)

Revised National Quality Standard. (2018).

The Sydney Children’s Hospital Network (2020)



# ANTI-BIAS AND INCLUSION POLICY

Anti bias is the practice of inclusion and underpins SMCELC philosophy. It is the acceptance that all children are valued and respected. We believe in the statement of inclusion as advocated by Early Childhood Australia (ECA) that *‘Inclusion means every child has access to, participates meaningfully in, and experiences positive outcomes from early childhood education and care programs.’* (2016).

SMCELC believes that children have the right to be treated equally and our goal is to develop children’s identity and self-esteem in a trusting and supportive environment. We embrace diversity in all its forms to help develop positive and accepting attitudes in children, and to help them gain a better understanding of their environment, community, country, and the world.

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
155	Interactions with children
156	Relationships in groups
157	Access for parents
168	Education and care service must have policies and procedures
170	Policies and procedures are to be followed

## RELATED POLICIES



Additional Needs Policy Behaviour Guidance Policy Child Safe Environment Policy Code of Conduct Policy Educational Program Policy Gender Equity Policy	Interaction with Children, Family and Staff Policy Orientation of Families Policy Privacy and Confidentiality Policy Respect for Children Policy
---	---

## PURPOSE

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

## SCOPE

This policy applies to educators, families, staff, management, approved provider, nominated supervisor, students, volunteers and visitors of SMCELC.

## IMPLEMENTATION

Our *Anti-Bias and Inclusion policy* underpins the philosophy of SMCELC. The role of educators is to encourage children to share and learn about the individuality of each child and their family and their role in SMCELC. This policy aims to assist children to form positive social relationships, develop their identify and self-awareness and to learn to accept the diversity of members within and outside of SMCELC community.

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

### Creating Inclusion

Inclusion supports children’s rights, fosters diversity and overcomes bias and barriers that may exist preventing children to participate in experiences within SMCELC. Inclusion is consistent with the Convention on the Rights of the Child and other international conventions, including the UN Convention on the Rights of Persons with Disabilities and UN Declaration on the Rights of Indigenous Peoples.

Inclusion involves taking into account all children’s social, cultural and linguistic diversity including learning styles, abilities, disabilities, gender, family circumstances and geographic location in curriculum decision-making processes. (EYLF, p.24).



We will ensure children are provided with access to activities and environments, meaningful participation to foster a sense of belonging and opportunities to experience positive learning outcomes.

### Cultural or National Origin and Racial Identity

SMCELC values and promotes equity, respect and awareness of different cultures. We ensure a cultural inclusive curriculum that reflects the cultural, linguistic and religious diversity of our society.

#### A Nominated Supervisor/ Responsible Person /Educators will:

- access information and professional development/awareness about other cultural and racial identities, especially those relevant within SMCELC
- engage in critical reflection about stereotypes and biases
- ensure our program design and delivery builds on community and cultural strengths
- develop strong partnerships with families and children to extend their individual and communities' cultural competence
- ensure children have opportunities to participate with a wide variety of resources from the daily life of a variety of families and cultures
- where possible, engage educators that reflect a variety of cultural, national origin, and racial identities
- affirm and foster children's knowledge and pride in cultural identity
- foster children's curiosity, enjoyment and empathetic awareness of cultural differences and similarities
- provide children with tools to respond appropriately to bias- build on children's strengths, interests and individuality
- teach children to overcome any inappropriate responses triggered by cultural differences
- encourage children to ask about differences in physical characteristics
- enable children to feel pride, but not superiority, about their racial identity
- help children to become aware of our shared physical characteristics – what makes us all human
- encourage parent input into the program and to participate on a level that they feel comfortable with, sharing their culture, and, for example, their language
- collect information from each family on enrolment and incorporate it into the program to meet individual family needs in regard to ethnicity and home language
- develop communication plans with families to ensure inclusion- use of interpreter/cultural support
- where possible use both the educators and children's first language as appropriate within SMCELC environment
- respect all cultures by presenting photographs, pictures, play equipment, books, posters, music, dramatic play resources, and dolls that will encourage open discussion and exploration of a variety of cultures



- provide resources that include diversity and skin tone to foster respect and understanding for people of all backgrounds
- develop an understanding of the needs, strengths, and attitudes of each culture represented at SMCELC
- challenge inappropriate or stereotypical conversations or remarks by children.

### Diversity in Family Composition

#### The Nominated Supervisor and educators will:

- create an environment that is welcoming to all families
- respect each family, and work in partnership to support the child’s emergent identity as an individual, member of their family, SMCELC, and the community
- engage in simple discussions about families that focus on fact rather than values e.g. *“some children live with their mum or dad, some children live with their mum and dad, some with grandparents, and some with two mums or two dads”*.
- be encouraged to seek awareness and reflect on his/her own feelings, beliefs and background and evaluate the effect these may have on their attitudes and interactions with families
- respect family lifestyle choices
- treat all families respectfully regardless of socioeconomic background
- discuss how members of the community can support one another and less fortunate people through the provision of resources, donations of goods or time etc.

### Aboriginal and Torres Strait Islander Peoples

#### The Nominated Supervisor and Educators will:

- show respect and a commitment to reconciliation by developing a Reconciliation Action Plan (RAP)
- reflect on the current level of cultural competence of our staff
- promote the inclusion of children’s voices in all decisions that affect them
- build and strengthen our knowledge and understanding of Aboriginal and Torres Strait Islander cultures, histories and contributions
- attend professional development to support our understandings of Aboriginal and Torres Strait Islander cultures and perspectives
- provide opportunities for professional reflection
- identify and challenge our own cultural assumptions, beliefs and commitments to cultural competency
- engage with local Aboriginal families and communities through Aboriginal Education Consultative Groups
- invite Elders and Traditional Owners to speak to children, staff and families about the histories and cultures of the local area



- develop an Acknowledgement of Country in collaboration with Elders, community members, children and families which will be displayed and given during special events and incorporated into the program on a regular basis
- develop awareness and meaningful understanding about Aboriginal and Torres Strait Islander people as part of the cultural heritage of all Australians
- encourage Aboriginal and Torres Strait Islander communities access children services
- show sensitivity and respect to Aboriginal and Torres Strait Islander languages by incorporating verbal and visual languages into SMCELC environment.

## Ability

### The Nominated Supervisor and Educators will:

- provide an inclusive educational environment in which all children can succeed
- promote acceptance, respect and appreciation for individual's varying abilities
- consult with all families and other professionals to enable full participation in the program for children with varying abilities
- evaluate and adjust the environment to provide access and enable all children to develop autonomy, independence, competency, confidence and pride
- provide children and parents with developmentally appropriate information about varying abilities to foster understandings that we are all similar and different
- empower children in their own learning to ensure that they gain a feeling of self-respect
- treat all children fairly and develop an understanding that everyone has something important to contribute
- find examples in books, movies and tv shows that reflect attitudes about diversity, ability and disability
- observe all children and with family consultation, provide an individualised program to extend each child's interests and abilities
- create an environment where all children can participate in activities and experiences.

## Promoting Inclusion and Diversity into the Curriculum

### The Nominated Supervisor and Educators will:

- promote positive influences, modelling appropriate communication, non-bias or gender specific language and attitudes
- develop appropriate expectations for each child based on their individual strengths, developmental needs, and interests
- assist educators with the development of required skills and knowledge for working with all children and families.





- work with Inclusion Support Professionals to assist in the inclusion of children with additional needs (see *Additional Needs Policy*)
- explore the values and uniqueness of the diversity within SMCELC. These opportunities will form part of the curriculum.
- treat children with respect by answering their questions honestly
- adapt activities, interactions, communication, the environment, and documentation to ensure all children and families are actively included and supported to participate in the curriculum
- provide children with a range of resources, equipment and opportunities to enhance their awareness of diversity
- reflect on the curriculum ensuring inclusive practice and goals set for children are realistic and being met
- involve families in the planning of learning opportunities reflective of their culture.

### Promoting and Supporting Children’s Home Languages

#### The Nominated Supervisor and Educators will:

- acknowledge that the use of children’s home language underpins their sense of identity and conceptual development (EYLF)
- promote and support children’s home languages in SMCELC
- present books that reflect different languages and children’s first language
- create an environment which supports natural language learning and interaction
- assist parents to understand the value and importance both their home language and English
- engage in professional development about cultural diversity and building linguistic capacity
- subscribe to [Early Learning Languages Australia](#) (ELLA) or other online programs to support children’s learning with play-based language learning experiences.

#### SOURCE

Anti-Discrimination Board of NSW: <http://www.antidiscrimination.justice.nsw.gov.au/>

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

Australian Government Department of Education, Skills and Employment (2009) *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*.

Early Childhood Australia Code of Ethics. (2016).

Early Childhood Australia (ECA) (2016) *Statement on the Inclusion of every child in early childhood education and care*

Early Childhood Australia (ECA), & Early Childhood Intervention Australia (ECIA). (2012). *Position statement on the inclusion of children with disability in early childhood education and care*. [http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2014/06/ECA\\_Position\\_statement\\_Disability\\_Inclusion\\_web.pdf](http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2014/06/ECA_Position_statement_Disability_Inclusion_web.pdf)

Education and Care Services National Law Act 2010. (Amended 2018).

[Education and Care Services National Regulations](#). (2011).

Family Matters Queensland Our Way A generational strategy for Aboriginal and Torres Strait Islander children and families 2017-2037 <https://www.communities.qld.gov.au/resources/campaign/supporting-families/our-way.pdf>

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

Guide to the National Quality Framework. (2017). (Amended 2020).



Narragunnawali: Reconciliation in Education Welcome to Country. <https://www.narragunnawali.org.au/>

Revised National Quality Standard. (2018).

Victorian Early Years Learning and Development Framework (2011) Melbourne Graduate School of Education *Evidence Paper Practice Principle 4: Equity and Diversity*

<http://www.resourcingparents.nsw.gov.au/ContentFiles/Files/diversity-in-practice-tipsheet-5.pdf>



# BEHAVIOUR GUIDANCE POLICY

The right for children to receive positive guidance and encouragement in a supportive and respectful environment is promoted within Education and Care Services National Regulations. Children learn to face a variety of challenges throughout their lives and through this develop not only self-regulation, but positive dispositions such as resilience and perseverance. Learning the difference between acceptable and unacceptable behaviour assists children to regulate their own behaviours in different social and emotional environments when interacting with peers and adults.

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.
5.2.2	Self-Regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

QUALITY AREA 6: PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service



7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service
-------	--------------------	--

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
84	Awareness of child protection law
155	Interactions with children
156	Relationships in groups
168	Education and care service must have policies and procedures
174	Time to notify certain circumstances to Regulatory Authority
175	Prescribed information to be notified to Regulatory Authority

## RELATED POLICIES

Educational Program Policy Incident, Injury, Trauma and Illness Policy Interaction with Children, Family and Staff Policy	Medical Condition Policy Privacy and Confidentiality Policy Enrolment Policy Supervision Policy
---	--

## PURPOSE

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

Supporting children to develop socially acceptable behaviour and self-regulation is a primary goal for educators and families. This is embedded in fundamental documents including the Early Years Learning Framework (EYLF), Education and Care Services National Regulations, and the National Quality Standard (NQS).

## SCOPE

This policy applies to children, families, educators, staff, approved provider, nominated supervisor, management, and visitors of SMCELC.

## DEFINITIONS



**Behaviour guidance-** this term is used to reflect current thinking about the most positive and effective ways to help children gain understanding and learn skills that will help them to manage their own behaviour. Using appropriate behaviour guidance, educators aim to support each child regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

**Self-regulation-** The ability to manage energy states, emotions, behaviour and attention: the ability to return to a balanced, calm and constant state of being. Self-regulation is a key factor for mental health, wellbeing and learning (KidsMatter, Early Childhood, 2014).

**Inclusion-** taking into account all children’s social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstance and geographic location) in curriculum decision-making processes. (EYLF)

## IMPLEMENTATION

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

Educators understand that as children grow and develop, self-regulation becomes an important aspect of social and emotional development as they begin to understand how their actions affect others.

We believe in providing clear, consistent guidelines for children’s behaviour as part of a caring and trusting relationship with children and families to help them feel secure and self-confident. Children benefit from knowing that their environment is stable and that a competent adult is taking care of them.

There are three key aspects to promoting positive behaviour:

1. Creating a quality learning environment that is positive and supportive and provides developmentally appropriate experiences and resources
2. Implementing guidance strategies for building skills and strengthening positive behaviour based on age-appropriate behaviour expectations
3. Employing strategies for guiding children’s behaviour resulting in decreasing undesired behaviours.

## Positive behaviour guidance strategies



Guiding children's behaviour is an important aspect of caring for and educating children. Positive strategies need to be developed to assist children to learn appropriate ways of behaving. Corporal punishment and unreasonable discipline are not permitted at any time in children's services, not only because the child may be physically harmed, but also because it nearly always has detrimental effects on the child's self-esteem and feelings of security. All educators and staff at SMCELC will role model appropriate behaviour and language, encouraging children to socialise with other children, including children of different cultural backgrounds as well as from different age groups and different genders.

Behaviour guidance strategies implemented within SMCELC are appropriate to the child's age and developmental capacity. Children are encouraged to make decisions for themselves and are provided with opportunities for independence and self-regulation. Children are given the opportunity to make choices and experience the consequences of these choices when there is no risk of physical or emotional harm to the child or anyone else. They are acknowledged when they make positive choices in managing their behaviour.

Strategies may include using visual cues, prompting, redirection, re-teaching strategies, developing logical consequences and conferences with children. In the instance of adverse behaviour being persistently observed, educators will evaluate their program, room set up, supervision etc. to identify triggers and sources of inappropriate or challenging behaviour.

Regular routines and consistency in implementing behaviour guidance strategies are critical to support children's wellbeing and promote children's agency. All staff implement an active and positive approach to guiding children's behaviour within SMCELC.

#### Management/Nominated Supervisor/Responsible Person will ensure:

- no child being educated and cared for by SMCELC is subjected to any form of corporal punishment or any discipline that is unreasonable in the circumstances
- every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury
- connections are built between SMCELC and local primary schools to support positive learning environments
- behaviour guidance does not involve making judgements about children or their families
- information is gathered from families about their children's social skills, relationship preferences, family and cultural values which will be recorded in the child's individual file
- educators will use this information to engage children in experiences that support children to develop and practice their social and decision-making skills



- positive and respectful relationships with children are established and maintained
- children are empowered to use language and other forms of non-hurtful communication to communicate their emotions
- positive, empathetic relationships are promoted between children assisting them to develop respectful relationships
- the dignity and rights of each child are maintained at all times
- positive and inclusive strategies are implemented to enable educators to encourage positive behaviour in children in order to minimise adverse behaviour
- general information about behaviour guidance is provided to families through parent interviews and newsletters
- a partnership is developed with other professionals or support agencies that work with children who have diagnosed behavioural or social difficulties to develop plans for the inclusion of these specific children. This information will be kept confidential and in the individual child's file
- excessive or challenging behaviour is managed and communicated with families
- strategies are implemented to re-direct a child who may be causing or about to cause harm to himself or herself, another child, or adult. Incidents may include a child who is kicking, spitting, biting, throwing furniture or toys, punching or hitting, or being disruptive. Redirection may also include an incident where a child places him/herself in a dangerous situation, for example, climbing a fence or hiding in a potentially dangerous position. Safety is a priority, and this may mean using physical re-direction in which an educator will actually remove the child from the harmful situation if required. It may be necessary to remove other children from the area while the child calms down.
- families are notified and the incident/behaviour is addressed sensitively. In an instance where a child or children's safety has been jeopardised, parents are required to sign the *Behaviour Incident Report*
- should the behaviour continue, the child's behaviour is observed and carefully documented. Additional information is collated related to the context and behaviour guidance strategies implemented.
- a meeting with the child's parents/carers and educator may be arranged to discuss any behaviours or concerns that have been observed. A *Behaviour Guidance Plan* may be developed in consultation with families and other health professionals as required
- families and professional agencies are consulted to ensure that a consistent approach is used to support children with diagnosed behavioural or social difficulties
- *Behaviour Guidance Plans* are to be reviewed on a periodic basis reflecting changes that have been applied through the implementation of the plan in consultation with the child's family
- application for additional support for educators to build their capacity and capabilities to include children with additional needs will be made through the Inclusion Support Program



- a Strategic Inclusion Plan (SIP) is developed and guided by local support agencies as required for individual rooms or groups of children
- the SIP is reviewed on a periodic basis reflecting changes that have been applied through the implementation of the plan
- Individual Support Plans are developed for individual children as required
- professional development is provided for educators to be informed, trained and supervised to implement the SIP created, ensuring that information is composed and recorded for reflection on its effectiveness for the individual room or group of children
- notification is made to the regulatory authority within the legislated time frames of any circumstance that poses a risk to the health, safety and wellbeing of a child or children, or of any complaint alleging that a serious incident has occurred at SMCELC.

**Educators will:**

- encourage and support each child's social and emotional development, striving to develop children's self-regulation and an understanding of the feelings of others
- actively work with younger children to promote and role-model positive ways to interact with others
- teach behavioural expectations
- support appropriate behaviour- visual cues, prompting, positive verbal feedback and quality learning environments
- children are provided with positive guidance and encouragement toward acceptable behaviour
- promote children's initiative and agency
- actively work with all children to support them in constructing and conveying ways of expressing needs, resolving conflict, and responding to the behaviour of others
- at all times provide positive role-modelling in their dealings with children, other educators and staff, and families
- discuss guidelines, rules, limits, and what is fair with children, and use their contributions in setting limits and guidelines
- guide children's behaviour, teaching them how to be considerate of others – to think about the effects of their actions on others. It is important that children understand what acceptable and unacceptable behaviour is and how to manage their emotions.
- talk calmly with children about the consequence of their actions, and the reason for rules
- use corrective consequences- prompt, redirect, re-teach, provide choice, logical consequence, conference with child and educator
- provide positive feedback and focus on children's strengths and achievements and build on their abilities





- take into consideration the child's past experiences as their behaviour could be a result of past trauma such as changes in routine, changes or losses within the family, placement in care, or more serious circumstances involving abuse, neglect, or family violence
- be responsive to these former experiences, designing and implementing behaviour plans with the individual child that include strategies which will assist alternative and positive behaviour
- provide age appropriate, challenging, and interesting activities, experiences, and equipment for children to use and become engaged with
- ensure there are sufficient materials and equipment for individual, small and large group activities
- set up the environment (indoor and outdoor) for children to engage in activities and experiences in accordance with their abilities and interests
- adapt a positive approach, excluding cruel, harsh, humiliating or demeaning actions
- commit to professional development and keep up to date with industry information regarding behaviour guidance strategies
- support children to explore different identities and points of view and to communicate effectively when resolving disagreements with others
- participate in planned and spontaneous conversations with children about emotions, feelings and issues of inclusion and fairness, bias and prejudice, and the consequences of their actions, as well as the appropriate rules and the reasons for the rules
- provide children with the language and vocabulary needed to express their emotions and feelings and verbalise their concerns
- encourage children to listen to other people's ideas, consider pro-social and altruistic behaviour and collaborate and negotiate in problem solving situations
- listen empathetically to children when they communicate their emotions, provide encouragement as they reassure the child it is normal to experience positive and negative emotions
- guide children to remove themselves from situations where they are experiencing frustration, anger, or fear
- support children to negotiate their rights and rights of others and mediate perceptively when children experience difficulty in resolving dissimilarity
- learn about children's relationships with others and their relationship preferences they have and use this knowledge to encourage children to manage their own behaviour and expand on their empathy skills
- use positive language, gestures, facial expressions, and tone of voice when redirecting or discussing children's behaviour with them
- remain calm, respectful and tolerant as they encourage children who are strongly expressing distress, frustration or anger



- guide children’s behaviour with a focus on preserving and promoting children’s self-esteem as they learn to self-regulate their behaviour
- implement “*time with*” an adult, which will be used when all other strategies (above) have been exhausted. “Time with” allows educators to offer reassurance and support so the child can settle and regain self-control, develop some self-calming behaviours and gain composure. Once calm, educators can assist the child to identify what happened, reflect on their actions and consider how they may have done something differently. “Time with” will always occur under the supervision of other educators
- contribute to and ensure Individual Support Plans are followed in consultation with SMCELCs’ SIP.

#### Families will:

- provide consent for SMCELC to consult with professional agencies to assist with implementing a Strategic Inclusion Plan (SIP) for the room or group of children
- work collaboratively with educators and professional agencies when required in order to develop a broader understanding of the child’s developmental level and share any recent events which may be influencing the child's behaviour
- consult with educators and provide consent when SMCELC is applying for Inclusion Support Funding
- work in partnership with educators and health professionals in the development of a behaviour guidance plan or Individual Support Plan to assist with the identification of challenging behaviour, the development of supportive strategies and the review of strategies implemented within a behaviour guidance plan where required
- create consistency in behaviour guidance strategies used at SMCELC and at home

#### Source

Association of Children’s Welfare Agencies: [www.acwa.asn.au](http://www.acwa.asn.au)

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

Australian Children’s Education & Care Quality Authority. *Inappropriate discipline*. (2020).

[www.acecqa.gov.au/sites/default/files/2020-06/inappropriate-discipline.pdf](http://www.acecqa.gov.au/sites/default/files/2020-06/inappropriate-discipline.pdf)

Australian Government Department of Education, Skills and Employment. *Belonging, Being and Becoming- The Early Years Learning Framework for Australia*. (2009).

Australian Government Department of Education, Skills and Employment. Inclusion Support Program Guidelines.

<https://www.education.gov.au/inclusion-support-program-isp>

Department of Education NSW Positive Behaviour for Learning (PBL) Early Childhood

<https://pbl.schools.nsw.gov.au/resources/early-childhood.html>

Communities and Justice. (2022). <https://www.facs.nsw.gov.au/families>

Department of Education State Government of Victoria. *Strategies to guide children’s behaviour* (reviewed 2015)

Early Childhood Australia’s Blog (2018). *What every child needs for learning self-regulation* KidsMatter Early Childhood.

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2018).

[Education and Care Services National Regulations](#). (2011).



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

Guide to the National Quality Framework. (2017). (amended 2020).

NAPCAN: [www.napcan.org.au](http://www.napcan.org.au)

Porter, L. (2016). *Young children's behaviour: Guidance approaches for early childhood educators*. Australia: Allen & Unwin.

Raising Children Network. (2019) *What is self-regulation?*

<https://raisingchildren.net.au/toddlers/behaviour/understanding-behaviour/self-regulation>

Revised National Quality Standard. (2018).

State Government of Victoria. *Strategies to guide children's behaviour* (reviewed 2015)



# BEHAVIOUR GUIDANCE PLAN (A)

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.2.2	Self Regulation	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

NAME OF CHILD		DATE	
ROOM		DATE OF BIRTH	AGE

BEHAVIOUR OF CONCERN	
IDENTIFIED UNDERLYING FACTORS	
IDENTIFIED TRIGGERS	(known warning signs)
ALTERNATIVE BEHAVIOURS (short term goals)	
ALTERNATIVE BEHAVIOURS (long term goals)	



RESOURCES REQUIRED TO IMPLEMENT PLAN	(internal or external resources)

**METHOD OF TEACHING REPLACEMENT BEHAVIOUR**

*How will we teach the desired behaviour and who will teach it?*

METHOD OF TEACHING	EDUCATOR RESPONSIBLE
DIRECT INSTRUCTION	
SOCIAL SKILLS TRAINING	
ANGER MANAGEMENT	
PROVIDING CUES	
ROLE-PLAYING	
MODELING	
STRESS MANAGEMENT	
DECISION-MAKING LESSON	
MENTORING	



OTHER	

**ACCOMMODATIONS AND INTERVENTIONS**

*What help will we give the child to help him/her succeed? It is VERY important that educator(s) follow these accommodations and/or recommendations consistently.*

Accommodations to assist the child in displaying the replacement behaviour:

- Clear, concise directions
- Supervise free time
- Frequent positive reminders/prompts
- Frequent breaks / vary activities
- Predictable, routine schedule
- Educator/staff proximity
- Review expectations
- Provide appropriate choices
- Specifically defined limits
- Redirect, divert or distract
- Review and adjust environment
- Review and adjust toys / resources
- Provide opportunity to express emotion
- Communicate regularly with family
- other: \_\_\_\_\_

**METHOD OF MEASURING PROGRESS:**

*How will we know if it's working or not?*

- Direct observation
- Daily behaviour sheet (if applicable)
- Weekly behaviour sheet (if applicable)
- Charting / graphing

**CONSEQUENCES FOR APPROPRIATE BEHAVIOUR**

*What can the child expect?*

- Verbal praise and encouragement
- Immediate feedback
- Other: \_\_\_\_\_

**CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR**

*What happens if the child does not respond positively to the plan?*

- Redirect behaviour



- o Reassess plan
- o Time with educator
- o Consult family
- o Consult appropriate support agencies
- o Other \_\_\_\_\_

Start date		End date	
1 <sup>st</sup> Review date		2 <sup>nd</sup> Review date	
Educator name		Signature	
Director's signature		Date	

**FOLLOW UP**



# BEHAVIOUR GUIDANCE PLAN (B)

## CHILD INFORMATION

FULL NAME		DATE	/ /	DATE OF BIRTH	
CURRENT AGE		ROOM		ROOM LEADER	

## BACKGROUND INFORMATION

## BEHAVIOUR REQUIRING SUPPORT

BEHAVIOUR	TRIGGERS	STRATEGY USED TO MINIMISE BEHAVIOUR





**PROACTIVE STRATEGIES & TECHNIQUES TO BE IMPLEMENTED**

GOAL	STRATEGIES/TECHNIQUES TO BE IMPLEMENTED	START DATE	COMPLETION DATE	WHO IS RESPONSIBLE?	REFLECTION



**GOOD BEHAVIOUR RECOGNITION**

DATE	STRATEGY USED TO PROMOTE GOOD BEHAVIOUR	HOW WAS THE STRATEGY SUCCESSFUL	HOW WILL GOOD BEHAVIOUR BE COMMUNICATED TO THE CHILD



## REVIEW

DATE OF REVIEW	
ATTENDANCE	

TOPIC	DISCUSSION	ACTION

NOMINATED SUPERVISOR NAME	
NOMINATED SUPERVISOR SIGNATURE	
PARENT NAME	
PARENT SIGNATURE	



## BOTTLE SAFETY AND PREPARATION POLICY

As young children (particularly those under 12 months) are still developing their immune system, they are more susceptible to food borne illnesses and infection. This therefore makes it imperative that education and care services implement and maintain the highest level of hygiene practices. SMCELC will ensure that safe practices are consistently maintained for handling, storing, preparing and heating breast milk and formula, and sterilising bottles and teats.

### NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.1.3	Healthy Lifestyles	Healthy eating and physical activity are promoted and appropriate for each child.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
77	Health, hygiene and safe food practices
78	Food and beverages
168	Education and care services must have policies and procedures
170	Policies and Procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures

### RELATED POLICIES

Breastfeeding Policy Dental Health Policy	Nutrition and Food Safety Policy Sleep and Rest Policy
--	---



Health and Safety Policy	Work, Health and Safety Policy
--------------------------	--------------------------------

## PURPOSE

To ensure SMCELC maintains a safe and hygienic environment for all infants and toddlers requiring a bottle, educators will sterilise and prepare bottles safely and hygienically in accordance with recognised guidelines and best practice. All educators preparing and/or handling bottles will have undergone training in safe food handling.

## SCOPE

This policy applies to children educators, families, staff, management, Approved Provider, Nominated Supervisor, students, volunteers and visitors of SMCELC.

## IMPLEMENTATION

During their first year of life, babies are at their most vulnerable to viruses, bacteria, and parasitic infections, due to their immune system not yet being fully developed. Unsafe or careless food handling practices can therefore lead to anything from a mild attack of thrush to a more serious condition of gastroenteritis, all of which are similar to food poisoning and can cause vomiting and diarrhoea, and subsequent dehydration.

To ensure that bottles are consistently prepared in a safe and hygienic manner educators will adhere to Service procedures at all times.

### The Approved Provider, Nominated Supervisor and Management will ensure:

- educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy
- families are aware of this *Bottle Safety Preparation Policy*
- that the Nominated Supervisor and educators are aware of and strictly adhere to the procedures for sterilising bottles and teats, and preparing, heating and storing bottles of formula and breast milk
- procedures for the safe storage and heating of food provided in bottles are strictly adhered to
- infants over 6 months of age are given small amounts of cooled boiled water in addition to breastmilk or formula as required



- infants are given only breast milk, formula, or cooled boiled water: They are not given fruit juice in their bottle due to the increase risk of tooth decay
- ensure families are familiar with their responsibilities in accordance with this policy

#### Educators will:

- implement safe food handling practices
- wash hands thoroughly and wear gloves when preparing bottles
- store all bottles in an appropriate area for food preparation that complies with the food safety standards for kitchens and food preparation areas
- adhere to the procedure for the safe storage and heating of food provided in bottles
- provide infants over 6 months of age with small amounts of cooled boiled water in addition to breast milk or formula
- ensure infants and children are not given fruit juice in their bottle due to risk of tooth decay give bottle-fed infants or children their bottles before going to bed
- ensure children are not be put in cots or in beds with bottles as per the *Dental Health Policy*
- rinse children's bottles thoroughly after use and leave to air dry before placing in the child's bag
- adhere to each child's feeding routine
- ensure families are familiar with their responsibilities in accordance with this policy
- document the amount of milk each infant consumed including the time of feeds
- communicate regularly with families about infant and children's feeding patterns and routines

#### Families will:

- read and comply with the policies and procedures of the Service
- be informed during orientation that children's bottles must be clearly labelled with the child's name
- label bottles or zip lock bags containing breast milk with the date of preparation or date of expression
- bring enough prepared and sterilised bottles each day to meet their child's requirements
- supply breast milk in clearly labelled, multiple small quantities to prevent wastage
- If bottles are to be mixed (formula/boiled water) the families are to provide an air tight container with correct measurements for the child that is clearly labelled along with a labelled boiled water bottle for SMCELC so that the formula can be prepared as required.
- provide a labelled bottle(s) for use at SMCELC .



- be encouraged to communicate regularly with educators about children’s bottle and feeding requirements
- not put fruit juice in children’s bottles *Dental Health Policy*

## STERILISING DUMMIES (EDUCATORS)

After sterilising a dummy for infants, it is important to remember not to touch any part that will go into the baby’s mouth with your hands. Generally, all sterilising systems come with tongs for this purpose, which must also be sterilised with the items.

Always read and follow the manufacturer’s instructions that come with the sterilising system and ensure that the recommended sterilising times are strictly adhered to.

Prior to using any sterilising system or device or removing items from a steriliser staff will wash their hands.

This is the single most effective way of preventing the spread of infection.

### Steam Sterilising

Electric steam sterilising is based on hospital methods and is quick and efficient, taking eight to twelve minutes plus cooling time. Care must be taken that only equipment that is safe to boil is sterilised in this manner. For example, some parts of breast pumps cannot be boiled. Bottles, teats and other items must be placed upside down and must have sufficient room (not touching any other item) to ensure they are fully sterilised.

### Storing Sterilised Bottles – FAMILIES WILL:

If not using sterilised bottles immediately, care needs to be taken to store them correctly to avoid them coming into contact with bacteria.

- Ensure your hands and the work bench are clean.
- Using sterile tongs, place the teat ‘upside-down’ in the bottle, and place the sterilised cap and lid on the bottle.
- Store bottles in a clean place away from dust.
- If not used within 24 hours sterilised bottles should be sterilised again before use.

### Before preparing formula – FAMILIES WILL:



- Ensure your hands and the work bench are clean.
- Boil water and leave to cool for approximately 30 minutes. This will ensure that the water is not too hot (70°C is the best temperature to prepare formula as it will dissolve easily).

**When preparing infant formula always closely follow the instructions on the tin. In general, FAMILIES WILL:**

- always wash hands thoroughly prior to preparing formula
- do not compact the formula powder in the scoop, and always ensure the correct ratio of formula to water as specified on the tin: Too little formula powder may leave the infant hungry, whilst too much can cause constipation
- always use a sterilised knife to level the top of the scoop when measuring the formula powder
- without touching the teat shake the bottle well to mix the contents
- cool the made-up formula as quickly as possible: If using immediately run under cold tap water or place in a large bowl of cold water (with the lid on to avoid contaminating the teat)
- if not using immediately made-up formula should be cooled and stored in the fridge.

**Heating bottles – EDUCATORS WILL:**

- Heat bottles once only in the supplied bottle warmer located on the infant’s work bench.
- Do not allow a bottle to cool and then reheat as this can allow germs to grow.
- Stand the bottle in a container of hot water for no more than 15 minutes (use the timer on the bottle warmer as per instructions on the wall).
- Before feeding the infant, check the temperature of the milk by letting a small drop fall on the inside of your wrist – if you can feel it, it is too hot, wait until you cannot feel the warmth on your skin to then feed the child.
- Do not microwave breast milk or bottles.
- Do not refreeze thawed breast milk.
- Discard any milk that has not been used.

**STORING BREASTMILK AND FORMULA**

For safe storage of formula and breast milk, refrigerators must be kept at 5°C or below and should have a non-mercury thermometer to monitor the temperature.

- Formula or breast milk must be kept refrigerated or frozen if not being immediately consumed.





- Whenever possible, make up formula as it is needed. Formula should not be refrigerated for more than 24 hours. All prepared unused bottles are to be returned to the family upon departure the same day!
- Any remaining formula should be thrown out if an infant does not finish a bottle: It should not be frozen or reheated.
- Prior to placing bottle in the fridge staff will check that it/they are labelled with the child's name and the date the bottle was prepared.

#### Breast milk can be stored in several ways, which include:

1. refrigerated for no more than 72 hours at 4°C or lower (4°C is the typical temperature of a standard fridge).
2. store breast milk on a shelf of the refrigerator, not in the door
3. frozen in a separate freezer section of a refrigerator for up to 3 months at a temperature of -18°C. If being frozen in a freezer compartment inside the refrigerator (as opposed to a freezer with a separate door), the breast milk should only be stored for 2 weeks.

#### Frozen breast milk can be thawed:

1. in the refrigerator and used within 24 hours.
2. standing the bottle in a container of lukewarm water and used straight away

Source: 5<sup>th</sup> Edition Staying Healthy Preventing infectious diseases in early childhood education and care services (June 2013).

#### CONTINUOUS IMPROVEMENT/REFLECTION

The *Bottle Safety Preparation Policy* will be reviewed on an annual basis in conjunction with children, families, staff, educators and management.

#### SOURCE

Australian Breastfeeding Association [www.breastfeeding.asn.au](http://www.breastfeeding.asn.au)

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

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework.](#)

Australian Government Department of Health and aged care. *Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood.*

Australian Government Department of Health and Aged Care. [Pregnancy, birth and baby.](#)



Australian Government National Health and Medical Research Council. (2013). Eat for health: Infant feeding guidelines: Information for health workers.  
[https://www.eatforhealth.gov.au/sites/default/files/files/the\\_guidelines/n56b\\_infant\\_feeding\\_summary\\_130808.pdf](https://www.eatforhealth.gov.au/sites/default/files/files/the_guidelines/n56b_infant_feeding_summary_130808.pdf)

ECA Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).  
[Education and Care Services National Regulations](#). (Amended 2023).

Food Standards Australia – [www.foodstandards.gov.au](http://www.foodstandards.gov.au)

National Health and Medical Research Council. (2013). *Staying healthy: Preventing infectious diseases in early childhood education and care services*.

NSW Ministry of Health. (2014). Caring for children birth to 5 years: Food, nutrition and learning experiences.  
<https://www.health.nsw.gov.au/health/Publications/caring-for-children-manual.pdf>

Safe Food and Health Service Executive. (2013). How to prepare your baby's bottle.



# BREASTFEEDING POLICY

Breastfeeding is important for infants’ nutrition. Australian and international health authorities recommend exclusive breastfeeding until around 6 months. At around 6 months, solid food can then be offered while breastfeeding is continued until 12 months or longer if the mother and baby wish (NSW Ministry of Health, 2014, p. 10).

SMCELC respects and supports mothers’ wishes to continue to breastfeed, as we understand that returning to work is a common reason for discontinuing breastfeeding. We provide a welcoming environment for mothers to continue to breastfeed or express breastmilk.

All educators understand their role and responsibilities to ensure the safe storage and handling of breastmilk and adhere to the feeding practices outlined by families.

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN’S HEALTH AND SAFETY		
2.1.3	Healthy Lifestyles	Healthy eating and physical activity are promoted and appropriate for each child.
		<b>QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES</b>
6.2	Collaborative partnerships	Collaborative partnerships enhance children’s inclusion, learning and wellbeing

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
77	Health, hygiene and safe food practices
78	Food and beverages
168	Education and care services must have policies and procedures
170	Policies and Procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures



## RELATED LEGISLATION

<a href="#">Sex Discrimination Act 1984 (Cth)</a>
---

## RELATED POLICIES

Bottled Safety and Preparation Policy Health and Safety Policy	Nutrition and Food Safety Policy Work Health and Safety Policy
---	---

## PURPOSE

SMCELC recognises the importance of breast milk for the developing infant and will ensure that all families are aware of our commitment to supporting mothers to continue to provide their child with breast milk whilst at SMCELC.

## SCOPE

This policy applies to children families, educators, staff, management, approved provider, nominated supervisor, students, volunteers and visitors of SMCELC.

## IMPLEMENTATION

An important function of breast milk is to provide the mother's antibodies to the infant, assisting in the prevention of illness whilst the immune system is developed. Mothers of infants up to 12 months old will be supported to continue to breastfeed, whether by providing expressed breast milk or visiting SMCELC to feed their child.

### Management, Nominated Supervisor/ Responsible Person will ensure:

- educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy
- families are aware of this *Breastfeeding Policy*
- families are provided with breastfeeding information during enrolment and orientation
- SMCELC is identified as '*Breastfeeding Friendly*' (see Resources section below)
- a quiet, clean, and comfortable place is provided for mothers to comfortably breastfeed or express breast milk
- easily accessible brochures, pamphlets and other resources about breastfeeding are available for families (available in your enrolment kit at [www.smcelc.com.au/enrolmentkit](http://www.smcelc.com.au/enrolmentkit))
- staff are aware that it is a mother's legal right to breastfeed



- an individual breastfeeding support plan is developed in consultation with families, including contingency plans for if SMCELC does not have enough expressed breast milk to meet the child's needs
- literature on the benefits of breastfeeding is updated and distributed to staff as required to support understanding and 'best practice'. (Employment Kit – [www.smcelc.com.au/employmentkit](http://www.smcelc.com.au/employmentkit) )

#### Educators will:

- provide mothers with a private, clean and quiet place to breastfeed their children or express milk
- store and handle expressed breast milk in accordance with the *Bottle Safety and Preparation Policy*
- provide daily information to families regarding infant's feeding intake by logging through Playground Application (Xplor Home for families).
- communicate regularly with families about infant and children's feeding patterns and routines
- establish and maintain connections with local breastfeeding support networks, including NSW Health and the Australian Breastfeeding Association
- refer mothers with breastfeeding concerns to appropriate resources, including support services offered by NSW Health, Australian Breastfeeding Association groups or private lactation consultants.

#### Families will:

- be informed during orientation of requirements relating to the safe transportation of breast milk between home and SMCELC, and labelling bottles of breast milk. as per- *Bottle Safety and Preparation Policy*)
- be informed of where they are able to breastfeed or express milk
- be encouraged to communicate regularly with educators about children's bottle and feeding requirements.

#### Staff/Educator Training

SMCELC will:

- familiarise new educators and staff with the *Breastfeeding Policy* and offer appropriate training as required, including alternate strategies for feeding if an infant will not accept a bottle



- ensure all educators that have responsibility for the care of infants and children are able to provide basic breastfeeding information and are able to refer mothers with breastfeeding concerns to appropriate resources
- ensure staff encourage parents to develop babies' individual breastfeeding support plans and regularly update their plans, with support from NSW Health, Australian Breastfeeding Association groups or private lactation consultants where appropriate.
- ensure all educators show due respect and support to mothers who cannot, or do not wish to breastfeed.

### Support for Educators and Staff who are Breastfeeding

SMCELC will:

- not discriminate against women who are breastfeeding.
- make all reasonable efforts to support a staff member's request to continue breastfeeding their child
- provide breastfeeding employees with a flexible schedule to allow for breastfeeding or expressing breast milk for their infant
- provide breastfeeding employees with a private, clean and quiet place to breastfeed their infant or express milk.

### RESOURCES

To request a free *Breastfeeding-friendly zone* sticker for Service entry doors or windows go to:

[www.health.gov.au/internet/main/publishing.nsf/Content/phd-gug-stickers\\_\(sheet\\_2\)](http://www.health.gov.au/internet/main/publishing.nsf/Content/phd-gug-stickers_(sheet_2))

*Note: This image can also be copied and printed.*

Register for *Breastfeeding welcome here* Service for stickers, posters, and more:

<https://www.breastfeeding.asn.au/services/welcome>

### CONTINUOUS IMPROVEMENT/REFLECTION

The *Breastfeeding Policy* will be reviewed on an annual basis in conjunction with children, families, staff, educators and management.

### SOURCE

Australian Breastfeeding Association: [www.breastfeeding.asn.au](http://www.breastfeeding.asn.au)

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



Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).  
Australian Government Department of Health and Aged Care. [National Women's Health Strategy 2020-2030](#)

Australian Government National Health and Medical Research Council. (2013). Eat for health: Infant feeding guidelines: Information for health workers. [https://www.eatforhealth.gov.au/sites/default/files/files/the\\_guidelines/n56b\\_infant\\_feeding\\_summary\\_130808.pdf](https://www.eatforhealth.gov.au/sites/default/files/files/the_guidelines/n56b_infant_feeding_summary_130808.pdf)

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

National Health and Medical Research Council. (2013). *Staying Healthy: Preventing infectious diseases in early childhood education and care services* (5th Ed.). Australia: Commonwealth of Australia.

NSW Ministry of Health. (2014). [Caring for children birth to 5 years: Food, nutrition and learning experiences](#).

Department of Education and Early Childhood Development

Guide to the National Quality Standard. (2020)

NSW Ministry of Health. (2014). Caring for children birth to 5 years: Food, nutrition and learning experiences.

<https://www.health.nsw.gov.au/health/Publications/caring-for-children-manual.pdf>

Safe Food and Health Service Executive. (2013). How to prepare your baby's bottle.

State Government Victoria Department of Education and Early Childhood Development (2014). *Promoting Breastfeeding Victorian Breastfeeding Guidelines*

[Western Australian Education and Care Services National Regulations](#)



# BULLYING, DISCRIMINATION AND HARASSMENT POLICY

SMCELC is committed to creating a workplace with vision and meaningful direction, adhering to our code of conduct and practicing ethical behaviour to ensure a productive work environment free from bullying, discrimination, and/or harassment. Sexual harassment has no place in SMCELC.

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
168	Education and care services must have policies and procedures

## RELATED POLICIES

Code of Conduct Policy Cyber Safety Policy Dealing with Complaints Policy Family Communication Policy Health and Safety Policy Interactions with Children, Family and Staff Policy	Multi-Cultural Policy Privacy and Confidentiality Policy Respect for Children Policy Staffing Arrangements Policy Student and Volunteer Policy Work Health and Safety Policy
---	---

## PURPOSE

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





all educators, staff, families and visitors to SMCELC are clear about the standards of behaviour that is expected.

## SCOPE

This policy applies to management, the approved provider, nominated supervisor, students, staff, families, visitors (including contractors) and children of SMCELC.

## IMPLEMENTATION

Everyone has a right not be bullied or harassed at work. Workplace bullying occurs when a person or group of people repeatedly behave unreasonably towards a worker or a group of workers, creating a risk to health, safety, and wellbeing.

**Bullying** may involve any of the following types of behaviour:

- aggressive or intimidating conduct
- making belittling or humiliating comments
- spreading malicious rumours
- teasing, practical jokes or initiation of, or participation in 'initiation ceremonies'
- exclusion from work-related events
- unreasonable work expectations
- displaying offensive material, and/or
- pressure to behave in an inappropriate manner.

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

- making decisions about poor performance
- taking disciplinary action
- directing and controlling the way work is to be carried out.

**Discrimination** occurs when someone is treated less favourably than others because of a particular characteristic (such as age, disability or gender), or belong to a particular group within the population (due to, for example, religion, culture, or sexual orientation).

**Harassment** involves unwelcome behaviour that intimidates, offends or humiliates a person because of particular characteristics as listed above.



**Psychosocial Hazards** refer to aspects of work-related conditions or factors that could cause potential psychological or social harm to employees. Stress, fatigue, bullying, violence, aggression, harassment and burnout can be examples of potential psychosocial hazards, which can cause harm to employees physical and mental health, negatively impacting their overall wellbeing.

**Sexual Harassment** includes unwelcome sexual advance, unwelcome request for sexual favours and engaging in other unwelcome conducts of sexual nature. SMCELC implements a zero-tolerance approach to Sexual harassment.

There are a number of anti-discrimination, equal employment workplace relations, and human rights laws which make it illegal to discriminate or harass a person in the workplace. Australia's federal anti-discrimination laws are contained in the following legislation:

[Age Discrimination Act 2004](#)

[Disability Discrimination Act 1992](#)

[Racial Discrimination Act 1975](#)

[Sex Discrimination Act 1984](#)

[Fair Work Legislation Amendment \(Secure Jobs Better Pay\) Act 2022](#)

SMCELC philosophy, code of conduct and the [Early Childhood Australia \(ACA\) Code of Ethics](#) will guide educator behaviours and interactions and adhere to best practice by providing a vision and a purposeful and meaningful direction to ensure a safe working environment for all staff.

#### THE APPROVED PROVIDER, MANAGEMENT AND NOMINATED SUPERVISOR WILL ENSURE:

- a thorough induction process for new employees is conducted at the commencement of employment
- all staff have a comprehensive understanding of SMCELC's code of conduct, *Dealing with Complaints Policy* and the *Early Childhood Code of Ethics*
- the *Bullying, Discrimination and Harassment Policy*, and all related policies are reviewed annually
- educators are informed that inappropriate behaviour, including bullying, sexual harassment, discrimination and harassment will not be tolerated, and will be advised of potential consequences of this behaviour
- all staff and educators are aware of SMCELC's *Bullying, Discrimination and Harassment Policy* and Procedure
- inappropriate behaviour is addressed in a timely manner



- a clear process is in place regarding raising complaints and grievances related to bullying, discrimination and harassment
- complaints or grievances are treated seriously and immediate action is taken in a timely manner
- all staff and educators are aware of appropriate interactions through professional development and training
- staff and educators are aware of their job roles and responsibilities which will be clarified through job descriptions, team meetings, performance appraisals and clear management expectations
- all staff and educators are encouraged to embrace the uniqueness and diversity of their colleagues
- constructive feedback is provided to staff and educators
- communication practices are reviewed frequently to ensure best practice
- all staff and educators are treated equally and fairly
- meetings are documented accurately and appropriately
- an understanding and compliance with discrimination law is communicated with all employees
- ensure SMCELC implements a zero-tolerance approach towards racism
- that proactive measures are taken to identify and manage psychological and psychosocial hazards and risks within the work environment through risk assessments in line with WH&S legislation.

#### EDUCATORS WILL:

- be involved in decision making with a clear understanding of their roles and responsibilities, outlined in each individual job description
- embrace the uniqueness and diversity of their colleagues
- respect the skills, strengths and opinions of all educators in order to create team cohesion based on professionalism
- comply with all discrimination laws
- be responsible for their own actions in the workplace
- raise matters of concern to management at an early stage
- report any incidents or bullying, discrimination or harassment, including sexual harassment they have experienced or witnessed
- provide management with specific information regarding the perceived bullying, discrimination, and/or harassment, and be prepared to have the complaint made known to the person to allow for fair management and rectification



- maintain confidentiality and not discuss or release information relating to bullying, discrimination, or harassment allegations
- follow SMCELC's *Bullying, Discrimination and Harassment procedure*
- evaluate the effectiveness of strategies implemented to discourage and eradicate bullying, discrimination, and/or harassment
- ensure compliance with a zero tolerance of racism within SMCELC
- assist in identifying and reducing psychological and psychosocial hazards and risks within the work environment.

## RESOURCES

- Fair Work [Bullying in the Workplace](#)
- Respect@Work <https://www.respectatwork.gov.au/>
- Safe Work Australia [Preventing workplace sexual harassment](#)

## CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Bullying, Discrimination and Harassment Procedure	Code of Conduct Staff Acknowledgement
---	---------------------------------------

## SOURCE

- Anti-Discrimination Act*: See <https://raisingchildren.net.au/disability/disability-rights-the-law/law/anti-discrimination-laws> for Acts for specific Australian states and territories.
- Australasian Legal information institute: [www.austlii.edu.au](http://www.austlii.edu.au)
- Australian Children's Education & Care Quality Authority. (2014).
- Australian Human Rights Commission. (2019). Reform of discrimination law: <https://www.humanrights.gov.au/>
- Early Childhood Australia Code of Ethics. (2016).
- Education and Care Services National Law Act 2010. (Amended 2023).
- [Education and Care Services National Regulations](#). (Amended 2023).
- Fair Work Act 2009* (Cth).
- Fair Work Ombudsman. (2019). Bullying & Harassment: <https://www.fairwork.gov.au/employee-entitlements/bullying-and-harassment>
- Fair Work Ombudsman. (2019). Managing performance & warnings: <https://www.fairwork.gov.au/employee-entitlements/managing-performance-and-warnings>
- Fair Work Ombudsman. Sexual harassment in the workplace. <https://www.fairwork.gov.au/employment-conditions/bullying-sexual-harassment-and-discrimination-at-work/sexual-harassment-in-the-workplace>
- Guide to the National Quality Framework. (Amended 2023).
- Law Council of Australia. (2019). Bullying and harassment in the workplace: <https://www.lawcouncil.asn.au/policy-agenda/advancing-the-profession/equal-opportunities-in-the-law/bullying-and-harassment-in-the-workplace>



Revised National Quality Standard. (2018).

Safe Work Australia. (2019). Bullying: <https://www.safeworkaustralia.gov.au/safety-topic/hazards/bullying>

Safe Work Australia. Workplace Sexual Harassment: <https://www.safeworkaustralia.gov.au/safety-topic/hazards/workplace-sexual-harassment>

[Western Australian Education and Care Services National Regulations](#)

*Work Health and Safety Act 2011* (Cth).

*Workplace Relations Act 1996* (Cth).



# BULLYING, DISCRIMINATION & HARRASSMENT PROCEDURE

Related Policy – Bullying, Discrimination & Harassment Policy [Childcare Policies / Quality Area 4]

Related Form – Bullying Incident and Investigation Report / Forms Templates / Quality Area 4

---

Bullying, discrimination and harassment claims will be addressed confidentially and promptly, working in accordance with Service policies and the Fair Work Ombudsman.

To ensure best practice, employees should be provided with information, instructions, and training to enable them to work in a way that is safe and without risks to their health.

1. Early intervention is encouraged as a way of solving the issue without a formal report, investigation or discipline being taken against an individual. Early intervention can be achieved through an individual self-managing a situation or seeking help from someone else to raise the issue. Self-management is encouraged as a first step to resolve an issue.
2. Self-management is an informal approach to address workplace bullying. It involves the individual who experiences the negative behaviour directly telling the other person that the behaviour is not welcome and it should not happen again. It should be done in a calm and professional way (e.g. telling the person about the impact of the behaviour and asking them not to do it again). If the behaviour continues or gets worse then a formal report should be made.
3. If an individual does not feel comfortable or confident to manage a situation themselves, the issue should be raised with management
4. Management will intervene in issues they directly observe in the workplace or if they are requested to intervene by a staff member.
5. When management approach an individual directly about their behaviour they will record the action/s taken.
6. Where a serious allegation has been made, an investigation will be the first step taken.
7. Fairness and impartiality will prevail throughout the investigation process.
8. Management will notify the parties of the investigation.
9. Management will seek sufficient evidence and documentation to ensure the concern can be investigated appropriately.
10. Management will provide the respondent with a summary of allegations.
11. Management will provide the respondent with the opportunity to respond to the complaint/concern.
12. Management will interview all parties involved, and if required witnesses.
13. Management will then review all documents and evidence.



14. Management will prepare a report outlining the complaint, how the investigation was conducted, relevant facts and findings.
15. Management will then make a decision based on the investigation report as to whether the claim has been proven, proven in part or not proven.
16. The decision along with a summary of the reason for making the decision, including what actions will follow will be provided to the complainant and respondent.



# BEHAVIOUR GUIDANCE-BULLYING INCIDENT REPORT

*Information in this report is confidential and should only be accessed by persons provided with authority to read or share the information by the Nominated Supervisor or Director.*

DATE		TIME	
REPORTER'S NAME		CHILD'S AGE	
NAME OF PEOPLE INVOLVED			
LOCATION OF INCIDENT			
THE BULLYING WAS: <input type="checkbox"/> OBSERVED <input type="checkbox"/> DISCLOSED			
DETAILS OF THE INCIDENT			
<p>HOW MANY TIMES HAS THIS BULLYING BEEN OBSERVED/DISCLOSED?</p> <p>ONCE <input type="checkbox"/> TWICE <input type="checkbox"/> THREE TIMES <input type="checkbox"/> FOUR TIMES <input type="checkbox"/> FIVE TIMES OR MORE <input type="checkbox"/></p>			
ACTION TAKEN TO RESPOND TO THE BULLYING BEHAVIOUR			
<p>IF A CHILD IS INVOLVED, HAVE THE BULLIED CHILD'S PARENTS BEEN CONTACTED/NOTIFIED?</p> <p>YES <input type="checkbox"/> NO <input type="checkbox"/></p> <p>Adhere to Privacy and Confidentiality laws and do not divulge names of other children involved in the incident</p>			
<p>DETAILS/METHOD OF CONTACT:</p> <p>STRATEGIES DISCUSSED:</p>			





<b>MEDIATION AND TARGETED SUPPORT FOR THE BULLY AND TARGETED CHILD:</b>			
HAVE THE ALLEGED BULLY'S BEEN CONFRONTED/NOTIFIED? YES <input type="checkbox"/> NO <input type="checkbox"/> Adhere to privacy and confidentiality laws and do not divulge names of other children involved in the incident			
<b>DETAILS/METHOD OF CONTACT:</b>			
<b>ACTIONS/STRATEGIES TO ENCOURAGE AND TEACH POSITIVE SOCIAL AND EMOTIONAL WELLBEING AND DISCOURAGE, PREVENT, IDENTIFY AND RESPOND EFFECTIVELY TO BULLYING BEHAVIOUR:</b>			
<b>NAMES TO BE INVOLVED IN PLANNING FUTURE STRATEGIES:</b>			
ARE ALL EDUCATORS AWARE OF THE BULLYING AND THE PLANNED FUTURE STRATEGIES? YES <input type="checkbox"/> NO <input type="checkbox"/>			
[How are educators and casual staff informed about strategies/approaches?] Staff meetings, handouts, policy....			
<b>COMPLETED BY</b>			
<b>POSITION</b>			
<b>SIGNATURE</b>		<b>DATE</b>	
<b>NAME OF NOMINATED SUPERVISOR/RESPONSIBLE PERSON</b>			
<b>SIGNATURE</b>		<b>DATE</b>	



## BUSH FIRE POLICY - NSW

Bushfires are an inherent part of Australia’s environment. Bushfires can significantly impact on lives, property and the environment. The basic factors that determine whether a bushfire will occur include the presence of fuel, oxygen, and an ignition source. The intensity and speed the bushfire will spread depends on the current temperature, fuel load (fallen bark, leaf litter, small branches), fuel moisture (dry fuel will burn quickly, damp or wet fuel may not burn at all), wind speed, and slope angle.

Emergency management arrangements for fire safety differ within each state and territory and are determined by the State Emergency Services or combined emergency service agencies. This policy reflects information related to Education and Care Services located in NSW.

The National Law requires early childhood education services to ensure that every reasonable precaution is taken to protect children from any harm or hazard likely to cause injury, including bush fires. Regulations 97 and 168 (2) of the Education and Care Services National Regulations require that every early childhood education and care service in Australia has an emergency and evacuation policy and procedure which includes:

- a risk assessment to identify the potential emergencies that are relevant to SMCELC
- instructions for what must be done in the event of an emergency and evacuation procedures
- an emergency and evacuation floor plan and
- the rehearsal of emergency and evacuation procedures every 3 months.

This policy outlines the strategies and procedures SMCELC will adhere to in the event of a bush fire, including information about Service closure during an emergency evacuation and forms part of SMCELC’s **Emergency Management Plan (EMP)**. The EMP records the emergency management arrangements to ensure every reasonable precaution to protect children, staff and visitors from harm and hazard is maintained at all times.

### NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN’S HEALTH AND SAFETY		
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2	Safety	Each child is protected.



2.2.2	Incident and emergency	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
-------	------------------------	---

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS		
12	Meaning of serious incident	
51	Conditions on service approval (safety, health and wellbeing of children)	
89	First Aid Kits	
93	Administration of medication	
97	Emergency and evacuation procedures	
98	Telephone or other communication equipment	
168(2)(e)	Policies and procedures are required in relation to: Emergency and evacuation	
168	Education and care services must have policies and procedures	
170	Policies and procedures are to be followed	

## RELATED POLICIES

Administration of First Aid Policy Emergency and Evacuation Policy  Health and Safety Policy	Incident, Injury, Trauma and Illness Policy Supervision Policy Work, Health and Safety Policy
---	---

## PURPOSE

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. Each state and territory have varying mandatory regulations for implementing policies and procedures for being safe in areas



where bushfires occur. SMCELC will adhere to the regulations outlined by the Early Childhood Education Directorate, NSW Department of Education and be familiar with relevant legislation and other special requirements such as building regulations, traffic restrictions or emergency announcements that may apply to the area SMCELC is located.

## SCOPE

This policy applies to children, families, staff, educators, management, the approved provider, nominated supervisor, students, volunteers and visitors of SMCELC.

## IMPLEMENTATION

It is vital for SMCELC to be informed and prepared for bush fire conditions and respond appropriately during periods of high fire danger or local bush fire activity. This policy, and related procedure, are to be implemented should a bush fire threaten SMCELC. During peak bush fire season, the nominated supervisor will monitor fire ratings through relevant authorities on a daily or hourly basis and communicate with all stakeholders as required. We are aware of our Fire Danger Rating and have appropriate fire safety equipment installed and maintained at all times. Our *Emergency Management Plan* (EMP) ensures all staff are trained to use fire safety equipment and through regular training, understand evacuation procedures in case of an emergency.

## DEFINITIONS

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 New South Wales, the peak risk usually occurs in spring and early summer.

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 governments within each state and territory. Baseline data for bushfire prone areas is referred to as Bushfire Attack Level (BAL).

**Fire danger rating (FDR):** provides an indication of the possible consequences of a fire. This rating is standardised across all Australian states and territories. The higher the fire danger rating, the more



dangerous the conditions. Ratings range from *Low* to *Moderate*, to *Catastrophic*. FDR are maintained and updated by emergency services in each state or territory.

**Emergency Management Plan (EMP):** identifies the nature and range of possible emergencies and hazards to which children and staff may be exposed and the response and procedure in the event of an emergency. Effective planning and preparation of the EMP within the workplace ensures optimal response to emergencies should they occur. A risk assessment to identify potential emergencies that impact SMCELC form the basis of the EMP.

#### MANAGEMENT/NOMINATED SUPERVISOR WILL:

- ensure the *Emergency Management Plan* (EMP) is updated regularly inclusive of Emergency and Evacuation policies and procedures (see Appendix 2 for further information about inclusions)
- consult with relevant authorities for guidance and advice on the management of bushfire risk and emergencies
- establish an Incident Management Team (IMT) to lead the implementation of the Emergency and Evacuation Plan- (e.g., Chief Warden, planning officer, communications officer, operations officer) or in smaller services, assign multiple roles for educators/staff
- ensure a back-up communication device is kept in a permanent location and is always available in an emergency. Example: designated fully charged mobile phone
- conduct a risk assessment to identify a potential bush fire risk to SMCELC
- ensure the risk assessment considers-
  - prevention measures SMCELC will take prior and during the bush fire period
  - procedures to be taken when there is a bush fire in the local district including onsite (shelter-in-place) and offsite evacuation procedures
  - response measures SMCELC will take if confronted with a bush fire hazard or emergency
  - identified evacuation assembly areas and evacuation routes (it is recommended that the plan contains two external (off-site) evacuation assembly areas if practical to do so)
  - emergency communication arrangements in case of power outages- designated landline, Emergency Positioning Indicator Radio Beacon (EPIRB), UHF Radios, satellite phone, designated mobile phone
  - the use of a battery operated radio in its shelter-in-place location or emergency kit



- what assistance will be required to evacuate children at SMCELC (including non-ambulant children and infants, consideration for multi-story buildings)
  - when evacuating children, if the weather is hot, do the children need footwear?
  - what to do with sleeping children, babies or children with additional needs during the evacuation?
  - what mechanisms are in place to ensure the transfer of real-time information, such as weather forecasts, bush fire activity, site closures and emergency operations
  - how parents will know where to locate their child if evacuated
  - procedures to ensure children are only released to persons authorised to collect them
  - mechanisms to ensure visitors and contractors are aware of SMCELC's emergency response procedures
  - location of flammable substances/materials (gas storage bottles and fixed tanks)- ensure these are secured and controlled
- contact the local council *or* use a program (such as that available at <https://www.rfs.nsw.gov.au/plan-and-prepare/building-in-a-bush-fire-area/planning-for-bush-fire-protection/bush-fire-prone-land/check-bfpl> ) to determine if SMCELC is located in a bush fire prone area
  - ensure a current emergency and evacuation floor plan of SMCELC and instructions for what to do in an emergency are clearly displayed in a prominent position near each exit of SMCELC
  - exit signs are displayed over emergency exits
  - ensure emergency drills, including a bush fire drill and shelter-in-place on site are practiced with educators and children every 3 months [see *Bush Fire Response Procedure*]
  - ensure a record is kept of each emergency evacuation drill practiced
  - ensure SMCELC and educators are prepared for bush fire conditions and prepared to respond quickly and appropriately during high fire danger periods
  - ensure all fire safety equipment is installed and maintained regularly- (fire extinguishers, fire panels, smoke detectors, long hoses with nozzles, buckets etc. (See: Fire and Safety Equipment)
  - ensure all outdoor taps are in working order
  - communicate with staff, educators, and families about bush fire preparation information and provisions
  - discuss *Bush Fire Response Procedure* at team meetings and make any amendments as required
  - ensure local emergency services have current contact details, including mobile number for emergency contact after hours



- ensure clear and effective communication procedures during an emergency are rehearsed to test its effectiveness in an emergency
- organise and communicate with off-site evacuation sites about emergency arrangements
- ensure the Fire Danger Rating (FDR) is checked daily. **Australian Government Bureau of Meteorology** <http://www.bom.gov.au/?ref=hdr> Fire Danger Ratings and Total Fire Bans RFS <https://www.rfs.nsw.gov.au/fire-information/fdr-and-tobans>
- ensure gutters are cleaned out and free from dry leaves and other debris
- trim trees to 2m from SMCELC building (recommended best practice)
- ensure flammable items are removed from SMCELC
- ensure all emergency exits are clear and accessible at all times
- conduct an 'emergency first aid kit / backpack audit' to ensure emergency contact information and supplies are current (*see Appendix 3 for suggested inclusions*)
- ensure all records of attendance of children, staff and volunteers are accurate each morning
- ensure current emergency phone numbers are near the phone, including emergency services and the Regulatory Authority *and* are in the contacts of designated mobile phones
- monitor the bush fire situation when the rating is above **High** through internet or radio
- ensure the [Hazards Near Me](#) app is installed on designated Service mobile phones (NSW& ACT)
- not accept children for care on days when there is an extreme or catastrophic danger rating
- cancel any outdoor activities on days where air quality due to bushfire smoke may cause harm to children [*see Bush Fire Smoke Procedure*]
- be prepared for closures of SMCELC on days when **Catastrophic Fire Danger Rating (FDR)** is issued in the NSW Fire Area
- notify the Regulatory Authority in the event of any closures or damage to premises within 24 hours or as soon as possible via the NQA ITS or email if there is no access to phones
- at a reasonable time after the incident has occurred, consider asking emergency services to review SMCELC's incident response.

#### EDUCATORS WILL:

- assist in the development and review of SMCELC's Emergency Management Plan (EMP)
- examine SMCELC grounds during their daily 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 SMCELC's emergency evacuation policies and procedures
- participate in emergency drills, including *Bush Fire Response* procedures at least every 3 months
- become familiar with SMCELC's emergency exits
- be aware of the designated assembly area
- eliminate all papers around SMCELC, including artwork, posters, displays and emptying garbage bins 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 procedures
- be familiar with their role and responsibilities in the event of a bush fire.

#### NEW SOUTH WALES

- NSW Rural Fire Service- check for bush fire prone area <https://www.rfs.nsw.gov.au/plan-and-prepare/building-in-a-bush-fire-area/planning-for-bush-fire-protection/bush-fire-prone-land/check-bfpl>
- On days when a Catastrophic FDR is issued, services identified as Category 1 within affected NSW Fire Area may be required to temporarily cease operation and enact their Emergency Management Plan
- NSW Department of Education Early childhood education: [Developing an Emergency Management Plan](#)
- [Early Childhood Education and Care Information Sheet](#)
- *Fires Near Me* Smartphone App

#### RESOURCES

ACECQA- [Managing Emergency Situations in Early Education and Care Services](#)  
 Australian Government Department of Education, Skills and Employment – Emergency and natural disaster assistance  
[Be You](#)- resources- Bushfires and mental health  
 Bushfire Emergency Planning Guideline [A guide to planning for bushfire emergency](#)  
[Emerging Minds](#)- Bushfire preparedness for your family  
 NSW Department of Education [Developing ySMCELC's Emergency Management Plan and Procedures \(updated April 2022\)](#)  
 NSW Department of Education [Service site bushfire grassfire readiness checklist](#)  
[NSW Rural Fire Service](#) for up-to-date information





[NSW Government Hazards Near Me app](#)

NSW Rural Fire Service [Development Planning A guide to developing a Bush Fire Emergency Management Evacuation Plan](#)

## SOURCES

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

Australian Government: Geoscience Australia. Community safety: Bushfire:

<http://www.ga.gov.au/scientific-topics/hazards/bushfire>

Community Early Learning Australia. [Bushfire advice for children’s services](#)

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (2011). (Amended 2023)

Guide to the National Quality Framework. (2017). (Amended 2023).

National Council for Fire and Emergency Services (afac). 2022. <https://www.afac.com.au>

NSW Department of Education. Education and care service site bushfire/grassfire readiness review checklist.

<https://education.nsw.gov.au/early-childhood-education/operating-an-early-childhood-education-service/current-service-providers/emergency/plan>

NSW Government Education. Information sheet for the 2017/2018 bush fire season: Early childhood education and care:

<https://education.nsw.gov.au/content/dam/main-education/early-childhood-education/operating-an-early-childhood-education-service/media/documents/ECE-Bushfires-information-sheet.pdf>

NSW Rural Fire Service. BAL rating and bush fire prone area map: <https://www.rfs.nsw.gov.au/plan-and-prepare/building-in-a-bush-fire-area/planning-for-bush-fire-protection/bush-fire-prone-land/check-bfpl>

NSW Rural Fire Service. Fire Danger Rating: <https://www.rfs.nsw.gov.au/fire-information/fdr-and-tobans>

Revised National Quality Standard. (2018).



## FIRE AND SAFETY EQUIPMENT CHECKLIST

Management must ensure emergency equipment and maintenance testing is registered and kept up to date. All fire equipment must be clearly identified and operating instructions displayed.

	✓
Portable fire extinguisher/s	
Fire blanket/s in kitchen and cooking areas	
Fire hose and reels	
Fire hydrants	
Water storage tank – check connections for fire appliances	
Fixed water pressure pumps	
Emergency generator/power system	
Water supplies and equipment	
Sprinklers (including any roof mounted and irrigation systems)	
Alarms	
Fire blankets	
Communication systems	
Other e.g., Roller shutters on shelter-in-place location	

(NSW Department of Education May 2022)



# EMERGENCY MANAGEMENT PLAN - INCLUSIONS

The purpose of the Emergency Management Plan is to ensure the health, safety and wellbeing of all staff, children and visitors at SMCELC in the event of an emergency.

- Name and address of SMCELC
- Early childhood service facility profile (description of SMCELC)
- Emergency contact details of Service (including designated mobile phone number)
- Incident Management Team structure and contact details and responsibilities
- Incident Management Team responsibilities- pre-emergency/during emergency/post-emergency
- Communication tree- Process for notifying, alerting and reporting emergencies
- Educators/staff trained in first aid (names and contact details)
- Emergency response procedures (on-site evacuation/relocation procedure; off-site evacuation procedure; lock down procedure; lock out procedure; shelter-in-place procedure)
- Arrangements for children/students and educators/staff with additional support needs
- Parent/family emergency contact details
- Evacuation diagram and procedures including assembly points and transportation arrangement if required to evacuate
- Essential services on premises- location of hydrants and water main
- A site-specific **Risk Assessment** identifying the particular emergency and hazards, assessing the risks they present and details on how ySMCELC will manage these.
- For **Bush Fire Policy** the Risk Assessment will detail-
  - prevention measures SMCELC will take prior and during the bush fire period
  - procedures to be taken when there is a bush fire in the local district
  - response measures SMCELC will take if confronted with a bush fire hazard or emergency
- Emergency response drills schedule
- Emergency kit checklist
- Testing of equipment
- Response procedures for specific emergencies – indicate process for making decisions
  - warning staff and children



- evacuation
- shelter and assembly area
- location of designated emergency exits
- location of fire hoses/extinguishers/ fire blankets
- location of first aid kits
- Recovery measures to support the return to SMCELC and routines
- Notification to Regulatory Authority
- Trauma counselling and description



# EMERGENCY KIT CONTENTS CHECKLIST

Use the list below as a **guide** on what is required to maintain your Emergency Kit

EMERGENCY KIT CONTENTS	✓
Small portable First Aid kit	
Copy of Bush Fire policy & Emergency Management Plan	
Copy of Service's site plan identifying exits from building, safe spaces to shelter and assembly points	
Emergency contact details for children	
Emergency contact details for staff	
Details of additional/medical needs of staff and children	
Potentially required medications (e.g. EpiPen, asthma inhaler)	
Charged mobile phone/s	
Phone chargers to suit any mobile phone likely to be used in an emergency	
Fully charged UHF radio (remote locations) with charger	
Portable battery powered radio	
Torch and spare batteries	
Whistle/s	
Service keys	
Staff safety vests	
Bottled water and disposable cups	
Non-perishable snacks (such as biscuits/crackers, dried fruit, energy/muesli bars)	
Spare nappies, baby wipes, and gloves	
Tissues	
Sunscreen and spare hats	
Garbage bags	
Other	



## BUSH FIRE RESPONSE PROCEDURE

Bushfires are an inherent part of Australia’s environment. Bushfires can significantly impact on lives, property and the environment. The basic factors that determine whether a bushfire will occur include the presence of fuel, oxygen, and an ignition source. The intensity and speed the bushfire will spread depends on the current temperature, fuel load (fallen bark, leaf litter, small branches), fuel moisture (dry fuel will burn quickly, damp or wet fuel may not burn at all), wind speed, and slope angle.

Working in conjunction with the *Bush Fire Policy*, this procedure provides detailed steps for educators to follow in the event of a bush fire emergency close to SMCELC.

Education and Care Services National Law or Regulations (R.12, 51, 89, 93, 97, 98 and 168) NQS QA 2 and 7: Element 2.1.2 2.2.2 and 7.1.2 Health and Governance practices and procedures

Related Policy: *Bush Fire Policy*

Step 1: PREPARATION PRIOR TO BUSH FIRE		
1	The Approved Provider/ Nominated Supervisor and educators will review and update SMCELC’s <i>Bushfire Policy</i> and <i>Emergency Management Plan (EMP)</i> each year to ensure appropriate response strategies are in place in the event of a Bushfire emergency	
2	The Approved Provider/ Nominated Supervisor and educators will review SMCELC’s <i>Bushfire Policy</i> every 12 months in consultation with emergency services	
3	The Director/ Nominated Supervisor will ensure fire-fighting equipment (hoses etc.) are prepared and maintained as per routine schedule	
4	The Director/ Nominated Supervisor and educators are to review and update SMCELC’s <i>Bush Fire Emergency Management Plan</i> each year in consultation with emergency services	
5	The Director/ Nominated Supervisor will ensure families provide SMCELC with a reliable emergency contact numbers upon enrolment	
6	The Director/ Nominated Supervisor will ensure SMCELC mobile phone is fully charged and easily accessible at all times	
7	Educators are to ensure children’s medication is easily accessible and available to obtain in an emergency	
8	Educators will remove any hazards, ensuring emergency exits are free from objects and obstruction at all times	
9	The Director/Nominated Supervisor will check the Fire Danger Rating (FDR) daily during bushfire season	



Step 2: DURING A BUSH FIRE EMERGENCY		
1	The Director/ Nominated Supervisor and educators are to follow SMCELC's <i>Bush Fire Emergency Management Plan</i> and any instructions as provided by emergency services	
2	All educators will keep informed of current up to date emergency information through the internet, local emergency services or radio and the Fires Near Me (NSW) application	
3	The Nominated Supervisor/Responsible Person will inform families when the Fire Danger Rating is Severe, Extreme or Catastrophic by sending an email/communication letter or posting a notice on the family communication board	
4	The Nominated Supervisor/Responsible Person will monitor air quality for smoke and potential hazards to children and staff, and move children to indoor environment if conditions deteriorate, the lockdown procedure is to be implemented if required	
5	Educators will bring pets inside if required	
6	Educators will close all windows and doors and turn off air conditioners	
7	Educators are to place towels underneath doorways to prevent smoke entering SMCELC if time permits	
8	The Nominated Supervisor/Responsible Person will contact transport suppliers for potential use during bush fire emergency in case of emergency evacuation	

Step 3: DURING AN EMERGENCY EVACUATION		
1	The Nominated Supervisor/ Responsible Person will confirm the severity of the bush fire by contacting emergency services and evaluate the possible threat impacting SMCELC	
2	The Nominated Supervisor/ Responsible Person will meet educators to discuss the situation and activate the emergency evacuation procedure whilst outlining educator's evacuation duties	
3	The Nominated Supervisor/ Responsible Person will notify families of SMCELC closure effective immediately via email/text/phone	
4	The Nominated Supervisor/ Responsible Person will endeavour to contact all families signed into SMCELC to update them of the emergency evacuation and notify them to collect their child	
5	If a parent is unable to pick up their child, the child's emergency contact person will be notified	
6	The location of the emergency evacuation centre will be advised to families. If parents are unable to collect children from SMCELC or evacuation centre an educator will stay with children in the evacuation centre.	



7	If the fire prevents anyone from leaving SMCELC, educators will stay with the children and remain calm until the situation has been assessed and advised by emergency services	
8	The Nominated Supervisor/ Responsible Person will use a record of attendance, staff sign in and visitor register to ensure all children, staff, educators and visitors are accounted for	
9	The Nominated Supervisor/ Responsible Person will arrange for emergency services to meet at designated assembly point for pick up	
10	Educators will move all children to the assembly point for evacuation	
11	The Nominated Supervisor/Director/Assistant Director will ensure all children, staff, educators and visitors are accounted for prior to departure and on arrival to the safe location/ evacuation centre	
12	Educators will ensure all medications and emergency evacuation bags are collected during the emergency evacuation	
13	The Nominated Supervisor/ Responsible Person will maintain situational awareness with emergency services, advising that you have evacuated SMCELC and providing them with the number of persons evacuated	
14	No person should re-enter the evacuated building or area until advised by emergency services	
15	The Director/ Nominated Supervisor will notify the Regulatory Authority within 24 hours of the incident and service closure via NQA_ITS	





## BUSH FIRE SMOKE PROCEDURE

The National Law and National Quality Standards require that early childhood education and care services ensure that every reasonable precaution is taken to protect children from foreseeable risk of harm, injury and infection, including responding to potential bush fire risks. (National Quality Standard 2.2.2). SMCELC is responsible for the preparedness and safety of children and employees in relation to bushfires and reducing children’s exposure to smoke.

As bushfire smoke can affect children’s health and safety, it is critically important to implement procedures to reduce smoke exposure. This procedure works in conjunction with the *Bushfire Policy*, and *Emergency Evacuation Policy* to assist SMCELC manage the challenges from bushfires and reducing the risk of smoke inhalation.

Bushfire smoke contains fine particles of debris and gases known to cause health effects. Symptoms may include:

- itchy/burning eyes
- runny nose
- shortness of breath
- cough
- throat irritation and
- may trigger a more severe response such as an asthma attack.

*Education and Care Services National Law or Regulations (R.12,51, 89, 93,97, 98) NQS QA 2: Children’s Health and Safety NQS QA 7: Governance and Leadership. Related Policy: Bush Fire Policy, Emergency Evacuation Policy*

BUSH FIRE SMOKE	
1	The Approved Provider, Director/ Nominated Supervisor will review and update SMCELC’s <i>Emergency Management Plan (EMP)</i> each year to ensure appropriate response strategies are in place in the event of a Bushfire emergency
2	The Approved Provider, Nominated Supervisor, FDC Coordinator and FDC educator will review SMCELC’s <i>Bushfire Policy</i> every 12 months in consultation with emergency services
3	The Director/Nominated Supervisor will communicate with staff and families about specific information and arrangements to reduce the danger of smoke exposure and inhalation
4	Educators will clearly identify children who have diagnosed asthma



5	The Director/ Nominated Supervisor will ensure <i>Asthma Action Plans</i> for each child are up to date, completed by the child's GP and signed by parents																						
6	Educators will ensure parents leave the child's reliever medication and spacer with staff each day and check that it is in-date																						
7	The Director/ Nominated Supervisor will <b>check the contents of your First Aid Kit for emergency asthma equipment- (Ventolin inhaler)</b>																						
8	The Director/ Nominated Supervisor will ensure all staff maintain awareness of asthma management strategies and at all times a staff member with current emergency asthma management and emergency anaphylaxis management training is available at SMCELC																						
9	Educators will monitor air quality and follow health messages by accessing the following website: <a href="https://www.dpie.nsw.gov.au/air-quality/current-air-quality">https://www.dpie.nsw.gov.au/air-quality/current-air-quality</a>																						
10	Educators will display the current air quality on the parent notice board for viewing  <table border="1"> <thead> <tr> <th>Air Quality Index (AQI)</th> <th>Colour indicator</th> <th>What does it mean?</th> </tr> </thead> <tbody> <tr> <td>Very good 0-33</td> <td>Blue</td> <td>Enjoy normal activities.</td> </tr> <tr> <td>Good 34-66</td> <td>Green</td> <td>Enjoy normal activities.</td> </tr> <tr> <td>Fair 67-99</td> <td>Yellow</td> <td>People unusually sensitive to air pollution should reduce or reschedule strenuous outdoor activities. Others are not likely to be affected when the AQI is in this range.</td> </tr> <tr> <td>Poor 100-149</td> <td>Orange</td> <td>Sensitive groups should reduce or reschedule strenuous outdoor activities. Other adults are not likely to be affected when the AQI is in this range.</td> </tr> <tr> <td>Very poor 150-200</td> <td>Pink</td> <td>Sensitive groups should avoid strenuous outdoor activities. Other adults should reduce or reschedule strenuous outdoor activities.</td> </tr> <tr> <td>Hazardous 200+</td> <td>Red</td> <td>Sensitive groups should avoid all outdoor activities. Other adults should avoid strenuous outdoor activities.</td> </tr> </tbody> </table>	Air Quality Index (AQI)	Colour indicator	What does it mean?	Very good 0-33	Blue	Enjoy normal activities.	Good 34-66	Green	Enjoy normal activities.	Fair 67-99	Yellow	People unusually sensitive to air pollution should reduce or reschedule strenuous outdoor activities. Others are not likely to be affected when the AQI is in this range.	Poor 100-149	Orange	Sensitive groups should reduce or reschedule strenuous outdoor activities. Other adults are not likely to be affected when the AQI is in this range.	Very poor 150-200	Pink	Sensitive groups should avoid strenuous outdoor activities. Other adults should reduce or reschedule strenuous outdoor activities.	Hazardous 200+	Red	Sensitive groups should avoid all outdoor activities. Other adults should avoid strenuous outdoor activities.	
Air Quality Index (AQI)	Colour indicator	What does it mean?																					
Very good 0-33	Blue	Enjoy normal activities.																					
Good 34-66	Green	Enjoy normal activities.																					
Fair 67-99	Yellow	People unusually sensitive to air pollution should reduce or reschedule strenuous outdoor activities. Others are not likely to be affected when the AQI is in this range.																					
Poor 100-149	Orange	Sensitive groups should reduce or reschedule strenuous outdoor activities. Other adults are not likely to be affected when the AQI is in this range.																					
Very poor 150-200	Pink	Sensitive groups should avoid strenuous outdoor activities. Other adults should reduce or reschedule strenuous outdoor activities.																					
Hazardous 200+	Red	Sensitive groups should avoid all outdoor activities. Other adults should avoid strenuous outdoor activities.																					
11	The Director/ Nominated Supervisor will conduct a risk assessment to identify potential harm or hazards due to poor air quality																						
12	If the day is visibly smoky, educators will set up indoor activities and experiences for children																						
13	Educators will keep doors and windows closed during smoky periods. If the air conditioner is in use, ensure it is not drawing in air from outside																						
14	The Director/ Nominated Supervisor will <b>use an air purifier with a high efficiency particle air (HEPA) filter to reduce the number of fine particles indoors</b>																						
15	The Director/ Nominated Supervisor will check weather strips to seal gaps around doors and windows to prevent air leaks and to prevent smoke and dust from entering the buildings																						



16	If a child with asthma shows signs of breathing difficulty (wheeze, persistent cough) educators will follow their written asthma management plan and contact parents and monitor them closely. If symptoms persist, or worsen, call an ambulance on 000 immediately	
17	The Director/ Nominated Supervisor will continue to monitor fire ratings through relevant authorities on a daily or hourly basis- Fires Near Me app (NSW Rural Fire Service); or Vic Emergency app (CFA Emergency services) for information about fires within the area.	



## CHILD CARE SUBSIDY (CCS) GOVERNANCE POLICY

To comply with legislation when either applying or maintaining the Child Care Subsidy (CCS) a CCS Governance Policy is required. Our policy covers: evidence ensuring ongoing compliance with Education and Care National Law and Regulations, Family Assistance Law, Australian Taxation laws, Australian Securities and Investment Commission (ASIC) and the Australian Government’s guidelines provided in the Child Care Provider Handbook (2019). Our financial integrity is transparent as we provide information about our organisation size and structure, decision making processes, employment procedures, fit and proper checks operational structure, financial viability and risk management.

### NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of SMCELC.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
2.1	Provider approvals
2.2	Service approvals
Division 1	Applications for Service approvals
Division 3	Transfer of Service approvals

### RELATED LEGISLATION

Child Care Subsidy Secretary’s Rules 2017	Family Law Act 1975
A New Tax System (Family Assistance) Act 1999	Child Care Subsidy Minister’s Rules 2017
Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook in <a href="https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook">https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook</a>	



## RELATED POLICIES

Dealing with Complaints Policy Enrolment Policy Fraud Prevention Policy	Governance Policy Payment of Fees Policy Privacy and Confidentiality Policy Professional Development Policy Recruitment Policy Record Keeping and Retention Policy Staffing Arrangement Policy
---	--

## PURPOSE

SMCELC aims to comply with the Child Care Subsidy legislative requirements associated with operating a fee reduction service for eligible families. We understand the Department of Education (the department's) approach to maintaining the financial integrity of all child care funding. SMCELC has a genuine commitment to meet our obligations to maintain financial integrity and have effective compliance systems in place to ensure child care funding we receive is administered appropriately. SMCELC accepts the legal responsibilities associated with claiming Child Care Subsidy within the Family Assistance Law. We will continuously examine our business and service model to identify opportunities to cater to the needs of our families and community. (Child Care Financial Integrity Strategy, 2019).

## SCOPE

This policy applies to families, staff, educators, Approved Provider, Nominated Supervisor, management and visitors of SMCELC.

## APPROVED PROVIDER DETAILS

To claim Child Care Subsidy to pass onto families as a fee reduction, SMCELC must be approved by a delegate of the Secretary of the Department of Education by showing the required evidence and information to ensure ongoing compliance with the Family Assistance Law. SMCELC will ensure all reporting requirements for claiming and administering CCS payments will be maintained. These include the requirement for the provider to undertake fit and proper checks on all relevant key personnel (Persons with Management or Control) and ensuring background checks have been undertaken for relevant key personnel.

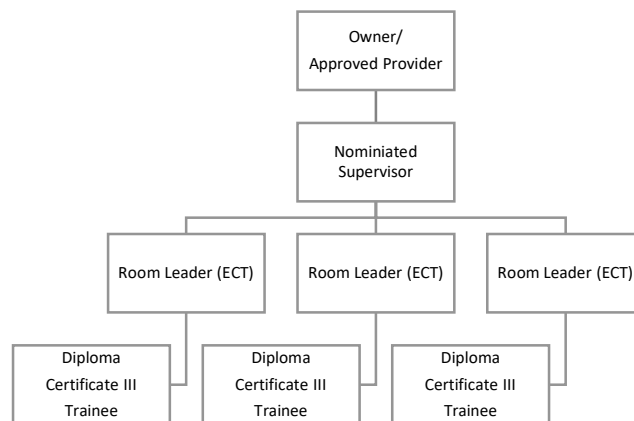


The Approved Provider will ensure SMCELC is approved under the Education and Care Services National Law and maintains Provider and Service Approval, including meeting requirements of the National Quality Framework. SMCELC will continue to meet the conditions for Child Care Subsidy approval as outlined within the Childcare Provider Handbook.

Early Education and Care Services must undertake background checks of:

- each person who has management or control of the provider
- each person who has responsibility for the day-to-day operation of SMCELC

**Organisational Structure Diagram** [Decision making hierarchy]



Source: CCS Provider Handbook <https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>

## FINANCIAL OBJECTIVES

Our primary objective is to maintain 100% occupancy and consistently review our waitlist management procedures.

To achieve the above result, we routinely utilise the following promotional strategies:

To maintain a competitive position within our marketplace fees are reviewed annually and all associated functions are governed by our *'Payment of Fees Policy'*. This includes; management of fee increases, the collection of a Bond, collection of late fees, absences and public holidays.



## NON-COMPLIANCE RISK MANAGEMENT

To ensure our continued commercial, operational and financial viability SMCELC will maintain a current Quality Improvement Plan (QIP), Professional Development and Training Plan, Personnel files, Professional Indemnity and Public Liability Insurance and a Child Care Management System. We understand our obligations to comply with requirements for the governance and financial administration of payments of child care funding and continually monitor and evaluate SMCELC's financial viability.

### THE APPROVED PROVIDER WILL:

- ensure SMCELC operates for a minimum of 48 weeks per year
- ensure SMCELC meets the eligibility requirements as described within the Childcare Provider Handbook
- continue to meet the conditions for service approval as outlined within the Childcare Provider Handbook
- use an approved and registered software provider to interact with the CCS system, including submitting data in accordance with the Childcare Provider Handbook
- identify specified personnel; including Persons with Management or Control, Persons with Day-to-Day Operation and Service Contacts
- ensure specified personnel have registered with PRODA
- identify and record any conflict of interest between specified personnel and SMCELC operation
- ensure all specified personnel are “*fit and proper*” and remain fit and proper in accordance with conditions described within the Childcare Provider Handbook
- ensure specified personnel have completed all required background checks as per PRODA registration and Family Assistance Law requirements as outlined within the *CCS Personnel Policy*
- ensure enrolment notices are completed for each child and submitted within 7 days from:
  - from the end of the week in which the provider and family made an arrangement
  - the provider or service being approved or
  - the end of a suspension
- ensure enrolment notices must include details as outlined with the Childcare Providers Handbook, p. 30
- ensure enrolment notices and arrangements are updated if details have changed or if the enrolment ends



- create a Complying Written Agreement (CWA) for each child and ensuring the CWA is signed by each family
- ensure the CWA includes information as outlines within the *Enrolment Policy* and Childcare Provider Handbook
- request families confirm enrolment notices through Centrelink
- ensure an appropriate arrange of care is entered for each child
- update enrolment notices or arrangements if details have changed or if the enrolment ends
- follow legislated requirements as outlined within the Childcare Provider Handbook when entering 3<sup>rd</sup> party payments
- ensure 3<sup>rd</sup> party payments are calculated before CCS or ACCS is applied, conditions may apply where a state or territory government agency is contributing to childcare fee payments
- submit vacancies each week
- prioritise enrolments according to recommendations (services are not legally obliged to) from the Childcare Provider Handbook
  - children at risk of serious abuse or neglect
  - a child of a sole parent who satisfies, or parents who both satisfy the activity test through paid employment
- submit sessions of care, ensuring sessions are not over 12 hours in length (or 2 sessions are submitted if session is over 12 hours)
- submit sessions of care within 14 days
- record and submit attendance actual time in or out for each child
- ensure sessions of care are submitted with details as outlined within the Childcare Provider Handbook and Family Assistance Law
- resubmit incorrect sessions of care within 28 days to which the report refers to
- provide a reason for session reports which are varied after 28 days, as per Childcare Provider Handbook
- ensure additional absences are recorded and evidence collected as per *Enrolment Policy*
- ensure CCS is not claimed if SMCELC is closed. CCS may be claimed if SMCELC is closed due to a public holiday or a period of emergency
- ensure ACCS – Child Wellbeing is administered according to the Childcare provider Handbook and *Enrolment Policy*
- keep records and evidence relating to the submission of ACCS





- reconcile CCS payments, entitlements paid to families and family payments within the CCS Software
- record payments made by families within the CCS Software
- calculate discounts prior to claiming CCS, the actual fee charged must be reported after discounts are applied. Staff discounts may be applied after CCS has been applied
- provide families with a Statement of Entitlement every 2 weeks. The Statement of Entitlement must include all details as outlined in the Childcare Provider Handbook and *Payment of Fees Policy*
- provide invoices to families each fortnight, advising families of their gap fee payment obligations
- keep records as outlined within the *Record Keeping and Retention Policy* and Childcare Provider Handbook, including:
  - Complaints
  - Additional records (including attendance records)
  - Additional absence records
  - Copies of fee documents
  - Notice about a child at risk
  - Copies of evidence supporting approval applications for CCS
  - Documenting police checks and Working with Children Checks/Clearances
  - Notices provided by a state or territory body about a child at risk of abuse or neglect
  - Evidence about a Persons with Management or Control or Persons responsible for the day-to-day operation of SMCELC
  - Evidence of police checks and Working with Children Checks/Clearances for specified personnel
- ensure records relating the CCS and the Family Assistance Law are kept for a period of 7 years
- keep staff details up to date for all staff
- notifications are made according to the *CCS Notification Policy* and Childcare Provider Handbook



POLICIES, PROCEDURES OR DOCUMENTS TO SUPPORT CCS APPLICATION

Related Policies, Procedures or Documents	Obligations under CCS
<b>FIT AND PROPER CHECKS</b>	
<ul style="list-style-type: none"> <li>• <i>CCS Personnel Policy</i></li> <li>• <i>Recruitment Policy</i></li> <li>• <i>Job Descriptions</i></li> <li>• <i>CCS Notifications Policy</i></li> </ul>	<p>The <i>CCS Personnel Policy</i> ensures specified personnel, including Persons with Management or Control, who submit data to CCS are registered with PRODA and have relevant Provider and Service background checks, including WWCC, Police Checks and reference checks, determining whether a person is fit and proper as per Family Assistance Law requirements. The <i>CCS Personnel Policy</i> outlines procedures for management to notify the Department of Education and if required the regulatory authority, in the event of specified personnel not meeting the requirements to remain fit and proper, including the change in status of WWCC.</p> <p>The <i>CCS Notifications Policy</i> outlines guidance for Approved Providers to notify the Department of Education in relation to changes relating to specified personnel.</p> <p>The <i>Recruitment Policy</i> ensures all staff are required to hold a current WWCC before they begin working with children in any capacity. Working in line with the <i>CCS Personnel Policy</i> staff are required to submit any documentation required for background checks related to the position they are applying for.</p> <p>The <i>CCS Personnel Policy</i> will ensure all Persons with Management or Control are identified at SMCELC and have undergone required background checks. SMCELC will notify the Department of Education of any changes to specified personnel, including Persons with Management or Control.</p>
<b>STAFF RECRUITMENT</b>	
<ul style="list-style-type: none"> <li>• <i>Recruitment Policy</i></li> <li>• <i>Child Safe Environment Policy</i></li> <li>• <i>Job Descriptions</i></li> </ul>	<p><i>Job Descriptions</i> states educators are required to have up to date knowledge and compliance of the law/ regulations/ acts (including Family Assistance Law for staff who submit data to CCS).</p> <p><i>The Recruitment Policy</i> outlines that the Approved Provider or assigned nominee will approve all recruitment decisions as outlined in the Recruitment Policy. The <i>Recruitment Policy</i> provides details regarding advertising strategies and opportunities. The policy outlines background checks (WWCC, reference checks, PRODA background checks) required for specific positions. The position outlines induction and probation periods for all employees.</p>



	The <i>Child Safe Environment Policy</i> ensures all staff and educators are considered fit and proper to be working directly with children.
<b>ENROLMENT AND ACCS</b>	
<ul style="list-style-type: none"> <li>• <i>Enrolment Policy</i></li> <li>• <i>Enrolment Procedure</i></li> <li>• <i>CCS Procedure Guide</i></li> <li>• <i>Professional Development Policy</i></li> </ul>	<p>The <i>Enrolment Policy</i> and <i>Enrolment Procedure</i> refers to guidelines for CWAs and submission to CCS of enrolment details. Our Enrolment Policy provides guidance for parents and management regarding the requirements for Complying Written Agreements (CWA) which must be signed before a child enters care. The policy outlines details which must be included on the CWA and outlines any conditions when a new CWA is to be signed. The policy states an enrolment notice must be submitted within 7 days of a signed CWA and enrolment acceptance.</p> <p>The <i>Enrolment Policy</i> provides details regarding the ACCS process. It provides guidance to the types of ACCS and how parents/services can apply for ACCS. Additional statements refer to families that must be approved for CCS to be eligible for ACCS and that families who are claiming ACCS are signing a CWA on enrolment. The policy outlines steps for SMCELC to apply for ACCS (Child Wellbeing).</p> <p>The <i>CCS Procedure Guide</i> provides guidance to services regarding the administration of CCS, including information relating to CWA and ACCS.</p> <p>The <i>Professional Development Policy</i> provides details of staff who are required to be trained in CCS administration processes.</p> <p>Refer to the Director/ Nominated Supervisor <i>Job Description</i> where the Director/ NS will be responsible for working with families and agencies regarding ACCS eligibility and application requirements. SMCELC Administration will be responsible for entering ACCS applications into the CCSS software in collaboration with the Director/ NS as per <i>Enrolment Policy</i> and CCS Handbook.</p>
<b>INVOICING AND STATEMENTS</b>	
<ul style="list-style-type: none"> <li>• <i>CCS Account Policy</i></li> <li>• <i>Payment of Fees Policy</i></li> </ul>	<p>The <i>Payment of Fees Policy</i> outlines procedures regarding invoicing and providing statements to families. A Statement of Entitlement will be provided to families each fortnight as per CCS requirements.</p> <p>The <i>CCS Account Policy</i> provides details regarding when invoices will be issued to families. Invoices and Statements are available to families upon request.</p>
<b>THIRD PARTY SOFTWARE SECURITY</b>	



<ul style="list-style-type: none"> <li>• <i>CCS Compliance Checklist/ Audit</i></li> <li>• <i>Cyber Safety Policy</i></li> <li>• <i>Cyber Safety Procedure</i></li> <li>• <i>CCS Data Security Policy</i></li> </ul>	<p>The <i>Cyber Safety Policy and Cyber Safety Procedure</i> outlines that the Approved Provider will ensure the CCSS software used at SMCELC has policies and procedures regarding safe storage of sensitive data before using the software, the Approved Provider will review the privacy policy of the CCS software on a yearly basis or as required.</p> <p>The Approved Provider will review any potential threats to software security on a monthly/ yearly basis. The Director/ Nominated Supervisor will advise the Approved Provider as soon as possible regarding any potential threat to security information and access to data sensitive information. Any breaches of data security will be notified to the Office of the Australian Information Commissioner (OAIC) by using the online Notifiable Data Breach Form.</p> <p>The Approved Provider will ensure all Personnel using the software will have their own log in username and password. Personnel are encouraged to change their password for CCS Software every 6 months.</p> <p>Each Personnel who is responsible for submitting attendances and enrolment notices to CCSS will be registered with PRODA as a Person with Management or Control of the Provider or as a Person with Responsibility for the Day-to-Day Operation of SMCELC.</p> <p>The Approved Provider will review/audit staff log ins on a monthly basis and ensure this procedure is followed by all staff who access CCS software to submit data to CCS.</p> <p>The <i>CCS Compliance Checklist/ Audit</i> will be used each month by the Approved Provider to review usernames and passwords of staff using CCSS Software and to review the privacy policy of individual CCSS Software. The Approved Provider will use the <i>CCS Compliance Checklist/Audit</i> to ensure usernames and passwords used for CCSS Software have not been shared or compromised.</p> <p>The <i>CCS Compliance Checklist/Audit</i> covers details regarding ensuring the data is submitted to CCS accurately and checked against service records.</p> <p>Data submitted to CCS: Enrolments, Attendances, CCS Payments, Personnel and Record Keeping is cross referenced from CCS Software to service records; Enrolment forms, Sign In/out Sheets, Personnel records, Proda records.</p> <p>The Approved Provider will sign off on the <i>CCS Compliance Checklist/Audit</i> each month and complete an action plan for any items that need to be followed up.</p> <p>For example: The attendance sign in/out record is cross referenced against attendance reports recording attendances submitted through the</p>
--	--



	<p>CCS Software, the cross referencing is recorded on the <i>CCS Compliance Checklist/Audit</i> each month by the Approved Provider.</p> <p>The <i>CCS Data Security Policy</i> provides information regarding the processes relating to the administration of Child Care Subsidy (CCS) to families and ensures SMCELC is compliant and adhering to Family Assistance Law obligations as part of SMCELC’s ongoing approval under Family Assistance Law.</p>
<b>DATA INTEGRITY</b>	
<ul style="list-style-type: none"> <li>• <i>Fraud Prevention Policy</i></li> <li>• <i>Fraud and/or Corruption Prevention Procedure</i></li> <li>• <i>CCS Compliance Checklist/ Audit</i></li> <li>• <i>Cyber Safety Policy</i></li> <li>• <i>Cyber Safety Procedure</i></li> <li>• <i>CCS Data Security Policy</i></li> <li>• <i>Data Security Procedure</i></li> <li>• <i>Data Breach Response Procedure</i></li> </ul>	<p>The <i>CCS Compliance Checklist/ Audit</i> is used each month to identify any data anomalies within incorrect data submissions are picked up in a timely manner. This checklist is used as a tool to facilitate fraud prevention and ensures data integrity within SMCELC in relation to correct data entry for enrolments, attendances, CCS payments, personnel, and record keeping. The Approved Provider will sign the <i>CCS Compliance Checklist/Audit</i> upon completion and complete an Action Plan to follow up any items. The <i>CCS Compliance Checklist/Audit</i> will be stored as evidence of cross checks occurring.</p> <p>The <i>Fraud Prevention Policy and Fraud Corruption Prevention Procedure</i> outlines that CCS Software will be monitored by the Approved Provider to ensure data integrity and security is maintained by all staff who process CCS payments to families.</p> <p>Attendances are cross referenced against child booking reports to ensure sessions are correct when submitted to CCS. Families are asked to confirm any absences via CCS Software and any inconsistencies are investigated by the Approved Provider or Nominated Supervisor.</p> <p>Sessions which require resubmission are resubmitting to CCS within 14 days.</p> <p>CCS payments are checked by the financial officer each month and any anomalies are discussed with the Approved Provider and Director/ Nominated Supervisor. CCS Payment reports and invoices are electronically stored each week for future cross referencing and checking.</p> <p>The <i>Data Security Procedure</i> outlines steps for services to consider and follow during recruitment and induction of new staff and educators to ensure data is stored, used and accessed in accordance with relevant policies and procedures.</p> <p>The <i>Data Breach Response Procedure</i> outlines steps for SMCELC to follow in the event personal information is lost or subjected to unauthorised access, modification, use or disclosure or other misuse.</p>
<b>FRAUD PREVENTION AND DETECTION</b>	
<ul style="list-style-type: none"> <li>• <i>Fraud Prevention Policy</i></li> <li>• <i>Fraud and/or Corruption</i></li> </ul>	<p>The <i>Fraud Prevention Policy and Fraud Corruption Procedure</i> outlines fraud prevention and detection in relation to CCS data, internal controls to</p>



<p><i>Prevention Procedure</i></p> <ul style="list-style-type: none"> <li>• <i>Code of Conduct Policy</i></li> <li>• <i>Termination of Employment Procedure</i></li> <li>• <i>CCS Data Security Policy</i></li> </ul>	<p>prevent fraud and reporting of fraudulent activity and/or corruption. Including details of the Child Care Tip Off Line.</p> <p>The policy outlines that an internal audit regarding CCS payments will be completed by the Approved Provider/ Finance Officer each month to ensure payments received by the Australian Government recorded in SMCELC bank account reconciles with the payments recorded in the CCS Software system</p> <p>The <i>Code of Conduct Policy</i> and <i>Termination of Employment Procedure</i> provides actions to follow regarding termination of employment following a breach of conduct.</p>
<b>RECORD-KEEPING</b>	
<ul style="list-style-type: none"> <li>• <i>Record Keeping and Retention Policy</i></li> <li>• <i>Payment of Fees Policy</i></li> <li>• <i>Record Keeping Quick Reference Guide and Checklist</i></li> </ul>	<p>The <i>Record Keeping and Retention Policy</i> refers to how records are maintained and managed in a private and confidential manner, in accordance with legislative requirements including the Family Assistance Law. Records relating to CCS are kept for a period of 7 years as per CCS Handbook.</p> <p>The <i>Record Keeping Quick Reference Guide and Checklist</i> is available to assist services to ensure day to day compliance with record keeping requirements.</p> <p>The <i>Payment of Fees policy</i> outlines procedures for staff to follow in regard to supplying parents with invoices and Statement of Entitlements, invoices are issued weekly in arrears (adjust as required) and Statement of Entitlements are issued to families fortnightly.</p>
<b>NOTIFICATIONS</b>	
<ul style="list-style-type: none"> <li>• <i>CCS Notifications Policy</i></li> <li>• <i>Notification and Reporting Guide</i></li> </ul>	<p>The <i>CCS Notifications policy</i> has been developed to ensure all notifiable circumstances and situations pertaining to the administration of Child Care Subsidy are reported in accordance with relevant legislation. The <i>CCS Notifications Policy</i> has been developed from the guidelines within the Child Care Subsidy Provider Handbook.</p> <p>The <i>Notification and Reporting Guide</i> assists services to ensure they are aware of legal obligations related to matters that must be reported under the Family Assistance Law.</p>
<b>FEES AND DEBT RECOVERY</b>	
<ul style="list-style-type: none"> <li>• <i>Payment of Fees Policy</i></li> <li>• <i>Overdue Fee Payment Procedure</i></li> </ul>	<p>The <i>Payment of Fees Policy</i> outlines that our fees have been developed in line with our business plan. Our <i>Payment of Fees Policy</i> provides families with a clear understanding of SMCELC fee structure, payment requirements and CCS benefits prior to enrolment.</p>



	This policy provides guidance to families for fees that are payable when children attend, such as pupil free days, sick days, family holidays, public holidays and service closure periods. Our <i>Overdue Fee Payment Procedure</i> outlines processes for staff and families regarding late payments of fees.
<b>COMPLAINTS-HANDLING</b>	
<ul style="list-style-type: none"> <li>• <i>Fraud Prevention Policy</i></li> <li>• <i>Payment of Fees Policy</i></li> <li>• <i>Dealing with Complaints Policy</i></li> <li>• <i>Complaints/ Grievance Procedure</i></li> </ul>	The <i>Dealing with Complaints Policy</i> and <i>Payment of Fees Policy</i> provide procedures for families to follow regarding complaints and disputes relating to fees, invoices, CCS payments, statement of entitlements and other CCS related issues. Families who have a complaint regarding CCS payments can refer to the CCS tipoff line, details are provided in the <i>Dealing with Complaints Policy, Fraud Prevention Policy</i> and <i>Payment of Fees Policy</i> .

#### CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

CCS Compliance Checklist / Audit CCS Application Guide	CCS Procedures Guide
---	----------------------

#### SOURCES

Australian Government Department of Education. *Applying for Child Care Subsidy (CCS) Approval*

<https://www.education.gov.au/early-childhood/approval>

Australian Government Department of Education. *Child Care Provider Handbook (2022)*

<https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>

Australian Government Department of Education. *Child Care Subsidy Governance Statement (2023)*

<https://www.education.gov.au/early-childhood/resources/child-care-subsidy-governance-statement-cbdc-and-oshc>

Australian Government Department of Education. *Guide to Additional Child Care Subsidy (child wellbeing)* (2019) <https://www.education.gov.au/early-childhood/resources/guide-accs-child-wellbeing>

Australian Government Department of Education. *Provider tool kit* <https://www.education.gov.au/early-childhood/provider-tool-kit>

Australian Government Department of Education. *Child Care Financial Integrity Strategy, 2019* <https://www.education.gov.au/early-childhood/resources/child-care-financial-integrity-strategy>



# CHILD PROTECTION POLICY (NSW)

SMCELC is committed to providing a child safe environment where children’s safety and wellbeing is supported and children feel respected, valued and encouraged to reach their full potential. SMCELC embeds the National Principles for Child Safe Organisations and promotes a culture of safety and wellbeing to minimise the risk of child abuse or harm to children whilst promoting children’s sense of security and belonging. We will ensure all employees and volunteers understand the meaning, importance and benefits of providing a child safe environment and critically, understand their obligations and requirements as Mandatory Reporters.

At all times, management, staff and volunteers will treat children with the utmost respect and understanding. SMCELC believes that:

- Children are capable of the same range of emotions as adults
- Children’s emotions are real and need to be accepted by adults
- A reaction given to a child from an adult in a child’s early stages of emotional development can be positive or detrimental depending on the adult’s behaviour
- Children who enhance their understanding of their body’s response to a situation are more able to predict the outcome and ask for help or evade a negative situation.

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN’S HEALTH AND SAFETY		
2.2	Safety	Each child is respected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.





EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
84	Awareness of child protection law
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
147	Staff records
155	Interactions with children
168	Education and care service must have policies and procedures
175	Prescribed information to be notified to Regulatory Authority
176	Time to notify certain information to Regulatory Authority
S162 (A)	Persons in day-to-day charge and nominated supervisors to have child protection training
S165	Offence to inadequately supervise children
S167	Offence relating to protection of children from harm and hazard

#### LEGISLATION

<a href="#"><u>Children's Guardian Act 2019</u></a>	<a href="#"><u>Children and Young Persons (Care and Protection) Act 1998 (The Care Act)</u></a>
<a href="#"><u>Child Protection (Working with Children) Act 2012</u></a>	Crimes Act 1900

#### RELATED POLICIES

Child Safe Environment Policy Code of Conduct Policy Family Communication Policy Health and Safety Policy Interactions with Children, Family and Staff Policy Privacy and Confidentiality Policy Recruitment Policy	Respect for Children Policy Responsible Person Policy Staffing Arrangements Policy Student and Volunteer Workers Policy Supervision Policy Work Health and Safety Policy
---	---

#### PURPOSE



All educators, staff and volunteers are committed to identifying possible risk and significant risk of harm to children and young people at SMCELC. We comprehend our duty of care responsibilities to protect children from all types of abuse and neglect and will adhere to our moral and legislative obligations at all times.

We aim to implement effective strategies to assist in ensuring the safety and wellbeing of all children. SMCELC will act in the best interest of each child, assisting them to develop to their full potential in a secure and child safe environment.

## SCOPE

This policy applies to management, the approved provider, nominated supervisor, students, staff, families, volunteers, visitors (including contractors) and children of SMCELC.

## WHAT IS CHILD ABUSE?

Child abuse is any action towards a child or young person that harms or puts at risk their physical, psychological or emotional health or development. Child abuse can be a single incident or can be a number of different incidents that take place over time.

NSW Communities and Justice identify different forms of child abuse which include- neglect, sexual, physical and emotional abuse or psychological harm. [See: [Child at risk of harm and neglect](#) for further definitions.]

## INDICATORS OF ABUSE

There are common physical and behavioural signs that may indicate abuse or neglect. The presence of one of these signs does not necessarily mean abuse or neglect. Behavioural or physical signs which assist in recognising harm to children are known as indicators. *The following is a guide only. One indicator on its own may not imply abuse or neglect. However, a single indicator can be as important as the presence of several indicators. Each indicator needs to be deliberated in the perspective of other indicators and the child's circumstances. A child's behaviour is likely to be affected if he/she is under stress. There can be many causes of stress and it is important to find out specifically what is causing the stress. Abuse and neglect can be single incidents or ongoing and may be intentional or unintentional.*

### General indicators of abuse and neglect may include:

- marked delay between injury and seeking medical assistance



- history of injury
- the child gives some indication that the injury did not occur as stated
- the child tells you someone has hurt him/her
- the child tells you about someone he/she knows who has been hurt
- someone (relative, friend, acquaintance, and sibling) tells you that the child may have been abused.

## NEGLECT

Child neglect is the continuous failure by a parent or caregiver to provide a child with the basic requirements needed for their growth and development, such as food, clothing, shelter, medical and dental care, and adequate supervision. Some examples are:

- inability to respond emotionally to the child
- child abandonment
- unable or unwilling to provide adequate food, shelter, clothing, medical attention safe home conditions
- depriving or withholding physical contact
- failure to provide psychological nurturing
- treating one child differently to the others

### Indicators of Neglect in children

- low weight for age and failure to thrive or develop
- child not adequately supervised for their age
- poor standard of hygiene leading to social isolation
- scavenging or stealing food
- extreme longing for adult affection
- lacking a sense of genuine interaction with others
- acute separation anxiety
- self-comforting behaviours, e.g., rocking, sucking
- delay in development milestones
- untreated physical problems, such as sores, serious nappy rash and urine scalds, dental decay



## SEXUAL ABUSE

Sexual abuse is when someone involves a child in a sexual activity by using their authority over them or takes advantage of their trust. Children are often bribed or threatened physically and psychologically to make them participate in the activity. Sexual abuse includes:

- exposing the child to the sexual behaviours of others
- coercing the child to engage in sexual behaviour with other children or adults
- verbal threats of sexual abuse
- exposing the child to pornography or prostitution or using a child for pornographic purposes
- previous conviction or suspicion of child sexual abuse

### Indicators of Sexual Abuse

- bruising or bleeding in the genital area
- bruising to buttocks, lower abdomen or thighs
- injuries such as tears to the genitalia
- the child describes sexual acts
- direct or indirect disclosures
- age-inappropriate behaviour and/or persistent sexual behaviour
- self-destructive behaviour- self-mutilation
- regression in developmental achievements

child being in contact with a suspected or known perpetrator of sexual assault

## PHYSICAL ABUSE

Physical abuse is when a child has suffered, or is at risk of suffering, non-accidental trauma or injury, caused by a parent, caregiver or other person. Educators will be particularly aware of looking for possible physical abuse if parents or caregivers:

- make direct admissions about fear of hurting their children
- have a family history of violence
- have a history of their own maltreatment as a child
- make repeated visits for medical assistance



- use excessive discipline

### Indicators of Physical Abuse

- facial, head and neck bruising
- lacerations and welts
- drowsiness, vomiting, fits or pooling of blood in the eyes that may suggest head injury
- explanations are not consistent with injury
- bruising or marks that may show the shape of an object
- adult bite marks or scratches
- multiple injuries or bruises
- ingestion of poisonous substances, alcohol or drugs
- sprains, twists, dislocations
- bone fractures
- burns and scalds
- general indicators of female genital mutilation, such as having a 'special operation'.

### EMOTIONAL or PSYCHOLOGICAL ABUSE

Psychological harm occurs where the behaviour of the parent or caregiver damages the confidence and self-esteem of the child, resulting in serious emotional deficiency or trauma. In general, it is the frequency and duration of this behaviour that causes harm. Some examples are:

- constant or excessive criticism, condescending, teasing of a child or ignoring or withholding admiration and affection
- excessive or unreasonable demands
- persistent hostility, severe verbal abuse, and rejection
- belief that a specific child is bad or 'evil'
- using inappropriate physical or social isolation as punishment
- exposure to domestic violence
- intimidating or threatening behaviour.

### Indicators of psychological abuse



- feeling of worthlessness about themselves and life
- inability to value others
- lack of trust in people and expectations
- lack of 'people skills' necessary for daily functioning
- extreme attention seeking behaviours
- extremely eager to please or obey adults
- may take extreme risks, is markedly disruptive, bullying, or aggressive
- other behavioural disorders (disruptiveness, aggressiveness, bullying)
- suicide threats (in young people)
- running away from home.

## DOMESTIC AND FAMILY VIOLENCE (DVF)

Domestic and family violence (DVF) refers to any behaviour in a domestic relationship, which is violent, threatening coercive or controlling and causing a person to live in fear for their own or someone else's safety. or intimate partner violence, is a violation of human rights. It involves violent, abusive or intimidating behaviour carried out by an adult against a partner or former partner to control and dominate that person.

Domestic and family violence causes fear, physical, and/or psychological harm. It is most often violent, abusive, or intimidating behaviour by a man against a woman, but can also be these behaviours by a woman against a man. Living with domestic violence has a profound effect upon children and young people and therefore constitutes a form of child abuse. (*The [NSW Domestic and Family Violence Action Plan 2022-2027](#)*).

### Some Indicators of Domestic and Family Violence

#### Babies, toddlers, preschoolers –

- frequent crying and signs of irritability and anxiety
- underweight for age
- physical injury
- eating and sleeping difficulties
- concentration problems



- inability to play constructively
- clinginess
- fearfulness
- increased arousal
- adjustment problems
- developmental delay
- physical complaints

[NSW Department of Education – Wellbeing unit](#)

#### CARER CONCERN RELATED TO SUBSTANCE MISUSE

Misuse of substances can cause high risk to children’s physical and emotional wellbeing. Children can be at high risk of neglect. Even before birth, babies may experience adverse effects of substance misuse.

The Mandatory Reporter Guide (MRG) provides further information on substance misuse.

#### WORKING WITH CHILDREN CHECK

People working or volunteering with children in New South Wales must, by law, have a Working with Children Check (WWCC). The [Office of the Children’s Guardian](#) provides checks of workers and volunteers to organisations, contributing to creating safe environments for children and other vulnerable people.

A WWCC Check is an assessment of whether a person poses an unacceptable risk to children. As part of the process, the Office of the Children’s Guardian will look at criminal history, child protection information and other information.

Working with Children Checks are valid for five years. Cleared applicants are subject to ongoing monitoring and relevant new records may lead to the clearance being revoked. If new information about a person means they pose a risk to children's safety, that person’s check will be re-assessed and, if necessary, they will be prohibited from working with children. The Office of the Children’s Guardian will inform both the person affected and any organisations they’re linked to about the change in status.



Organisations need to be registered with the Office of the Children’s Guardian to verify employees WWCC. WWCC must be verified BEFORE the employee begins working with children.

## DEFINITIONS

**Mandatory reporting** is the legislative requirement for selected classes of people to report suspected child abuse and neglect to government authorities.

**Mandatory reporters** are listed in the *Children and Young Persons (Care and Protection) Act 1998 (The Care Act)* and include people who deliver:

- Health care (e.g., registered medical practitioners, specialists, general practice nurses, midwives, occupational therapists, speech therapists, psychologists, dentists and other allied health professionals working in sole practice or in public or private health practices)
- Education (e.g., teachers, counsellors, principals)
- Children’s services (e.g., childcare workers, family day carers and home-based carers)

**Maltreatment** refers to non-accidental behaviour towards another person, which is outside the norms of conduct and entails a substantial risk of causing physical or emotional harm. Behaviours may be intentional or **unintentional** and include acts of omission and commission. Specifically abuse refers to acts of commission and neglects acts of omission. Note that in practice, the terms child abuse and child neglect are used more frequently than the term child maltreatment.

**Risk of Significant Harm (ROSH)** refers to circumstances causing concern for the safety, welfare and wellbeing a child or young person present to a significant extent. This means it is sufficiently serious to warrant a response by a statutory authority irrespective of the family’s consent. Mandatory reporters should report their concern to the Child Protection Helpline within 24 hours.

What is significant is not minor or trivial and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child's or young person's safety, welfare, or wellbeing. In the case of an unborn child, what is significant is not minor or trivial and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child.





**Immediate Risk of Significant Harm (IROS)** is a term used in the Mandatory Report Guide to tell reporters that they must report *immediately* to Communities & Justice.

**Reasonable grounds** refer to the need to have an objective basis for suspecting that a child may be at risk of abuse and neglect based on:

- Firsthand observation of the child or family
- What the child, parent or other person has disclosed
- What can reasonably be indirect based on observation, professional training and/ or experience

#### CHILDSTORY REPORTER COMMUNITY

**If a child is at immediate risk and police or medical assistance is required, educators/staff must contact emergency services immediately on 000.**

Mandatory reporters in **NSW** should use the online Mandatory Reporter Guide (MRG) if they have concerns that a child or young person is at risk of being neglected or physically, sexually or emotionally abused. The MRG assists in providing mandatory reporters with the most appropriate reporting decision.

The MRG supports mandatory reporters to:

- determine whether a report to the Child Protection Helpline is needed for concerns about possible abuse or neglect of a child (including unborn) or young person
- identify alternative ways to support vulnerable children, young people and their families where a mandatory reporter's response is better served outside the statutory child protection system

It is recommended that mandatory reporters complete the MRG on each occasion they have risk concerns, regardless of their level of experience or expertise. Each circumstance is different, and every child and young person is unique.

*[see: NSW Child Protection MRG Support Guide- Child Care Centre Desktop]*

#### IMPLEMENTATION

SMCELC strongly opposes any type of abuse against a child and endorses high quality practices in relation to protecting children. Educators have an important role to support children and young people



and to identify concerns that may jeopardise their safety, welfare, or wellbeing. To ensure best practice, all educators will attend approved Child Protection training certified by a registered training organisation. Educators will continue to maintain current knowledge of child protection and Mandatory Reporter requirements by completing Child Protection Awareness Training refresher's **every 12 – 24 months**.

#### THE APPROVED PROVIDER/ NOMINATED SUPERVISOR WILL ENSURE:

- any Responsible Person in day-to-day charge of SMCELC has successfully completed a course in child protection approved by the Regulatory Authority
- Working with Children Checks (WWCC) for all staff, volunteers and students are validated and recorded (records should include WWCC number and expiry date)
- all employees, volunteers and students are:
  - provided with a copy of the current *Child Protection and Child Safe Environment Policies* as part of the induction process at SMCELC
  - aware of their mandatory reporting obligations and responsibilities to report suspected risk or significant risk of harm to the NSW Child Protection Helpline on **132 111**
  - aware of indicators showing a child may be at risk of harm or significant risk of harm.
- registration for SMCELC is completed for eReporting through the *ChildStory Reporting Community*
- training and development are provided for all educators, staff, and volunteers in child protection on an annual basis
- educators are provided with a reporting procedure and professional standards to safeguard children and protect the integrity of educators, staff and volunteers
- educators are provided with training and ongoing supervision to ensure they understand that child safety is everyone's responsibility, and they adhere to the Child Safe Standards
- access is provided to all staff regarding relevant legislations, regulations, standards and other resources to help educators, staff, and volunteers meet their obligations
- records of abuse or suspected abuse are kept in line with our *Privacy and Confidentiality Policy*
- to notify the regulatory authority through the NQA-ITS (within 7 days) of any incident where it is reasonably believed that physical and/or sexual abuse of a child has occurred or is occurring while the child is being educated and cared for by SMCELC



- to notify the regulatory authority through the NQA-ITS (within 7 days) of any allegation that sexual or physical abuse of a child has occurred or is occurring while the child is being educated and cared for by SMCELC
- to comply with legislation for Reportable Conduct Scheme and ensure the Office of the Children’s Guardian is notified within 7 business days of becoming aware of any allegations and/or convictions of abuse or neglect of a child made against an employee or volunteer and ensure they are investigated, and appropriate action taken.

#### EDUCATORS WILL:

- contact the police on 000 if there is an immediate danger to a child and intervene if it is safe to do so
- be able to recognise indicators of abuse
- respect what a child discloses, taking it seriously and follow up on their concerns through the appropriate channels
- comprehend their obligations as mandatory reporters and their requirement to report any situation where they believe, on reasonable grounds, that a child is at risk of significant harm to the Child Protection Helpline on **132 111**
- have completed online training to understand the child protection reporting process and use of the Mandatory Reporter Guide (MRG) <https://reporter.childstory.nsw.gov.au/s/mrg>
- complete the MRG on each occasion they have concerns about a child’s safety or wellbeing
- follow the advice provided by the MRG outcome and submit an eReport through ChildStory Reporter website if required see: [Responding to incidents, disclosures and suspicions of child abuse or harm NSW](#)
- refer families to appropriate agencies where concerns of harm do not meet the threshold of significant harm. These services may be located through CWU (Child Wellbeing Units) or/and FRS (Family Referral Services) <https://www.familyconnectsupport.dcj.nsw.gov.au/> Family consent will be sought before making referrals.
- promote the welfare, safety, and wellbeing of children at SMCELC
- provide a child safe environment for all children
- allow children to be part of decision-making processes where appropriate
- prepare accurate records recording exactly what happened, conversations that took place and what was observed to pass on to the relevant authorities to assist with any investigation



- understand that allegations of abuse or suspected abuse against them are treated in the same way as allegations of abuse against other people
- NOT investigate suspicion of abuse or neglect but collect only enough information to substantiate concerns and pass on to the Child Protection Helpline or appropriate authority.

## DOCUMENTING A SUSPICION OF HARM

If educators have concerns about the safety of a child, they will:

- seek guidance from the Nominated Supervisor/Director
- record their concerns in a non-judgmental and accurate manner as soon as possible
- record their own observations as well as precise details of any discussion with a parent (who may for example explain a noticeable mark on a child)
- not endeavour to conduct their own investigation
- document as soon as possible so the details are accurate including:
  - child's personal details (name, address, DOB, details of siblings)
  - time, date and place of the suspicion
  - full details of the suspected abuse
  - date of report and signature

*[see: Child Protection Notification- Observation Record]*

## DOCUMENTING A DISCLOSURE

A disclosure of harm emerges when someone, including a child, tells you about harm that has happened or is likely to happen. When a child discloses that he or she has been abused, it is an opportunity for an adult to provide immediate support and comfort and to assist in protecting the child from the abuse. It is also a chance to help the child connect to professional services that can keep them safe, provide support and facilitate their recovery from trauma. Disclosure is about seeking support and your response can have a great impact on the child or young person's ability to seek further help and recover from the trauma.

### WHEN RECEIVING A DISCLOSURE OF HARM, THE EDUCATOR WILL:

- give the child or young person their full attention
- remain calm and find a private place to talk



- not make promises that can't be kept. For example, never promise that you will not tell anyone else
- honestly tell the child or young person what you plan to do next
- tell the child/person they have done the right thing in revealing the information but that they'll need to tell someone who can help keep the child safe
- only ask enough questions to confirm the need to report the matter because probing questions could cause distress, confusion and interfere with any later enquiries
- let the child or young person take his or her time
- let the child or young person use his or her own words
- not attempt to conduct their own investigation or mediate an outcome between the parties involved
- not confront the perpetrator
- document as soon as possible so the details are accurately captured including:
  - time, date and place of the disclosure
  - 'word for word' what happened and what was said, including anything they (the staff member/educator) said and any actions that have been taken
  - date of report and signature.

#### CONFIDENTIALITY

It is important that any notification remains confidential, as it is vitally important to remember that no confirmation of any allegation can be made until the matter is investigated. The individual who makes the notification should not inform the suspected perpetrator (if known). This ensures the matter can be investigated without contamination of evidence or pre-rehearsed statements. It also minimises the risk of retaliation on the child for disclosing.

#### PROTECTION FOR REPORTERS

All reporters are protected against retribution for making or proposing to make a report under amendments to the Children and Young Persons (Care and Protection) Act 1998 effective 1 March 2020. The identity of the reporter is protected by law from being disclosed, except in certain exceptional circumstances. Provided the report is made in good faith:

- The report will not breach standards of professional conduct
- The report cannot lead to defamation and civil and criminal liability



- The report is not admissible in any proceedings as evidence against the person who made the report
- A person cannot be compelled by a court to provide the report or disclose its contents
- The identity of the person making the report is protected.

A report is also an exempt document under the *Freedom of Information Act 1989*.

## SHARING OF INFORMATION

Chapter 16A of the [NSW Children and Young Person \(Care and Protection\) Act 1998](#) provides for the exchange of information and cooperation between prescribed bodies, if the information relates to the safety, welfare or wellbeing of a child or young person.

Sharing personal information about children and their families must be lawful, which means either gaining consent, or working within relevant legislation. Information sharing by consent, where possible, is important to meaningful work with families to facilitate change. Consent may be obtained verbally or in writing; however, you should not seek consent if doing so might compromise the safety of a child or any other person.

Information can only be shared between prescribed bodies. Prescribed bodies or organisations include:

- NSW Police
- public service agencies or public authorities
- private and public schools, and TAFE establishments
- health care providers
- OOHC providers
- organisations that have direct responsibility for, or direct supervision of, the provision of health care, welfare, education, children’s services, residential services or law enforcement, wholly or partly to children or their parent/s.

To provide or request information it must relate to the safety, welfare or wellbeing of a particular child or class of children. The information must be for the purposes of assisting a prescribed body to:

- make any decision, assessment or plan or to initiate or conduct any investigation, or to provide any service, relating to the safety and welfare of the child or class of children, or



- manage any risk to the child or class of children that might arise in the prescribed body's capacity as an employer or designated agency.

#### **BREACH OF CHILD PROTECTION POLICY**

All educators and staff working with children have a duty of care to support and protect children. A duty of care is breached if a person:

- does something that a reasonable person in that person's position would not do in a particular situation
- fails to do something that a reasonable person in that person's position would do in the circumstances or
- acts or fails to act in a way that causes harm to someone the person owes a duty of care.

#### **MANAGING A BREACH IN CHILD PROTECTION POLICY**

Management will investigate the breaches in a fair, unbiased and supportive manner by:

- discussing the breach with all people concerned and advising all parties of the process
- giving the educator/staff member the opportunity to provide their version of events
- documenting the details of the breach, including the versions of all parties
- recording the outcome clearly and without bias
- ensuring the matters in relation to the breach are kept confidential
- reach a decision based on discussion and consideration of all evidence.

#### **OUTCOME OF A BREACH IN CHILD PROTECTION POLICY**

Depending on the nature of the breach outcomes may include:

- emphasising the relevant element of the child protection policy and procedure
- providing closer supervision
- further education and training
- providing mediation between those involved in the incident (where appropriate)
- disciplinary procedures if required



- reviewing current policies and procedures and developing new policies and procedures if necessary

## REPORTABLE CONDUCT SCHEME-ALLEGATIONS AGAINST EMPLOYEES, VOLUNTEERS or STUDENTS (or contractors)

The Approved Provider has the legislative obligation under the *Reportable Conduct Scheme* to notify the *Office of the Children’s Guardian* (OCG) of reportable allegations and convictions against their employees (including volunteers and contractors), investigate the allegation and advise the Office of the outcome.

All staff members have an obligation to report relevant allegations of a child protection nature as part of the Reportable Conduct Scheme to the Approved Provide or OCG. This reportable conduct may have occurred either within work hours or outside work hours. A child is anyone under the age of 18 at the time of the alleged conduct occurred.

In addition, the Approved Provider must take appropriate action to prevent reportable conduct by employees. The *Children’s Guardian Act 2019*, effective 1 March 2020, defines the head of an organisation as a ‘relevant entity’. An approved education and care service is listed at Schedule 1 of the Act as an ‘entity’.

The Approved Provider must notify the Children’s Guardian within seven (7) business days and conduct an investigation into the allegations. [7-day notification form Reportable Conduct Directorate: \(02\) 8219 3800. \(Monday – Friday\)](#). A final report of the investigation must be ready to submit within 30 calendar days or provide information about the progress of the investigation to the Children’s Guardian. [30 Day interim report form](#).

The Approved Provider must send a report to the *Office of the Children’s Guardian* that enables the Office of the Children’s Guardian to determine whether the investigation was completed satisfactorily and whether appropriate action was or can be taken. The Approved Provider must ensure an





appropriate level of confidentiality of information relating to the reportable allegations as per the Act or other legislation. The heads of relevant entities have obligations under section 57 of the Act to disclose 'relevant information' to the following persons unless they are satisfied that the disclosure is not in the public interest:

- a child to whom the information relates
- a parent of the child
- if the child is in out-of-home care- an authorised carer that provides out-of-home care to the child.

[See: [Office of the Children's Guardian](#) for further information.]

The Children's Guardian will monitor the entity's response and may conduct their own investigation.

The Children's Guardian Act 2019 defines reportable conduct as:

- a sexual offence has been committed against, with or in the presence of a child
- sexual misconduct with, towards or in the presence of a child
- ill-treatment of a child
- neglect of a child
- an assault against a child
- an offence under s43B (failure to protect) or s 316A (failure to report) of the Crimes Act 1900; *and*
- behaviour that causes significant emotional or psychological harm to the child

## EDUCATING CHILDREN ABOUT PROTECTIVE BEHAVIOUR

Our program will educate children

- about acceptable and unacceptable behaviour, and what is appropriate and inappropriate contact at an age-appropriate level and understanding
- about their right to feel safe at all times
- to say 'no' to anything that makes them feel unsafe or uncomfortable
- about how to use their own knowledge and understanding to feel safe
- to identify feelings that they do not feel safe
- the difference between 'good' and 'bad' secrets



- that there is no secret or story that cannot be shared with someone they trust
- that educators are available for them if they have any concerns
- to tell educators of any suspicious activities or people
- to recognise and express their feelings verbally and non-verbally
- that they can choose to change the way they are feeling.

## RESOURCES FOR INDICATORS OF ABUSE OR NEGLECT

Childcare Centre Desktop- *NSW Child Protection MRG Support Guide*

Child Safe Organisations <https://chilsafe.humanrights.gov.au>

NAPCAN- Prevent Child Abuse & Neglect <https://www.napcan.org.au/napcan-brochures/>

NSW Department of Education Child Protection- Responding to harm  
<https://education.nsw.gov.au/student-wellbeing/child-protection/child-protection-policy-guidelines/resources>

NSW Health [Fact Sheets](#) regarding sharing of information relating to Child Protection with other professionals.

NSW Government Communities & Justice [ChildStory](#)

[ChildStory Reporter Community](#)

Office of the Children’s Guardian [Child Safe Standards training and resources](#)

## CONTINUOUS IMPROVEMENT/REFLECTION

Our *Child Protection Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

## CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Child Protection Notification Procedure	Child Protection Report Form
Child Protection Notification Record	NSW Child Protection MRG Support Guide



## SOURCE

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

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia. V2.0, 2022](#)

Australian Government Australian Institute of Family Studies. (2018). [Australian child protection legislation](#)

Australian Government: Australian Institute of Family Studies. (2020). [Mandatory reporting of child abuse and neglect](#)

Child Protection (Working with Children) Act 2012

Children and Young Persons (Care and Protection) Act 1998

ChildStory Reporter: <https://reporter.childstory.nsw.gov.au/s/>

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

Guide to the National Quality Framework. (2017). (Amended 2023).

NSW Government Communities & Justice. (2019). [Mandatory reporters: What to report and when](#)

NSW Government Communities & Justice. Child Protection Reporting: [Overview of legislative amendments](#)

NSW Government Communities & Justice. [Information sharing for service coordination](#)

NSW Government. Department of Health. Child Protection and Wellbeing. [Information exchange for safety, welfare and wellbeing of children and young people](#)

NSW Government Legislation [Children’s Guardian Act 2019](#)

NSW Government Legislation [The Commission for Children and Young People Act 1998](#)

NSW [Office of the Children’s Guardian](#)

Ombudsman Act 2001.

Revised National Quality Standard. (2018).



## CHILD PROTECTION NOTIFICATION PROCEDURE

SMCELC is committed to providing a child safe environment where children’s safety and wellbeing is supported and children feel respected, valued, and encouraged to reach their full potential. To ensure best practice, all educators will attend approved Child Protection training certified by a registered training organisation. Educators will continue to maintain current knowledge of child protection and mandatory reporter requirements by completing Child Protection Awareness Training **every 12 – 24 months**.

Working in conjunction with the *Child Protection Policy*, this procedure has been developed to ensure all employees and volunteers understand their obligations and requirements as mandatory reporters and what to do when making a notification.

*Education and Care Services National Law or Regulations (R. 84, 155, 176, 177 and S162(A)) NQS QA 2: Element 2.2.1 2.2.2 and 2.2.3 Health practices and procedures*  
*Related Policy: Child Protection Policy*

**In an emergency or life-threatening situation, educators should contact 000 regarding urgent concerns relating to immediate danger to a child’s health or safety.**

CHILD PROTECTION PROCEDURE	
1	Educators are to comprehend their obligations as mandatory reporters and their requirement to report any situation where they believe, on reasonable grounds, that a child is at risk of significant harm to the relevant <b>Child Protection Helpline</b> per state requirements.  <b>NSW:</b> Child Protection Helpline 132 111 (available 24 hours/7 days a week).
2	The Approved Provider, Nominated Supervisor and educators will review SMCELC’s <i>Child Protection Policy</i> every year to ensure awareness of Child Protection practices
3	Educators are to make a report to the relevant state Department when they have current concerns about the safety, welfare, and wellbeing of a child at risk of significant harm
4	When a decision has been made to make a report to the <i>Child Protection Helpline</i> the following information must be prepared in advance: <ul style="list-style-type: none"> <li>• details which identify the child such as the child’s name, date of birth, address, phone number, cultural identity or Aboriginality, language barriers, disabilities</li> </ul>



	<ul style="list-style-type: none"> <li>• details of the parents, carers or other household members such as name, date of birth or age, address, phone numbers, cultural identity or Aboriginality, language barriers, disabilities</li> <li>• details of the educator and service such as name, address, phone and email details</li> <li>• information regarding the significant risk of harm</li> </ul>	
5	Educators will respect what a child discloses, taking it seriously and follow up on their concerns through the appropriate channels	
6	Educators do not have to prove that reportable conduct is happening or have evidence of who may be abusing the child to contemplate making a notification	
7	Educators will prepare accurate records recording exactly what happened, conversations that took place and what was observed to pass on to the relevant authorities to assist with any investigation.	
8	Educators will understand that allegations of abuse or suspected abuse against them are treated in the same way as allegations of abuse against other people	
9	It is important for educators to remain sensitive to the practices of families of culturally diverse or indigenous backgrounds; however, the child protection policy must be adhered to. The processes and procedures within the policy attempt to allow for the individual differences of families.	
10	Educators are to keep up-to-date developmental records on all children. Records are a significant part of a child or young person's time in care and contribute to their life story	
11	Educators will share and exchange information in accordance with legislation to relevant agencies. Information to be shared and exchanged should relate directly to the safety, welfare and wellbeing of children.	

## ONLINE REPORTING GUIDE

1	Educators will complete online training (if applicable) to understand the child protection reporting process and use of the online reporting guide per state requirements. <b>NSW:</b> Mandatory Reporter Guide (MRG) <a href="https://reporter.childstory.nsw.gov.au/s/mrg">https://reporter.childstory.nsw.gov.au/s/mrg</a>	
2	Educators will use the <i>Online Reporter System</i> relevant to their state if they have concerns that a child or young person is at risk of being neglected or physically, sexually or emotionally abused.	
3	Educators will complete the relevant <i>Online Reporter System</i> on each occasion they have risk concerns, regardless of their level of experience or expertise. Each circumstance is different, and every child and young person is unique.	
4	Educators are to use the relevant <i>Online Reporter System</i> report to determine if a report to the Child Protection Helpline or submit a child protection report (eReport) should be made	
5	Educators are to print out the Final Decision from the relevant Online Reporter System and place in a confidential file	



6	Educators are to follow the recommendations of the relevant <i>Online Reporter System</i> . This may include alternative supports for vulnerable children and their families.	
7	Educators will refer families to appropriate agencies where concerns of harm do not meet the threshold of significant harm. Please see state specific agencies.	
8	When a decision has been made to make a report to the <i>Online Reporting System</i> the following information must be prepared in advance: <ul style="list-style-type: none"> <li>• details which identify the child such as the child's name, date of birth, address, phone number, cultural identity or Aboriginality, language barriers, disabilities</li> <li>• details of the parents, carers, or other household members such as name, date of birth or age, address, phone numbers, cultural identity or Aboriginality, language barriers, disabilities</li> <li>• details of the educator and service such as name, address, phone, and email details</li> <li>• information regarding the significant risk of harm</li> </ul>	

#### DOCUMENTING A SUSPICION OF HARM

If educators have concerns about the safety of a child, they will:

1	Record their concerns in a non-judgmental and accurate manner as soon as possible	
2	Record their own observations as well as precise details of any discussion with a parent (who may for example explain a noticeable mark on a child).	
3	Not endeavour to conduct their own investigation	
4	Document as soon as possible so the details are accurate including: <ul style="list-style-type: none"> <li>• child's personal details (name, address, DOB, details of siblings)</li> <li>• time, date and place of the suspicion</li> <li>• full details of the suspected abuse</li> <li>• date of report and signature</li> </ul>	

#### DOCUMENTING A DISCLOSURE

When receiving a disclosure of harm, educators will:

1	Remain calm and find a private place to talk	
2	Not promise to keep a secret	
3	Tell the child/person they have done the right thing in revealing the information but that they'll need to tell someone who can help keep the child safe	
4	Only ask enough questions to confirm the need to report the matter because probing questions could cause distress, confusion and interfere with any later enquiries	






5	Not attempt to conduct their own investigation or mediate an outcome between the parties involved	
6	<p>Document as soon as possible so the details are accurately captured including:</p> <ul style="list-style-type: none"> <li>• time, date, and place of the disclosure</li> <li>• ‘Word for word’ what happened and what was said, including anything they (the staff member/educator) said and any actions that have been taken.</li> <li>• date of report and signature</li> </ul>	
7	<p>In addition, an educator receiving a disclosure from a child will:</p> <ul style="list-style-type: none"> <li>• give the child or young person their full attention.</li> <li>• maintain a calm appearance.</li> <li>• reassure the child or young person it is right to tell.</li> <li>• accept the child or young person will disclose only what is comfortable and recognise the bravery/strength of the child for talking about something that is difficult.</li> <li>• let the child or young person take his or her time.</li> <li>• let the child or young person use his or her own words.</li> <li>• don't make promises that can't be kept. For example, never promise that you will not tell anyone else.</li> <li>• honestly tell the child or young person what you plan to do next.</li> <li>• do not confront the perpetrator</li> </ul>	



## NSW CHILD PROTECTION MRG SUPPORT GUIDE

SMCELC is committed to supporting the safety and wellbeing of all children and young people. Management, staff and volunteers will treat all children with the utmost respect and understanding. The Approved Provider, educators and other staff understand their mandatory requirements to report concerns about a child they believe is at risk of significant harm under state and territory laws including child protection legislation.

### IMPORTANT PHONE NUMBERS

-  Domestic Violence Line: 1800 656 463
-  Link2home Homelessness: 1800 152 152
-  Child Protection Helpline: 13 2111 (available 24 hours/7 days)

In an emergency or life-threatening situation, educators should contact 000 regarding urgent concerns relating to immediate danger to a child's health or safety.

### MANDATORY REPORTERS

Mandatory reporters are required by law to report suspected child abuse and neglect to relevant government authorities. Professional judgement regarding concerns about children and young person's safety, welfare, or wellbeing must be used when validating a report to the *Child Protection Helpline*. Legislation requires mandatory reporters continue to respond to the needs of the child or young person, within the terms of their work role, even after a report to the *Child Protection Helpline* has been made.

*Children and Young Persons (Care and Protection) Act 1998 (the Care Act).*

The Approved Provider will ensure SMCELC is registered for eReporting and staff are also registered through the Reporting Community to be eReporters and are able to submit child protection reports directly through this website.

<https://reporter.childstory.nsw.gov.au/s/article/How-do-I-get-access-to-the-Reporter-Community>

### UNDERSTANDING TERMINOLOGY

If unsure of the terminology or what constitutes different types of abuse, go to the NSW Communities and Justice website for guidelines: <https://www.facs.nsw.gov.au/families/Protecting-kids/reporting-child-at-risk/harm-and-neglect>

To comply with our role and responsibilities in relation to child protection, staff will implement the following steps:





STEP 1- GATHER APPROPRIATE INFORMATION	
1	Whenever a case of child abuse is suspected (due to either an act, or an omission), it is imperative to document any observations and communication undertaken with the child and/or parent/carer. When a mandatory reporter has concerns about the safety, welfare or wellbeing of a child or young person, they are to refer to SMCELC's <i>Child Protection Policy</i> and the NSW Mandatory Reporting Guide (MRG) to assist with deciding whether a child is suspected to be at Risk of Significant Harm (ROSH) and a report to the Child Protection Helpline should be made or identify what alternative responses and support should be provided.
2	Use the <i>Child Protection Notification-Observation Record</i> to record all signs, suspicions, or concerns. When completing the Observation Record, ensure you gather essential details including. <ul style="list-style-type: none"> <li>• Child or young person's details (name, address, DOB, details of siblings etc)</li> <li>• Incident details (date, type of risk, person's causing or contributing to harm)</li> <li>• Impact of the incident on the child or young person</li> <li>• Network of support around the child or young person</li> </ul> <p><i>[The Childcare Centre Desktop's Child Protection Observation Record and Child Protection Report Form is optional. It's designed to help you provide evidence when making a Child Protection Report.]</i></p>
3	Mandatory reporters are required by law to report suspected child abuse and/or neglect to Child Protection services. To make a report to Child Protection, a person needs to have current concerns about the safety, welfare, and wellbeing of a child for any of the following reasons: <ul style="list-style-type: none"> <li>• basic physical or psychological needs of the child or young person are not being met (neglect)</li> <li>• the parents or caregivers have not arranged necessary medical care for the child or young person.</li> <li>• the parents or caregivers have not arranged for the child or young person to receive an education.</li> <li>• the risk of physical or sexual abuse or ill-treatment</li> <li>• parent or caregiver's behaviour towards the child causes or risks serious psychological harm (emotional abuse)</li> <li>• child was subject in a prenatal report and the birth mother did not engage successfully with support services.</li> </ul> <p>To report concerns that are life threatening, contact police immediately on 000.</p>
4	Remember, as soon as you have information that abuse of any type has or may have occurred, <b>STOP</b> questioning the child. It is then up to the authorities to carry out interviews with the child and relevant parties.



STEP 2- REFER TO THE MANDATORY REPORTING GUIDE (MRG)	
1	NSW: Mandatory Reporter Guide (MRG) <a href="https://reporter.childstory.nsw.gov.au/s/mrg">https://reporter.childstory.nsw.gov.au/s/mrg</a> The Mandatory Reporter Guide (MRG) supports mandatory reporters in NSW if they have concerns that a child or young person is at risk of being neglected or physically, sexually or emotionally abused.
2	The MRG supports mandatory reporters to: <ul style="list-style-type: none"> <li>determine whether a report to the Child Protection Helpline is needed for concerns about possible abuse or neglect of a child (including unborn) or young person.</li> <li>identify alternative ways to support vulnerable children, young people, and their families where a mandatory reporter's response is better served outside the statutory child protection system</li> </ul>
3	It is recommended that mandatory reporters complete the MRG on each occasion they have risk concerns, regardless of their level of experience. Each circumstance is different, and every child and young person is unique.
4	Go to <a href="http://reporter.childstory.nsw.gov.au">http://reporter.childstory.nsw.gov.au</a> and click on 'Start MRG' to access the Online Mandatory Reporter Guide
5	Continue to work through the Mandatory Reporter Guide (MRG), answering each question as honestly and accurately as possible. If there are several issues or concerns, start by selecting the Decision Tree for the most serious concern. This will ultimately lead you to an outcome that advises on your best course of action. Note that you have the option to generate a PDF Decision Report. It is recommended that you print the report to keep with your record.
6	TIP: <i>If you haven't yet had to use the MRG, go online and have a 'play' to familiarise yourself with the process and terminology used and required.</i>

STEP 3- MAKE A REPORT	
1	Follow the advice provided by the MRG outcome. If the outcome of the MRG is ' <i>Immediate Report to the Child Protection Helpline</i> ' or ' <i>Report to the Child Protection Helpline</i> ' or ' <i>Refer to Child Wellbeing Unit (CWU)</i> '. Prepare draft notes to support your notification by completing the <i>Child Protection Reporting Harm/Abuse Form</i> document from Child Care Desktop and the outcome of the MRG. <i>[The Childcare Centre Desktop's Child Protection Report Form is optional. It's designed to help you pre-record prior to completing the online form.]</i>
2	For all urgent matters, phone the Child Protection Helpline on 132 111 or if there is immediate danger, phone 000. If the outcome is determined to be non-imminent suspected risk of significant harm, you will be required to create and submit an eReport through the <i>ChildStory Reporter Website</i> . Mandatory reporters must first register in order to submit an eReport. Reporters have 48 hours to complete and submit the eReport.



3	Once registered, mandatory reporters can log into the <i>ChildStory Reporter Community Website</i> to confirm the status of reports that have been submitted. Reporters will be informed about the type of action that will be taken, based on their report.
---	---

#### STEP 4- CONSULT WITH A PROFESSIONAL/SERVICE

1	The MRG may advise to consult with a Professional/Service Discuss possible actions with other practitioners such as: <ul style="list-style-type: none"> <li>• Alternative referral services</li> <li>• Other practitioners working with the child/ young person/ their family</li> <li>• A supervisor or a colleague</li> <li>• A child protection consultant within your agency</li> <li>• Your peak-body association</li> </ul>
2	Contact your local Family Referral Service (FRS) if you would like help referring the family, child or young person to local support services such as housing or respite <a href="http://www.familyreferralservice.com.au">http://www.familyreferralservice.com.au</a>
3	Visit the Human Services Network (HSNet) website to self-access a broad range of services <a href="https://www.hsnet.nsw.gov.au/">https://www.hsnet.nsw.gov.au/</a>
4	Contact NSW Family Services Inc. (FamS) to access support to non-government, not-for-profit organisation staff working with vulnerable children and families <a href="https://www.fams.asn.au/">https://www.fams.asn.au/</a>

#### STEP 5- CONTINUE TO DOCUMENT

1	It is imperative to continue to document, regardless of the MRG outcome. Remember that you can re-do the MRG if circumstances change, or further concerns become evident.
2	Records of abuse or suspected abuse are kept in line with our <i>Privacy and Confidentiality Policy</i> .
3	Remember, as soon as you have information that abuse of any type has or may have occurred, STOP questioning the child. It is then up to the authorities to carry out interviews with the child and relevant parties.

#### STEP 6- NOTIFICATION TO REGULATORY AUTHORITY/REPORTABLE CONDUCT SCHEME

1	The Approved Provider must notify the regulatory authority within 7 days of becoming aware of a circumstance arising at SMCELC that poses a risk to the health, safety or wellbeing of a child. Notification must also be made of any incident where there is reasonable belief that physical and/or sexual abuse of a child has occurred or is occurring at SMCELC, or any allegation that sexual or physical abuse of a child has occurred or is occurring at SMCELC.
2	The Reportable Conduct Scheme also requires the Approved Provider, to notify the <i>Children's Guardian</i> within 7 days of becoming aware of any reportable allegations or reportable convictions made against their employees, volunteers or certain contractors who provide services to children.





# CHILD SAFE ENVIRONMENT POLICY

The United Nations Convention on the Rights of the Child (UNCRC) outline that children and young people have a right to be safe and cared for, no matter where they are or who they are with. Children have the right to be protected from violence, abuse or neglect. When working with children and young people, it is important to understand children’s rights and needs.

We are advocates for children and have a strong commitment to child safety and establishing and maintaining a child safe environment. Children’s safety and wellbeing are paramount at SMCELC. SMCELC embeds the National Principles for Child Safe Organisations and promotes a culture of safety and wellbeing to minimise the risk of child abuse or harm to children whilst promoting children’s sense of security and belonging.

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN’S HEALTH AND SAFETY		
2.2	Safety	Each child is protected
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
2.2.3	Child protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS and NATIONAL LAW	
82	Tobacco, drug and alcohol-free environment
83	Staff members and family day care educators not to be affected by alcohol or drugs



84	Awareness of child protection law
99	Children leaving the education and care service premises
102(A-D)	Transportation of children (risk assessments and authorisations)
103	Premises, furniture, and equipment to be safe, clean and in good repair
104	Fencing
105	Furniture, materials, and equipment
106	Laundry and hygiene facilities
109	Toilet and hygiene facilities
115	Facilities designed to facilitate supervision
122	Educators must be working directly with children to be included in ratios
123	Educator to child ratios- centre based services
136	First aid qualifications
155	Interactions with children
162	Health information to be kept in enrolment record
165	Record of visitors
166	Children not to be alone with visitors
167	Record of service's compliance
168 (h)	Education and care services must have policies- Providing a child safe environment
170	Policies and procedures to be followed
S162 (A)	Persons in day-to-day charge and nominated supervisors to have child protection training
S165	Offence to inadequately supervise children
S166	Offence to use inappropriate discipline
S167	Offence relating to protection of children from harm and hazards

## RELATED POLICIES

Delivery of Children to, and collection from Education and Care Service Premises Policy Child Protection Policy Code of Conduct Policy Cyber Safety Policy	Physical Environment Policy Privacy and Confidentiality Policy Recruitment Policy Safe storage of Hazardous Chemicals Policy Safe Transportation of Children Policy
--	---



Delivery of Children to and from an EEC Service Behaviour Guidance Policy Delivery of Children to and from SMCELC Emergency and Evacuation Policy Excursion/Incursion Policy Furniture and Equipment Safety Policy Injury, Incident, Trauma, and Illness Policy Interactions with Children, Families and Staff Policy Medical Conditions Policy Nutrition and Food Safety Policy	Photograph Policy Probation, Induction and Orientation Policy Sleep and Rest Policy Staffing Arrangements Policy Student and Volunteer Policy Sun Safe Policy Supervision Policy Technology Policy Water Safety Policy Work Health and Safety Policy
---	---

## PURPOSE

SMCELC has a legal and ethical responsibility to provide a safe and friendly environment where all children are respected, valued, and encouraged to reach their full potential. Children’s safety and wellbeing is paramount, and we aim to take all practical steps to protect children and young people from harm or risk of harm, ensuring a healthy and safe environment. SMCELC provides children and staff with an environment free from the use of tobacco, alcohol, and illicit drugs.

## SCOPE

This policy applies to children, families, staff, volunteers, visitors, educators, Approved Provider, Nominated Supervisor, and management SMCELC.

## IMPLEMENTATION

Under the Education and Care Services National Regulations the approved provider must ensure that policies and procedures are in place for providing a child safe environment and take reasonable steps to ensure those policies and procedures are followed. (Regulation 168, Regulation 170). The National Law requires management to ensure all children being educated and cared for are adequately supervised and every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury. Our focus is to build a child safe environment which is reflected in SMCELC policies and procedures and understood and practiced by all educators and staff, volunteers, and students.

*‘Child safety is everyone’s responsibility.’* (A guide to the Child Safe Standards. p.26. 2020)

## KEY TERMS-DEFINITIONS



Child Safe Standards	A list of ten standards that organisations can use to keep children safe from harm and abuse as recommended by the Royal Commission into Institutional Responses to Child Sexual Abuse.
Code of Conduct	Lists of dos and don'ts which describe acceptable and non-acceptable behaviour.
Disclosure	The process where a child or young person conveys or attempts to convey that they are being or have been abused.
Information sharing	Refers to sharing or exchanging information, including personal information about, or related to, abuse in organisational contexts. The terms refer to sharing information between (or within) organisations, as well as sharing information with professionals who provide key services for children.
Mandatory reporter	A person who is required to report known and suspected cases of child abuse and neglect to a nominated government department or agency.
Mandatory reporting	The legislative requirement for selected classes of people to report suspected cases of child abuse and neglect.
Reportable conduct	Certain organisations or entities have legal obligations under Reportable Conduct Schemes to notify and investigate certain allegations of abuse involving a child, when the allegation is against someone they employ, engage or contract in circumstances outlined in the legislation.
Rights of the Child	Human rights belonging to all children, as specified in the United Nations Convention of the Rights of the Child.
Wellbeing	Sound wellbeing results from the satisfaction of basic needs.
Working with Children / working with vulnerable people check (WWCC/WWVP)	A notice, certificate or other document granted to, or with respect to a person under a working with children law. The person has been assessed as suitable to work with children; there has been no information that if the person worked with children the person would pose a risk to the children; or the person is not prohibited from attempting to obtain, undertake or remain in child-related employment.





Definitions sourced from

ACECQA. (2021). Policy and procedure guidelines. *Providing a Child Safe Environment*.

NSW Department of Education (2021). [Guide to the Child Safe Standards for early childhood education and care and outside schools hours care services](#)

### COMMITMENT TO THE SAFETY OF CHILDREN AND YOUNG PEOPLE (National Principles 1-10)

SMCELC is committed to being a child safe organisation and endorses the National Principles for Child Safe Organisations, placing the protection of children as a priority of our responsibilities and obligations. The Child Safe Standards recommended by the Royal Commission provide guidance for SMCELC to ensure our policies and procedures, strategies, and attitudes, ensure children’s safety is paramount.

SMCELC has a zero tolerance to child abuse, and we are committed to the safety, participation, and empowerment of all children. We promote diversity and tolerance and aim to form equitable and positive relationships with children. We ensure children participate in decisions affecting them and listen and respect their suggestions and ideas. We respond to any concerns, disclosures, allegations, or suspicions of harm by reporting to the relevant authorities.

We are dedicated in promoting cultural safety for Aboriginal children, cultural safety for children from culturally and/or linguistically diverse backgrounds and to providing a safe environment for children with a disability.

SMCELC will not tolerate bullying or harassment. Our priority is to ensure the safety and wellbeing of children and encourage positive relationships.

### COMMUNICATION (National Principles 2 and 3)

We aim to build and maintain positive and respectful relationships with children, families, and educators of SMCELC and prioritise a child safe environment. We communicate regularly and clearly with all stakeholders and ensure our policies and procedures are available to employees, volunteers, families and children and young people. (Reg. 170). Feedback and evaluation of our policies and procedures is welcomed through surveys, feedback, or discussions with management.

### CODE OF CONDUCT (National Principles 4 and 6)

Management, educators, staff, volunteers, and students will adhere to SMCELC’s *Code of Conduct Policy*. We will:



- adhere to our *Child Safe Environment Policy, Child Protection Policy* always.
- Always provide adequate supervision of children.
- take reasonable action to protect children and young people for risk of harm.
- ensure SMCELC premise is free from the use of tobacco, illicit drugs, and alcohol.
- be responsible for their own, and others health and safety.
- be a positive role model to children and young people.
- respect children’s privacy and dignity always
- listen and respond appropriately to the views and concerns of children and young people.
- report any allegations of child abuse to the Approved Provider
- notify the approved provider and/or the regulatory authority within 24 hours of any serious incident or complaint as per the National Regulations
- encourage children and young people to ‘have a say’ on issues that are important to them.

Staff, educators, and volunteers must:

- not discriminate against any child, because of age, gender, cultural background, race, ethnicity, or disability
- not put children at risk of abuse- refusing food/play, making threats, exposing children to inappropriate language or material (movies, internet, photos)
- not develop any ‘special’ relationships with children or young people that could be seen as favouritism such as the offering of gifts or special treatment.

[Primary policies – Code of Conduct; Privacy and Confidentiality; Probation Induction and Orientation]

### **PARTICIPATION OF FAMILIES, CHILDREN AND YOUNG PEOPLE (National Principle 2)**

SMCELC ensures families are always welcome and feel comfortable asking questions on how we prioritise child safety. We provide a range of opportunities for consultation and collaboration about decisions about their child’s safety whilst at SMCELC including:

- policy and procedure review
- child protection
- allegations/grievance procedures
- sun safety
- written authorisations- parenting orders
- code of conduct



- inclusivity and supporting children with diverse needs.

We promote a respectful, child safe culture where children concerns are always responded to, and children feel empowered to participate in decisions and provide feedback to educators and staff.

[Primary policies – Interactions with Children Families and Staff]

#### RECRUITMENT (National Principle 5)

SMCELC maintains a rigorous and consistent recruitment, screening, and selection process to ensure the best staff possible based on skills, qualifications, experience and suitability for the position available. All staff participate in robust interviews and have reference checks completed to ensure the applicant's suitability to the role, previous experiences and their commitment to child safe values and practices. All staff are provided with a comprehensive induction process which outlines our Code of Conduct, identifying and responding to child abuse, grievance processes, and work health and safety.

[Primary policies - Probation Induction and Orientation; Recruitment]

#### WORKING WITH CHILDREN CHECK- POLICE CHECKS (National Principle 5)

Working in conjunction with the Child Protection Act and National Regulations, the safety, welfare, and wellbeing of children is paramount within SMCELC and community. A Working with Children Check (WWCC) is a requirement for people who work in child-related work. It involves a national criminal history check and a review of findings of workplace misconduct.

The result of a Working with Children Check is either a clearance to work with children and is valid for five years, or a bar against working with children. Cleared applicants are subject to ongoing monitoring and relevant new records may lead to the clearance being revoked.

Management is responsible for the periodic review and maintenance of up-to-date records of employees' Working with Children Check, including the Working with Children Check number and the date on which each clearance expires. Once an employee provides their WWCC clearance, management will verify the clearance to ensure that it is valid and current. The WWCC will be placed in the individual's file and continue to be updated as required.

#### CHILD PROTECTION- REPORTABLE CONDUCT SCHEME (National Principle 6)



Children and young people always have a right to be safe and protected. To comply with legislation and ensure a child safe environment, educators are provided with training and ongoing supervision to ensure they understand that *child safety is everyone's responsibility*.

All educators and staff are mandatory reporters and must make reports if they suspect on reasonable grounds, a child is at risk of significant harm. All staff are provided with up-to-date training about child protection law and their obligations under this law and to ensure they are confident in following the reporting guidelines within NSW and adhere to our *Child Protection Policy*. (reg 84).

Through continual education and training, educators and staff are equipped with the knowledge, skills, and awareness to keep children safe. Training gives educators and staff confidence to identify, respond and report child abuse.

Nominated supervisors and persons in day-to-day charge must complete a course in child protection approved by the Regulatory Authority on an annual basis.

#### **Child protection- Allegations Against Employees**

To protect children and ensure their safety, welfare and wellbeing, management is responsive to report allegations or convictions of child abuse and child related misconduct by any staff member or volunteer or contractor to the Office of the Children's Guardian (OCG) as part of the *Reportable Conduct Scheme*.

SMCELC will ensure an appropriate level of confidentiality of information relating to the reportable allegations as per the Children's Guardian Act 2019. We take our legislative responsibilities as part of the Reportable Conduct Scheme seriously and will respond to any reportable allegation or conviction against employees or volunteers that may arise.

#### **REPORTING AND RESPONDING TO GENERAL COMPLAINTS (National Principle 6)**

Feedback from children, families, educators, staff, and the wider community is fundamental in creating an evolving Childcare Service working towards the highest standard of care and education. We aim to investigate all complaints and grievances with a high standard of equity and fairness. SMCELC believes in procedural fairness and natural justice that govern the strategies and practices, which include:

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



## [Primary policy – Dealing with Complaints]

### PHYSICAL ENVIRONMENT – SUPERVISION AND SAFETY CHECKLISTS (National Principles 5 and 7)

Children’s safety is embedded in our day-to-day practices. We ensure effective and adequate supervision is always provided to children. Educators will employ ‘active supervision’ strategies within SMCELC environment and when participating in excursions or transporting children. Consideration will be made for the different ages and abilities of children and the activities that may require different levels of supervision.

Sleeping infants and toddlers will be closely monitored at regular intervals and will always be within sight and hearing distance of educators so a child’s breathing, and the colour of their skin can be monitored.

Through conducting risk assessments, we assess and manage risks in the physical environment collaborating with children to develop behaviour guidelines for play including adventurous play to ensure their safety. Educators have a sound understanding of their duty of care and responsibilities in ensuring a child safe environment.

Educators conduct regular safety checks to maintain basic standards of safety within SMCELC. We believe that child safety is a shared responsibility at all levels within SMCELC. Children are encouraged to speak up about their safety and the safety of their friends by telling an educator if they feel unsafe in a particular situation or environment.

Educators will complete the Open and Close Health and Safety Checklists to assist and record inspections of the physical environment where foreseeable risks may be evident and cause harm or injury to a child. Any findings that require attention will be either dealt with immediately or submitted into the maintenance book depending on priority.

### RISK ASSESSMENT & RISK ASSESSMENT TOOL (National Principle 8)

It is a legislative requirement that Management and educators implement a risk management system where they identify and manage hazards and risks within the workplace to ensure a child safe environment. Strategies are in place to make sure child safety (through the National Principles for Child Safe Organisations) and Education and Care National Regulations are embedded across SMCELC. The key principles of risk management include:

1. Identifying all hazards or potential hazards in SMCELC/residence/venue



2. Assess the risk of harm or potential harm for each hazard.
3. Control or manage the risk – Risk Rating Matrix
4. Monitor and improve safety – Risk Assessment Action Plan
5. Evaluate and Review

It is the responsibility of all staff and educators at SMCELC to complete a risk assessment where children's safety may be jeopardised and when organising an excursion/incursion or any transportation of children. Children's safety must be incorporated into everyday practice within SMCELC. Common hazards within SMCELC which may require a risk assessment include:

- cross-infection and infectious disease
- administration of medication
- anaphylaxis procedures and management
- building and equipment (including storage)
- inadequate space for conducting activities and experiences.
- hazardous chemicals
- electrical appliances
- food preparation and storage
- environmental influences such as shade, noise etc
- sun safety
- children's behaviours
- water safety
- fire equipment
- pets and/or animals
- inadequate supervision of children
- children's activities and experiences
- Work Health and Safety such as manual handling (e.g., safe lifting children from cots and highchairs)
- non-compliance risk
- hot drinks
- transportation of children (regular outing and regular transportation)
- excursions



## EMERGENCY AND EVACUATION PROCEDURES

Management will ensure that copies of the emergency and evacuation floor plan is displayed in prominent positions near each exit of SMCELC premises, including indoor and outdoor learning areas.

All staff are familiar with emergency evacuation procedures and regulatory requirements.

Rehearsals for emergency and evacuation procedures, including lock downs, are conducted at least once every 3 months. Records will be kept for all rehearsals.

## ARRIVAL AND DEPARTURE AUTHORISATION

SMCELC always prioritises children's safety. We will only release children to an authorised person as named on the child's enrolment form. We request families provide current court orders, and parenting plans to ensure our records are up to date.

National Regulations require SMCELC to keep a record of children and visitor's arrival and departures, with the signatures of the person responsible for verifying the accuracy of the record and the identity of the person collecting the child.

Educators will work in collaboration with our *Delivery of Children to, and collection from Education and Care Service Premises Policy* and *Student and Visitors Policy* to ensure children feel safe and secure.

To ensure children's safety, educators have a clear understanding of their legal obligation to check identification when a person is collecting a child. To maintain compliance, parents and educators will complete an Authorisation of Collection Form if they authorise a person who is not on their emergency contact form to pick up their child.

## ONLINE SAFETY (National Principle 8)

SMCELC is committed to create and maintain a safe online environment with support and collaboration with staff, families, and community. Management ensures anti-virus and internet security systems are installed to block access to unsuitable web sites, newsgroups, and chat rooms.



SMCELC ensures backups of important and confidential data is made regularly and either stored securely offline, or online. Software and devices are updated regularly to avoid any breach of confidential information.

Families are provided with information about our software program which is password protected and used to share observations, photos, videos, daily reports, and portfolios. Passwords are not to be shared with others as per our written agreement.

Written authorisation is requested as part of the enrolment process for children to use computers/tablets; have their photo taken and published as part of promotional marketing or on the app program used by SMCELC. The identity of a child is not published on any platform.

Personal mobile phones are not used to take photos or video of children at SMCELC.

Only educational software programs and apps that have appropriate content and have been examined prior to allowing their use are used in SMCELC. Children are always supervised using any technology.

**[Primary policies – Cyber Safety; Technology; Privacy and Confidentiality, Code of Conduct]**

#### **STORAGE OF HAZARDOUS SUBSTANCES**

We reduce the risk of harm to children and educators by using eco-friendly products. SMCELC will endeavour to provide a safe environment where necessary chemical and hazardous equipment are safely stored away from children and handled appropriately.

Management and educators will keep a register of hazardous chemicals used at SMCELC, including relevant Safety Data Sheets (SDS).

#### **EQUIPMENT, FURNITURE & MAINTENANCE RECORD**

There are several factors that can contribute to a hazard, such as a deprived program, insufficient supervision and dilapidated equipment. To ensure a child safe environment free from hazards, we have implemented practices and continue to monitor Service policies and procedures that uphold Australian Safety Standards.

The premises and all equipment and furniture used within SMCELC are audited to ensure all aspects are safe, clean and in good repair. We understand that hazards are specific to developmental stages; educators are aware that toys and equipment need to be checked to ensure they are safe and





developmentally appropriate for children. Regular checks occur within SMCELC to ensure that all toys, furniture, and equipment are in good condition and working order.

### CONTINUOUS REVIEW (National Principle 9)

To ensure we maintain a culture of continuous improvement, we will ensure our child safe practices are regularly reviewed, evaluated, and improved. We aim to ensure all educators, staff and volunteers understand and effectively implement our policies and procedures to provide a child safe environment at SMCELC.

We will regularly review and monitor the effectiveness of our Child Safe policies and procedures and invite children, staff members, families, and communities to contribute to their development.

Any updates or revisions will be communicated to all stakeholders and be reviewed annually.

### SOURCES

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

ACECQA. (2021). Policy and procedure guidelines. *Providing a Child Safe Environment*.

Australian Government. Department of Skills. *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*. (2009).

Australian Human Rights Commission (2020). *Child Safe Organisations*. <https://chidsafe.humanrights.gov.au/>

Child Protection (Working with Children) Act 2012

Children's Health and Safety – An analysis of Quality Area 2 of the National Quality Standard

Department of Education NSW Providing a child safe environment

Education and Care Services National Regulations. (2011).

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

Guide to the National Quality Framework. (2017). (Amended 2020).

NSW Department of Education (2021). [Guide to the Child Safe Standards for early childhood education and care and outside schools hours care services](#)

NSW Government Office of the Children's Guardian *A guide to the Child Safe Standards*. (2020).

Revised National Quality Standard. (2018).

[United Nations Convention of Rights of the Child, \(1989\). \(UNCRC\)](#)

[Western Australian Education and Care Services National Regulations](#)

Work Health and Safety Act, (2011).



## CODE OF CONDUCT POLICY

We believe in maintaining an inclusive and welcoming environment and workplace that motivates and facilitates personal growth and development for staff and educators. The values that underpin our work ethic include equality, respect, integrity, and responsibility. SMCELC is committed to adhere to the ECA Code of Ethics (2016) which is based on the principles of the United Nations Convention on the Rights of the Child (1991) and provides a framework for the reflection about the ethical responsibilities of early childhood professionals.

SMCELC is committed to creating and maintaining an environment that promotes the safety of all children and embeds the National Principles for Child Safe Organisations. All staff, students and volunteers are responsible for promoting a culture of safety and wellbeing to minimise the risk of child abuse or harm to children whilst promoting children’s sense of security and belonging.

All staff receive this policy to sign and date upon commencement of their employment. This policy covers all circumstances when staff are performing duties for the centre, such as work-related functions, travel and conferences and any representation of SMCELC.

### NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at SMCELC.
4.2	Professionalism	Management, educators, and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators, and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other’s strengths and skills.
4.2.2	Professional Standards	Professional standards guide practice, interactions, and relationships.

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.1	Service philosophy and purpose	A statement of philosophy guides all aspects of SMCELC’s operations.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of SMCELC.



EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
82	Tobacco, drug and alcohol-free environment
84	Awareness of child protection law
155	Interactions with children
168	Education and care services must have policies and procedures
170	Policies and Procedures to be followed

## RELATED POLICIES

Child Protection Policy	Privacy and Confidentiality Policy
Child Safe Environment Policy	Professional Development Policy
Staff Wellbeing Policy	Record Keeping and Retention Policy
Dealing with Complaints Policy	Respect for Children Policy
Interactions with Children, Family and Staff Policy	Responsible Person Policy
	Social Media Policy
	Tobacco, Drug and Alcohol-Free Policy
	Work Health and Safety Policy

## PURPOSE

We aim to establish a common understanding of workplace standards and ethics expected of all employees of SMCELC. We aim to ensure positive working relationships are formed between all educators and management, promoting dignity and respect by avoiding behaviour, which is or may be perceived as harassing, bullying, or intimidating. Educators and management will always conduct themselves in an ethical manner and strive to ensure that all interactions are positive and respectful and are in accordance with SMCELC’s philosophy.

SMCELC takes every reasonable effort to accommodate the diversity of all children in implementing the Child Safe Standards. We are committed to the safety and wellbeing of children and young people. We recognise the importance of and responsibility for, ensuring SMCELC provides a safe and supportive environment which respects and fosters the rights and wellbeing of children in our care. We are dedicated in promoting cultural safety for Aboriginal children, cultural safety for children from culturally and/or linguistically diverse backgrounds and to providing a safe environment for children with a disability.

## SCOPE

This policy applies to staff, management, and visitors of SMCELC.



## IMPLEMENTATION

The Approved Provider, Nominated Supervisor, educators and staff, volunteers, and students will adhere to the Early Childhood Australian Code of Ethics, Education and Care Services National Regulations and National Quality Standard, and Service policies and procedures at all times, promoting positive interactions both within SMCELC and the local community.

### Respect for People and SMCELC

- Employees and management are committed to SMCELC philosophy and values, inclusive of best practice in early childhood education and building positive partnership with children, families and staff
- Employees and management adhere to our *Child Safe Environment Policy* and *Child Protection Policy* at all times and take all reasonable steps to protect children from abuse and harm.
- SMCELC has developed a *Statement of Commitment to Child Safety* to demonstrate a strong culture of child safety within SMCELC, this is available on our website.  
[www.smcelc.com.au/statementsofcommitment](http://www.smcelc.com.au/statementsofcommitment)
- Employees and management understand that *child safety is everyone's responsibility*.
- Employees are committed to valuing and promoting the safety, health, and wellbeing of employees, volunteers, children, and families.
- Effective, open, and respectful reciprocal communication and feedback between employees, children, families, and management is conveyed.
- It is important to treat colleagues, children, and families with respect. Bullying or insulting behaviour, including verbal and non-verbal aggression, abusive, threatening, or derogatory language or intimidation towards other employees, children, visitors, or families is unacceptable and will not be tolerated.
- Employees are committed to 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.
- Employees and management respect the privacy of children and their families by keeping all information about child protection concerns confidential and only share information to promote child wellbeing or safety and /or manage risk of family violence with other Information Sharing Entities (IES) as per state/territory legislation.

### Expectations of Employees

#### EMPLOYEES WILL:

- ensure their work is carried out proficiently, harmoniously, and effectively. They will always act in a professional and respectful manner whilst at work, giving their full attention to their responsibilities and adhering to all Service policies, procedures, Child Safe Standards, Education and Care Services National Law and National Regulations, and the National Quality Standard
- act honestly and exercise attentiveness in all Service operations. They will carry out all lawful directions, retaining the right to question any direction which they consider to be unethical. If uncertain they can seek advice from the Nominated Supervisor, Approved Provider, or the Ombudsman



- uphold the rights of children and always prioritise their needs.
- treat all children and young people with respect.
- promote the wellbeing and safety of children and take all reasonable steps to protect children from abuse.
- Always provide adequate supervision of children.
- understand their legislative responsibility as mandatory reporters to report any allegation of child abuse, neglect, or possible risk of harm to management or Child Protection
- understand their legislative responsibility to report any inappropriate action of any other employee that involves children or young people to management as part of the *Reportable Conduct Scheme*
- participate in all mandatory training.
- report any instances of suspected corrupt conduct, mismanagement of government funds or other serious allegation to the appropriate agency ([tipoffline@education.gov.au](mailto:tipoffline@education.gov.au))
- have a solid understanding of SMCELC's policies and procedures and the ECA Code of Ethics. If uncertain about the content of any policy or procedure with which they must comply, employees should seek clarification from the Nominated Supervisor or Approved Provider
- be courteous and responsive when dealing with colleagues, students, visitors, children, and families.
- work collaboratively with colleagues and recognise and value diversity.
- be mindful of their duty of care towards themselves and others.
- be always positive role models for children.
- respect the confidential nature of information gained about each child enrolled in SMCELC.
- engage in critical reflection to inform individual and collective decision making and ensure continual improvement.

**Employees will NOT:**

- condone or participate in illegal, unsafe, or abusive behaviour towards children, including physical, sexual, or psychological abuse, ill-treatment, neglect, or grooming.
- exaggerate or trivialise child abuse issues.
- fail to report information to the approved provider if they know a child has been abused.
- engage in unwarranted and inappropriate touching involving a child.
- persistently criticise and/or denigrate a child.
- verbally assault a child or create a climate of fear.
- encourage a child to communicate with me in a private setting.
- share details of sexual experiences with a child
- use sexual language or gestures in the presence of children.
- discriminate against any child, because of culture, race, ethnicity, or disability.
- put children at risk of abuse- refusing food/play, making threats, exposing children to inappropriate language or material (movies, internet, photos)

source: NSW Children's Guardian Codes of Conduct resource (2020).

## Expectations of Leaders and Management

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



- promote a collaborative and interconnected workplace by developing a positive working environment where all employees can contribute to the ongoing continuous improvement of SMCELC.
- promote leadership by working with employees and providing opportunities for professional development and growth.
- provide flexible opportunities to ensure all employees can participate in staff meetings and professional development.
- provide ongoing support and feedback to employees.
- keep employees informed about essential information and any relevant changes and make all documents readily accessible to them.
- ensure copies of the ECA Code of Ethics is available to staff and families.
- model professional behaviour always whilst at SMCELC
- implement supportive and effective communication systems, consulting employees in appropriate decision making.
- take appropriate action if a breach of the code of conduct occurs.
- share skills and knowledge with employees.
- give encouragement and constructive feedback to employees, respecting the value of different professional approaches.

### Reporting a breach of the Code of Conduct

- all employees are required by law to undergo a Working with Children Check (WWCC) which is verified by the employer to ensure it is valid and current.
- if employees become aware of a serious crime committed by another employee, they are required to report it to management as per the *Reportable Conduct Scheme*
- as mandatory reporters, all employees must report possible risk of harm to children or young persons to management and/or Child Protection
- employees will report any concerns they may have about inappropriate actions of any other employee that involves children or young people to management as per the *Reportable Conduct Scheme*
- management will report any allegations or child related misconduct as per their legislative requirements (this may include reporting the matter to the Police, Department of Communities and Justice and the Office of the Children’s Guardian in NSW, Mandatory Reporter Guide (MGR) and the Child Protection Hotline (132 111).

### Managing conflict in the workplace – Disclosure Statement

MANAGEMENT WILL:

- provide each employee and members of the Management Committee with a Disclosure of Conflict of Interest to complete
- remain objective and impartial when managing conflict in the workplace.
- be responsive and address a possible breach of the code of conduct by any employee as soon as they aware of the breach.
- investigate all allegations which may result in remedial action, or disciplinary action ranging from a caution to dismissal.



- If there are conflicting conflicts, the management will ensure an exterior third party person with no conflicts will essentially mediate and facilitate discussions in relation to the conflict, management can hire, for example, a HR representative to facilitate a HR conflict.
- consider all relevant facts and make decisions or take actions fairly, ethically, consistently, and with 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 Service policies and objectives
  - whether there will be an actual, potential, or perceived conflict of interest involving obligations that could influence the business relationship or conflict with business duties.

### Adhering to Service confidentiality

- Unless authorised to do so by legislation, employees must not disclose or use any confidential information without appropriate approval.
- Lawful sharing of information with other parties must be to promote the wellbeing or safety of children and adhere to guidelines under Child and Family Information Sharing Schemes (e.g., CISS, FVISS)
- All employees are to ensure that confidential information is not accessed by unauthorised people.
- Employees will adhere to SMCELC's *Privacy and Confidentiality Policy*.

### Babysitting

- We do not provide babysitting services outside normal operating hours.
- Should employees undertake private babysitting arrangements with families, SMCELC takes no responsibility for any private arrangements between staff members and the family. However, we do expect staff to inform SMCELC if they are babysitting or caring for a child that attends SMCELC.
- Should employees undertake private babysitting arrangements we require employees and families to sign a copy of the Code of Conduct and complete a '*Out of Hours Babysitting Agreement Waiver*' which will we keep in the child and staff member's file.
- All staff are bound by contract to SMCELC's *Privacy and Confidentiality Policy*, where they are unable to discuss any issues regarding SMCELC, other staff members, parents/families, or other children.

### Record keeping

- Employees and Management will maintain and keep full, accurate, and honest records as required by the Education and Care Services National Regulations
- Employees must not destroy records without permission from management.
- Records must be retained and stored securely as per Education and Care Services National Regulations

### Duty of care



- Management and employees have a responsibility to take reasonable care for the health and safety of themselves and others at the workplace to enable compliance with the work health and safety legislation outlined in the *Work Health and Safety Policy*
- Duty of Care relates to both physical and psychological wellbeing of individuals.
- Management and employees must always provide adequate supervision of children and ensure the health, safety and welfare of children and young people in their care. This includes taking all reasonable action to protect children and young people from risk of harm that can be reasonably predicted.

## Appropriate use of electronic communication and social networking sites

### Social media

- As a Child Safe Organisation, SMCELC has the responsibility to ensure children and educators are protected from harm when they engage in with digital technology including social media.
- Strict guidelines for the use of social media are outlined in our *social media Policy*
- SMCELC offers its current enrolled families and staff members a Facebook page as a communication tool. The administrator of the account is SMCELC’s Nominated Supervisor, and any additional staff appointed by the Nominated Supervisor as Administrator.
- The Administrator controls the content on the page and ensures that the postings are relevant and respectful of SMCELC, the children, the staff, families, and greater community.
- Families who have not authorised their children for media and social media will not be included in content.
- Staff members who have a personal Facebook account are not permitted to post any negative comments relating to SMCELC, children, colleagues, or families.
- Staff members are to use their own personal discretion when adding a family of SMCELC as a ‘friend’ on Facebook. SMCELC does not recommend staff to add families of SMCELC as they will be seen still as a representative of SMCELC and held to SMCELC’s Code of Conduct on all posts on their private ‘wall’ if families have access.
- Families are asked to respect that staff may have a personal policy on adding families due to their professional philosophy and that SMCELC does not recommend staff to have families as friends on their private account.
- Staff members are not permitted to request the ‘friendship’ of families from SMCELC.

### Personal phone calls/mobile phones/smart watches

We are mindful that educators have a duty of care to ensure children are protected from potential risk of harm. It is imperative that all employees of SMCELC provide children with their full attention, ensuring supervision is always maintained and remains on the children.

- employees are not authorised to use SMCELC’s phones for personal reasons unless in the case of an emergency or with permission from management.
- no personal mobile phones are to be used, checked, or brought on the floor during working hours unless approved by the Nominated Supervisor
- mobile phones are to be kept inside employee’s bags which will be placed in a designated, secure location for safe keeping.





- employees are not permitted to use smartwatches to access emails and social media during working hours. Smart watches are only to be used for viewing the time.
- if it becomes apparent that educators are using their Smart watches to check and respond to messages during shifts, they will be asked to either leave them at home or place in a designated locker / secure location until the end of their shift.
- personal mobile phones and Smart watches may be used during shift breaks when employees are free from work and supervision duties. They are not to be used in general sight of children unless a situation arises where there is an emergency.
- personal mobile phones are not to be used to take photos of children as this is a breach of children's privacy. (Service mobile phones or iPads may be used if it's for the purposes of 'observations' etc.)
- children are at no time to be given access to staff mobile phones.
- SMCELC is not responsible for personal deliveries that are directed to SMCELC, personal mail should not be directed to SMCELC unless prior approval has been granted by the Nominated Supervisor/Management
- educators and staff are not to contact families or children of SMCELC for personal reasons.
- if, for personal reasons a staff member needs to remain contactable from someone outside SMCELC they should ensure that the situation is explained to management and that SMCELC's primary contact details are passed on to the persons/family outside SMCELC.

#### Service email

- Email is to be used only for company usage, not for private communications.
- Passwords and access privileges are strictly confidential and to be used only by the educator issued with that access, or persons delegated to know and use that access in the normal course of operation.
- It is the responsibility of the authorised user to take fair and reasonable steps to ensure the passwords and other forms of access are held safe.
- Employees are to be aware that their Service email account may be accessed by Management at any time.

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

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



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

### Dress code

- All employees must wear the supplied uniform (shirt only) and display of their name badge whilst on shift.
- Enclosed shoes must be always worn (strictly no high heels, thongs, or wedges).
- Clothes must be suitable for free movement, active play, and messy play.
- No offensive logos or political statements are to be displayed on clothing.
- If active tights are worn, please ensure they are complete coverage fabric.
- No short shorts are to be worn.

### Personal Hygiene

All employees are to adhere to the following standards:

- long hair is to be clean and tidy. Ensure hair does not hang in your eyes.
- makeup is to be light and natural.
- employees will follow appropriate hygiene practices.
- strong perfumes will not be worn as they may cause allergic reactions in children.

### Breach of the Code of Conduct

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

- reporting to work under the influence of alcohol or drugs
- refusal to complete mandated professional training.
- possessing or selling drugs at SMCELC
- immoral, immature, or indecent conduct while at SMCELC
- inappropriate use of company equipment and/or resources
- refusing to work as reasonably directed.
- possessing a dangerous weapon whilst at SMCELC
- bringing disrepute to SMCELC
- causing disruption or discontent in the relationship between a family and SMCELC
- disclosure of confidential information
- falsifying documentation
- associating with families without disclosing this information with management



- stealing, abusing, defacing, or destroying company property
- interfering with work schedules
- falsification of reports, documents, or wages information
- failure to report for work without notice.
- walking off the job
- failure to follow policies and procedures.
- vulgarity or disrespectful conduct to families, management, or colleagues
- making or publishing false, vicious, or malicious statements about any employee of SMCELC, or SMCELC itself
- failure to hand in lost property (this is regarded as stealing): Lost property is to be handed to the Nominated Supervisor.

### Disciplinary Action

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

- unauthorised absence
- having personal visitors whilst on shift
- continued personal phone calls.
- unauthorised solicitation or distribution of money or materials
- poor work standard
- carelessness across job duties
- consistent and ongoing low level of enthusiasm
- lack of personal cleanliness
- taking excessive breaks
- failure to report health, fire, or safety hazards.
- repeated tardiness
- utilisation of mobile phone to take photographs of children.
- unauthorised distribution of SMCELC resources or materials

### CONTINUOUS IMPROVEMENT/REFLECTION

The *Code of Conduct Policy* will be evaluated and reviewed on an annual basis in conjunction with children, families, staff, educators, and management.

### CODE OF CONDUCT AGREEMENT

I have read and understood SMCELC's <i>Code of Conduct</i> and agree to abide by the provisions set out in the Code of Conduct at all times. Failure to do so may lead to disciplinary action or dismissal.			
NAME		SIGNATURE	



POSITION		DATE	
----------	--	------	--

**SOURCE**

*Anti-Discrimination Act*: See <https://raisingchildren.net.au/disability/disability-rights-the-law/law/anti-discrimination-laws> for Acts for specific Australian states and territories.

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

Australian Human Rights Commission <https://www.humanrights.gov.au/our-work/childrens-rights>

Early Childhood Australia Code of Ethics. (2016).

*Fair Work Act 2009* (Cth).

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

Guide to the National Quality Framework. (2017) (Amended 2020).

NSW Government Office of the Children’s Guardian *Code of Conduct- a guide to developing child safe Codes of Conduct*. (2020).

*Ombudsman Act 2001* (Cth).

*Privacy and Personal Information Protection Act 1998* (Cth).

Revised National Quality Standard. (2018).

Victoria State Government. (2021). Family Violence Multi-Agency Risk Assessment and Management Framework.

Victoria State Government Department of Health and Human Services *Child Safe Standards toolkit*

*Work Health and Safety Act 2011* (Cth).

*Workplace Relations Act 1996* (Cth).

Work Place Law <https://www.workplacelaw.com.au/getting-your-mobile-phone-policies-right/>



## DEALING WITH INFECTIOUS DISEASE POLICY

The spread of infections in the early childhood environment is facilitated by microbial contamination of the environment, as well as the greater exposure to young children who are still developing hygienic behaviours and habits. SMCELC will minimise children’s exposure to infectious diseases by adhering to all recommended guidelines from relevant government authorities regarding the prevention of infectious diseases, promoting practices that reduce the transmission of infection, ensuring the exclusion of sick children and educators, supporting child immunisation, and implementing effective hygiene practices.

SMCELC will provide up-to-date information and advice to parents, families and educators sourced from the Australian Government Department of Health, Australian Health Protection Principal Committee (AHPPC) and state Ministry of Health about infectious diseases as required. Recommendations from the Health Department will be strictly adhered to at all times.

### NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN’S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child’s wellbeing and comfort is provided for, including appropriate opportunities to meet each child’s needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.

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



168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
172(2)(g)	a notice stating that there has been an occurrence of an infectious disease at the premises
173	Prescribed information to be displayed
175	Prescribed information to be notified to the Regulatory Authority
175(2)(c)	Prescribed information to be notified to the Regulatory Authority- (2) any circumstance arising at SMCELC that poses a risk to the health, safety or wellbeing of a child or children attending SMCELC
<b>EDUCATION AND CARE SERVICES NATIONAL LAW</b>	
172	Offence to fail to display prescribed information

## RELATED POLICIES

Administration of Medication Policy Child Safe Environment Policy Enrolment Policy Governance Policy Health and Safety Policy	Incident, Injury, Trauma and Illness Policy Medical Conditions Policy Sick Children Policy Sleep and Rest Policy Work Health and Safety Policy
---	--

## PURPOSE

Children encounter many other children and adults within SMCELC environment which can result in the contraction of infectious illnesses. SMCELC has a duty of care to ensure that children, families, educators, and visitors of SMCELC are provided with a high level of protection during the hours of SMCELC's operation. We aim to manage illnesses and prevent the spread of infectious diseases throughout SMCELC.

Immunisation is a simple, safe, and effective way of protecting people against harmful diseases before they come into contact with them in the community. Immunisation not only protects individuals, but also others within the community, by reducing the spread of disease and illnesses.

## SCOPE

This policy applies to children, families, educators, staff, visitors, approved provider, nominated supervisor and management of SMCELC.



## IMPLEMENTATION

Under the Education and Care Services National Regulations, the approved provider must ensure policies and procedures are in place in relation to dealing with infectious diseases. (ACECQA, August 2021).

SMCELC is committed to minimise the spread of infectious diseases and viruses by implementing recommendations as stated in the *Staying healthy: Preventing infectious diseases in early childhood education and care services* (Fifth Edition) developed by the Australian Government National Health and Medical Research Council and advice provided from the Australian Health Protection Principal Committee (AHPPC).

We are guided by decisions regarding exclusion periods and notification of infectious diseases by the *Australian Government- Department of Health* and local Public Health Units in our jurisdiction as per the Public Health Act.

The need for exclusion and the length of time a person is excluded from SMCELC depends on:

- how easily the infection can spread
- how long the person is likely to be infectious and
- the severity of the infectious disease or illness.

This policy must be read in conjunction with our other Quality Area 2 policies:

- Immunisation Policy
- Sick Children Policy
- Incident, Injury, Trauma and Illness Policy
- Medical Conditions Policy and

## PREVENTING INFECTIOUS DISEASES

Children enter education and care services when their immune systems are still developing. They have not been exposed to many common germs and therefore are susceptible to bacteria that may cause infections. Given the close physical contact children have with other children in early childhood and care, it is very easy for infectious diseases and illnesses to spread through normal daily activities. SMCELC implements rigorous hygienic practices to limit the spread of illness and infectious diseases including:

- effective hand washing hygiene
- cough and sneeze etiquette
- appropriate use of gloves
- exclusion of children, educators or staff when they are unwell or displaying symptoms of an infectious disease or virus
- effective environmental cleaning including toys and resources (including bedding)
- requesting parents and visitors to wash their hands with soap and water or hand sanitizer upon arrival and departure at SMCELC



- physical distancing (if recommended by Australian Health Protection Principal Committee [AHPPC] and/or Safe Work Australia)
- Use of installed Air Filters to maximise air quality and purification
- use of face masks (as mandated by PHO)
- restricting parents and visitors from entering SMCELC to reduce threat of spread of a community disease

### Immunisation requirements

Immunisation is a reliable way to prevent many childhood infectious diseases. Unvaccinated children due to their parent's conscientious objection are no longer able to be enrolled in approved early childcare services. Children who cannot be fully vaccinated due to a medical condition or who are on a recognised catch-up schedule may still be enrolled upon presentation of the appropriate form signed by a medical practitioner who meets the criteria stated by the Australian Government.

Only parents of children (less than 20 years of age) who are fully immunised or are on a recognised catch-up schedule can receive Child Care Subsidy (CCS) and the Family Tax Benefit Part A end of year supplement. The relevant vaccinations are those under the *National Immunisation Program (NIP)*, which covers the vaccines usually administered before age five. These vaccinations must be recorded on the Australian Immunisation Register (AIR).

Educators and other staff at SMCELC are highly recommended to keep up to date with all immunisations including yearly influenza vaccinations. These include vaccinations recommended by the National Health and Medical Research Council (NHMRC).

### Reporting Outbreaks to the Public Health Unit and Regulatory Authority

Outbreaks of communicable diseases and contagious viruses represent a threat to public health. To help prevent outbreaks, the Department of Health monitors the number of people who contract certain infectious diseases and their characteristics, the recent travel or attendance of infected people in a public place or on public transport and works with health specialists and doctors to help prevent the transmission of diseases to other people.

The Public Health Act 2010 lawfully requires childcare centre directors to confidentially notify the Public Health Unit (PHU) of patients with certain conditions, and to provide the required information on the notification forms. Specialist trained public health staff review this information and if necessary, contact the patient's doctor, and sometimes the patient, to provide advice about disease control and to complete the collection of information.

All information is held confidentially in order to protect the patient's privacy. Both the NSW and Commonwealth Privacy Acts only release/disclose patient information where it is lawfully required or authorised.





Management is required to notify the local PHU by phone (call 1300 066 055) as soon as possible after they are made aware that a child enrolled at SMCELC is suffering from one of the following vaccine preventable diseases:

- Diphtheria
- Mumps
- Poliomyelitis
- Haemophilus influenzae Type b (Hib)
- Meningococcal disease
- Rubella ('German measles')
- Measles
- Pertussis ('whooping cough')
- Tetanus
- An outbreak of 2 or more people with gastrointestinal or respiratory illness

Management will closely monitor health alerts and guidelines from Public Health Units and the Australian Government- Department of Health for any advice and emergency health management in the event of a contagious illness outbreak.

The Approved Provider must also notify the Regulatory Authority of any incidence of a notifiable infectious disease or illness. [ACECQA contact regulatory authority](#)

#### MANAGEMENT WILL ENSURE:

- that all information regarding the prevention and transmission of infectious diseases is sourced from a recognised Government Health authority [Australian Government Department of Health](#)
- exclusion periods for people with infectious diseases recommended by Government Authorities are implemented for all staff, children, parents, families and visitors
- SMCELC implements recommendations from [Staying healthy: Preventing infectious diseases in early childhood education and care services](#) to maintain a healthy environment
- advice and recommendations from the Australian Health Protection Principal Committee (AHPPC) and Safe Work Australia will be implemented where reasonably possible
- children are protected from harm by ensuring relevant policies and procedures are followed regarding health and safety within SMCELC
- required enrolment information, including health and immunisation records of enrolled children is collected, maintained and appropriately and securely stored
- it is encouraged, for best practice, that a staff immunisation record is documented for each staff member that records previous infections and immunisations (including dates)
- the Public Health Unit is notified in the event of an outbreak of viral gastroenteritis. Management must document the number of cases, dates of onset, duration of symptoms. An outbreak is when two or more children or staff have a sudden onset of diarrhoea or vomiting in a 2-day period. (NSW Government- Health 2019)
- a notice is clearly displayed stating that there has been an occurrence of an infectious disease at SMCELC



- required enrolment information, including health and immunisation records of enrolled children is collected, maintained and appropriately and securely stored

#### A NOMINATED SUPERVISOR/ RESPONSIBLE PERSON WILL ENSURE:

- a hygienic environment is promoted and maintained
- children are supported in their understanding of health and hygiene practices throughout the daily program and routine (hand washing, hand drying, cough and sneeze etiquette)
- educators and staff are aware of relevant immunisation guidelines for children and themselves
- an Immunisation History Statement for each child is collected on enrolment and maintained/updated regarding the child's immunisation status (AIR) and any medical conditions
- families are provided with relevant sourced materials and information on infectious diseases, health, and hygiene including:
  - the current NSW Immunisation Schedule displayed in foyer
  - advice and information regarding any infectious diseases in general and information regarding any specific infectious illnesses that are suspected/present in SMCELC.
- families are provided with information about an infectious disease verbally and by displaying and emailing the Infectious Diseases Notification Form and details
- information or factsheets related to the disease/infection and the necessary precautions/exclusions required will be provided to families
- families are advised that they must alert SMCELC if their child is diagnosed with an infectious illness
- all educators are mindful and maintain confidentiality of individual children's medical circumstances
- that opportunities for educators to source pertinent up to date information from trusted sources on the prevention of infectious diseases and maintaining health and hygiene are provided
- that opportunities for staff, children, and families to have access to health professionals by organising visits/guest speakers to attend SMCELC to confirm best practice are provided
- families are advised to keep children at home if they are unwell. If a child has been sick at home, they must be well for 24hrs before returning to SMCELC. For example, if a child is absent due to illness or is sent home due to illness (temp), they will be unable to attend the next day as a minimum. In cases such as gastro symptoms an exclusion of 48 hours is required, then that child be well for the last 24hrs of that exclusion. The Nominated Supervisor may approve the child's return to SMCELC if families provide a doctor's certificate/clearance certifying that the child is no longer contagious and is in good health. Please note; it is not always possible to obtain a doctor's certificate or clearance for suspected cases of an illness. The decision to approve a child's return is up to the Approved Provider/Nominated supervisor
- to complete the register of *Incident, Injury, Trauma or Illness* and/or document incidents of infectious diseases no later than 24 hours of an illness or infectious disease occurring in SMCELC
- educators or staff who have diarrhoea or an infectious disease do not handle food for others and are not to return to work until they have been symptom free for 48 hours



- any risk to a child or adult with complex medical needs is minimised in the event of an outbreak of an infectious disease or virus. This may require a risk assessment and decision-making regarding the suitability of attendance of the child or staff member during this time.
- **Please note during Covid Infection spikes in the community and our centre we enforce an exclusion temperature of 37 degrees.** During times when Covid is not present in the community and the centre an exclusion temperature of 38 degrees is actioned.

#### EDUCATORS WILL ENSURE:

- that any child suspected of having an infectious illness is responded to and their health and emotional needs are always supported
- any child suspected of having an infectious illness is isolated from other children and supervised whilst waiting for collection by parents or guardian
- that appropriate health and safety procedures are implemented when treating ill children- wear disposable gloves, face mask or other PPE if needed
- families are aware of the need to collect their unwell child/ children as soon as practicable from SMCELC
- after confirmation that a child is suffering from an infectious disease, and as soon as practical, the family of each child must be notified whilst maintaining the privacy of the ill/infectious child.

Communication may be:

- verbally
- through a letter from the educator or Approved Provider
- posting a note or sign at the entry of the residence
- via electronic message- text message or email
- all resources or items touched by a child with a suspected illness are thoroughly cleaned and disinfected- (cushions, pillows, toys)
- it is in their own best interests that their immunisation status is maintained, and the Approved Provider/Nominated Supervisor is advised of any updates to their immunisation status
- opportunities are provided for children to participate in hygiene practices, including routine opportunities, and intentional practice such as hand washing, sneezing and cough etiquette
- consideration is given to the combination of children to decrease the risk of attaining an infectious illness when planning the routines/program of the day
- they adhere to SMCELC's health and hygiene policy including:
  - hand washing
  - daily cleaning of SMCELC
  - wearing gloves (particularly when in direct contact with bodily fluids- nappy changing and toileting)
  - appropriate and hygienic handling and preparation of food
  - wearing face masks if mandated by PHU
  - this policy
- they maintain up-to-date knowledge with respect to Health and Safety through on-going professional development opportunities
- that children rest 'head to toe' to avoid cross infection while resting or sleeping



- that cots or mattresses are placed at least 1.5m away from each other if physical distancing measures are required to be implemented
- children do not to share beds at the same time
- our own bedding is cleaned using detergent and water after each use and if the surface is known to be contaminated with a potential infectious disease, disinfectant is also used to clean beds
- that all play dough is freshly made every week. If there is an outbreak of vomiting and/or diarrhoea, or any other contagious communicable disease, play dough is to be portioned and sealed for individual use or not used at all
- children wash their hands before and after using play dough.

**Prevention strategies for minimising the spread of disease within SMCELC include all staff ensuring:**

- full adherence to the NHMRC childcare cleaning guidelines
- to clean surfaces first with detergent and water before using disinfectants. (Disinfectants cannot kill germs unless areas are clean)
- mops used for toilet accidents are to be soaked in disinfectant in a bucket in the laundry sink and then air-dried
- that a daily clean is carried out on other surfaces that may transmit germs such as high touch objects including doorknobs, tables, light switches, handles, remotes, play gyms, low shelving, etc. This will be increased to several times a day if an outbreak of an infectious disease/virus has been recorded in SMCELC or to minimise the risk of transmission of a virus
- that if a child has a toileting accident, the items are placed in a plastic bag with the child's name on it. The plastic bag will be stored in a sealed container labelled 'soiled/wet clothing' for parents to take home
- cloths are colour coded so that a separate cloth is used to clean floors, bathroom, art and craft, and meal surfaces
- that any toy that is mouthed by a child is placed immediately in the 'toys to be washed' basket located on the top shelf in the nappy change area or nearby and washed with warm soapy water at the end of the day. All washable toys out on display for the children are to be washed on a weekly basis to decrease the risk of cross contamination and recorded with the date and a signature as evidence.
- toys and equipment (that are difficult to wash) will be washed with detergent (or soap and water) and air-dried in sunlight
- washable toys and equipment will be washed in detergent and hot water or the dishwasher and aired to dry (toys will not be washed in the dishwasher at the same time as dishes). All toys and equipment that have been cleaned will be recorded on the toy cleaning register.
- furnishings, fabric tablecloths and pillowcases will be laundered at the end of each week and hung out to dry. This will be increased to every Monday, Wednesday and Friday during winter months or daily during an outbreak of illness in SMCELC.
- floor surfaces will be cleaned on a daily basis after each meal and at the end of each day
- toilets/bathrooms will be cleaned in the middle of the day, the end of the day and whenever needed throughout the day using detergent and water followed by disinfectant and paper towel



- when cleaning up spills of faeces, vomit or urine off beds, floors, bathrooms etc. educators will use disinfectant on the surface after cleaning it with detergent and warm water
- pregnant staff members should not change nappies or assist in toileting or cleaning up toileting accidents to prevent unexpected cross contamination and risk of contracting Cytomegalovirus (CMV). (see *Pregnancy in Early Childhood Policy*)

#### FAMILIES WILL:

- adhere to SMCELC's policies regarding *Control of Infectious Diseases, Immunisation, Sick Children* and exclusion requirements
- adhere to SMCELC's restrictions of entry into SMCELC in the event of an outbreak of an infectious disease or virus
- adhere to SMCELC's policy regarding *Hand Washing*
- exclude their child from care if they display symptoms of an infectious illness or disease or in the event of a vaccine preventable disease occurs in SMCELC and their child is not immunised fully
- advise SMCELC of their child's immunisation status, by providing a current Immunisation History Statement recorded on the Australian Immunisation Register (AIR) for SMCELC to copy and place in the child's file
- advise SMCELC when their child's medical action plan is updated
- provide sufficient spare clothing, particularly if the child is toilet training
- adhere to SMCELC's risk minimisation strategies if their child has complex medical needs in the event of an outbreak of an infectious disease or virus

#### Resources

[Gastro Pack NSW Health](#)

[Recommended exclusion periods- Poster Staying Healthy: Preventing Infectious diseases in early childhood education and care services](#)

#### SOURCE

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

ACECQA. (2021). Policy and procedure guidelines. *Dealing with Infectious Diseases*.

Australian Government Department of Health *Health Topics* <https://www.health.gov.au/health-topics>

Australian Government. Department of Health (2019). *National Immunisation Strategy for Australia 2019-2024*

[https://www.health.gov.au/sites/default/files/national-immunisation-strategy-for-australia-2019-2024\\_0.pdf](https://www.health.gov.au/sites/default/files/national-immunisation-strategy-for-australia-2019-2024_0.pdf)  
[Australian Government Department of Health Australian Health Protection Principal Committee \(AHPPC\)](#)

Department of Human Resources: National Immunisation Program Schedule:

<https://beta.health.gov.au/initiatives-and-programs/national-immunisation-program>

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2018).

[Education and Care Services National Regulations](#). (2011).

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

(2017).



Guide to the National Quality Framework. (2017). (Amended 2020).  
Guide to the National Quality Standard. (2020).  
Medicare Australia (Department of Human Services): <https://www.humanservices.gov.au/individuals/medicare>  
National Health and Medical Research Council (NHMRC): <https://www.nhmrc.gov.au/>  
National Health and Medical Research Council. (2012). *Staying healthy: Preventing infectious diseases in early childhood education and care services*.  
NSW Government Department of Health. Vaccination requirements for child care.  
[https://www.health.nsw.gov.au/immunisation/Pages/childcare\\_qa.aspx](https://www.health.nsw.gov.au/immunisation/Pages/childcare_qa.aspx)  
NSW Public Health Unit: <https://www.health.nsw.gov.au/Infectious/Pages/phus.aspx>  
*Public Health Act 2010*  
*Public Health Amendment Act 2017*  
Public Health Regulation 2012  
Public Health and Wellbeing Regulations 2019 Victoria  
Queensland Health [Information for parents about infectious diseases and exclusion periods in Queensland early childhood education centres and schools](#)  
Revised National Quality Standard. (2018).  
Safe Work Australia



## DEALING WITH COMPLAINTS POLICY

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

It is foreseeable that feedback will include divergent views, which may result in complaints. This Policy details SMCELC's procedures for receiving and managing informal and formal complaints. Families, parents, visitors, students and members of the community can lodge a grievance or complaint with management in the understanding that it will be managed conscientiously and confidentially.

### NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.

QUALITY AREA 7: GOVERNANCE AND LEADERSHIPS		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality Service.
7.2.1	Continuous Improvement	There is an effective self-assessment and quality improvement process in place.

LEGISLATIVE REQUIREMENTS/EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
Sec. 172	Offence to fail to display prescribed information
Sec.174	Offence to fail to notify certain information to Regulatory Authority
12	Meaning of serious incident
168(2)(o)	Education and care service must have policies and procedures... for dealing with complaints
170	Policies and procedures must be followed



171	Policies and procedures to be kept available
173(2)(b)	Requires an approved provider to make the name and telephone number of the person to whom complaints may be addressed clearly visible at SMCELC
176	Time to notify certain information to Regulatory Authority
183	Storage of records and other documents

## RELATED LEGISLATION

<b>Child Care Subsidy Secretary's Rules 2017</b>	Family Law Act 1975
A New Tax System (Family Assistance) Act 1999	Child Care Subsidy Minister's Rules 2017
Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook in <a href="https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook">https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook</a>	

## RELATED POLICIES

CCS Accounts Policy	Governance Policy
CCS Governance Policy	Interactions with Children, Family and Staff Policy
Child Protection Policy	Payment of Fees Policy
Child Safe Environment Policy	Privacy and Confidentiality Policy
Code of Conduct Policy	Record Keeping and Retention Policy
Dealing with Complaints Policy (Staff)	Respect for Children Policy
Enrolment Policy	Responsible Person Policy
Family Communication Policy	Student and Volunteer Workers Policy

## PURPOSE

The *Education and Care Services National Regulations* requires approved providers to ensure their services have policies and procedures in place for dealing with complaints (regulation 168) and take reasonable steps to ensure those policies and procedures are followed (regulation 170).

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

- procedural fairness and natural justice
- code of ethics and conduct
- culture free from discrimination and harassment
- transparent policies and procedures





- opportunities for further investigation
- adhering to SMCELC philosophy

## PROCEDURAL FAIRNESS AND NATURAL JUSTICE

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

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

## SCOPE

This policy applies to management, the approved provider, nominated supervisor, students, staff, families, volunteers, visitors (including contractors) and children of SMCELC.

## IMPLEMENTATION

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

- value the opportunity to be heard
- promote conflict resolution
- encourage the development of harmonious partnerships
- ensure that conflicts and grievances are mediated fairly and
- are transparent and equitable.

## DEFINITIONS

**Complaint:** Expression of dissatisfaction made to or about an organisation related to its products, services, staff or the handling of a complaint where a response or resolution is explicitly or implicitly expected or legally required. [AS/NZS 10002:2014 Complaint Management Standard]

**Complaints and Grievances Management Register:** Records information about complaints and grievances received at SMCELC, along with the outcomes. These documents must be securely stored, accessible only to management and the Regulatory Authority. They can provide valuable information



to the Approved Provider and Nominated Supervisor of SMCELC to ensure children and family's needs are being met.

**Grievance:** A grievance is a formal statement of complaint that cannot be addressed immediately and involves matters of a more serious nature. A *workplace grievance* is a complaint raised towards an employer by an employee due to a violation of legalities (workplace policies, employment contract, national standards).

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

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

**Notifiable complaint:** A complaint that alleges a breach of the *Education and Care Services National Law and Regulations*, National Quality Standard or alleges that the health, safety or wellbeing of a child at SMCELC may have been compromised. Any complaint of this nature must be reported by the Approved Provider or Nominated Supervisor to the Regulatory Authority within 24 hours of the complaint being made – (Section 174[2] [b], Regulation 176[2][b]).

If the Approved Provider/Nominated Supervisor is unsure whether the matter is a notifiable complaint, it is good practice to contact the [Regulatory Authority](#) for confirmation. Written reports must include:

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



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

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

A serious incident should be documented in an *Incident, Injury, Trauma and Illness Record* as soon as possible and within 24 hours of the incident. The Regulatory Authority must be notified within 24 hours of a serious incident occurring at SMCELC (Regulation 176(2)(a)). These records are required to be retained for the periods specified in Regulation 183. The Approved Provider will notify the regulatory authority of any incident where there is a reasonable belief that physical and/or sexual abuse of a child has occurred or is occurring at SMCELC, or any allegation that sexual or physical abuse of a child has occurred or is occurring at SMCELC.

## PRIVACY AND CONFIDENTIALITY

Management and educators will adhere to our *Privacy and Confidentiality Policy* when dealing with grievances. However, if a grievance involves a staff member or child protection issues, a relevant government agency will need to be informed. (See: Reportable Conduct Scheme in our *Child Protection Policy*). [Responding to incidents, disclosures and suspicions of child abuse or harm NSW](#)

## CONFLICT OF INTEREST

It is important for the complainant to feel confident in:

- being heard fairly
- an unbiased decision-making process

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



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

#### THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/RESPONSIBLE PERSON WILL:

- ensure that obligations under the *Education and Care Services National Law and Regulations* are met
- ensure the name and telephone number of the person to whom complaints can be made is clearly visible at SMCELC
- ensure information about our *Dealing with Complaints Policy* is easily accessible to all families, visitors and volunteers
- treat all grievances and complaints seriously and as a priority
- ensure grievances and complaints remain confidential
- ensure grievances and complaints reflect procedural fairness and natural justice
- ensure people feel safe or comfortable when making a complaint, including children
- ensure educators, staff, volunteers and students are well informed about the different ways children may express concerns, distress and disclose harm as well as the process for responding to disclosures from children- including a complaint that alleges a child is exhibiting sexual behaviours that may be harmful to the child or another child. (ACECQA 2023)
- discuss the issue with the complainant within 24 hours of receiving the verbal or written complaint
- investigate and document the grievance or complaint fairly and impartially
- provide details of an outcome following an investigation if required.

The investigation will consist of:

- reviewing the circumstances and facts of the complaint (or breach) and inviting all affected parties to provide information where appropriate and pertinent
- discussing the nature of the complaint (or breach) and giving the accused educator, staff member, volunteer or visitor an opportunity to respond
- permitting the accused person to have a support person present during the consultation (for example: Union Representative or family member; however, this does not include a lawyer acting in a professional capacity)



- providing the employee with a clear written statement outlining the outcome of the investigation
- advise the complainant and all affected parties of the outcome within 7 working days of receiving the verbal or written complaint
  - management will provide a written response outlining the outcome and provide a copy to all parties involved
  - if a written agreement about the resolution of the complaint is prepared, all parties will ensure the outcomes accurately reflect the resolution
- should management decide not to proceed with the investigation after initial enquiries, a written notification outlining the reasoning will be provided to the complainant
- keep appropriate records of the investigation and outcome and store these records in accordance with our *Privacy and Confidentiality Policy* and *Record Keeping and Retention Policy*
- monitor ongoing behaviour and provide support as required
- ensure the parties are protected from victimisation and bullying
- request feedback on the grievance or complaint process using a feedback form
- track complaints to identify recurring issues within SMCELC
- notify the Regulatory Authority within 24 hours if a complaint alleges the safety, health or wellbeing of a child is being compromised. Notification must include any incident where there is a reasonable belief that physical and/or sexual abuse of a child has occurred or is occurring at SMCELC or any allegation that sexual or physical abuse of a child has occurred or is occurring at SMCELC.

#### EDUCATORS WILL:

- listen to the family's view of what has happened
- clarify and confirm the grievance or complaint, documenting all the facts prior to the investigation
- encourage and support the family to seek a balanced understanding of the issue
- discuss possible resolutions available to the family. These would include external support options.
- encourage and assist the family to determine a preferred way of solving the issue
- record the meeting, confirming the details with the family at the end of the meeting
- maintain confidentiality at all times
- refer families (as necessary) to Service policies that may assist in resolving the grievance or complaint.



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

- if appropriate, collect relevant written evidence. This evidence will be treated in strict confidence and will be held in a secure place
- involve the Approved Provider or Director in the conflict resolution as required
- should it be necessary to interview relevant people concerning the grievance, their involvement should be kept to the minimum necessary to establish the facts
- third parties providing evidence must also be made aware that the matter is to be kept confidential.

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

- both parties will be told of the decision and the reason for it
- immediate and appropriate steps will be taken to prevent the grievance from recurring
- if after investigation, it is concluded that the grievance is not substantiated both parties will be notified of the decision and the reason
- the family will be informed that if they are not satisfied with any decision relating to the grievance procedure that they should consult with an external body for further advice such as the Regulatory Authority
- if the grievance or complaint is of a serious nature, or there is a reasonable belief the complaint is any allegation of sexual or physical abuse the Approved Provider is responsible to inform the Regulatory Authority.

#### **FAMILIES WILL:**

- be informed of our duty of care to ensure that all persons are provided with a high level of equity and fairness in relation to the management of complaints. The complaints procedure for families ensures a fair opportunity for all stakeholders to be heard and promotes effective conflict resolution within SMCELC.
- attempt to discuss their complaints with the relevant educator associated with a particular child and/or family as the first step to resolving the issue



- communicate any concerns they may have in writing addressed to the Approved Provider or Nominated Supervisor [see: *Complaints/Grievance Form*]
- raise any unresolved concerns with the Approved Provider or Nominated Supervisor
- maintain confidentiality at all times
- be provided with details of external agencies to contact should they feel SMCELC has not resolved their concerns (e.g., regulatory authority)

## COMPLAINTS RELATING TO THE ADMINISTRATION OF CHILD CARE SUBSIDY

Families who wish to raise concerns regarding the management of Child Care Subsidy should speak with the Nominated Supervisor in the first instance. The Nominated Supervisor will follow the steps as outlined in this policy, including advising the Approved Provider of all grievances.

Families can raise concerns regarding management of the Child Care Subsidy to the dedicated Child Care Tip-Off Line either via phone or email:

Phone: 1800 664 231

Email: [tipoffline@education.gov.au](mailto:tipoffline@education.gov.au)

## CONTINUOUS IMPROVEMENT/EVALUATION

Complaints provide SMCELC with opportunities for learning and improvement. We encourage regular and ongoing feedback from staff, children and families and the community. SMCELC is committed to resolving complaints through prompt investigation, open communication, and transparent processes. Our *Dealing with Complaints Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

To ensure complaints and grievances are handled appropriately, the Approved Provider/ Nominated Supervisor will:

- evaluate each individual complaint and grievance as recorded in the *Complaints and Grievance Management Register* to assess that a satisfactory resolution that has been achieved
- review complaints and grievances as recorded in the *Complaints and Grievance Management Register* to ensure a pattern of similar grievances is not occurring
- review the effectiveness of SMCELC policy and procedures to ensure all complaints and grievances have been handled fairly and professionally
- consider feedback from staff, educators and families regarding the policy and procedure.



## CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Complaints / Grievance Procedure Compliant / Grievance Investigation Guide and Form Complaints Grievance Form	Complaints / Grievance Management Form Complaints / Grievance Register
--	---

### SOURCE

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

ACECQA-[Using Complaints to support continuous improvement](#). (2023).

Australian Government Department of Education. *Child Care Provider Handbook (2022)*

<https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>

Australian Human Rights Commission: <https://www.humanrights.gov.au>

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

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

Guide to the National Quality Framework. (2017). (Amended 2023).

Queensland Government- Guide for effective complaints management

<https://earlychildhood.qld.gov.au/legislationAndGuidelines/Documents/effective-complaints-management-guide.pdf>

Revised National Quality Standard. (2018).

[Western Australian Education and Care Services National Regulations](#)





## DEALING WITH COMPLAINTS POLICY (Staff)

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

It is foreseeable that feedback will include divergent views, which may result in complaints. This Policy details SMCELC's procedures for receiving and managing informal and formal complaints from staff.

Educators can lodge a grievance or complaint with management with the understanding that it will be managed conscientiously and confidentially.

### NATIONAL QUALITY STANDARD (NQS)

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

QUALITY AREA 7: GOVERNANCE AND LEADERSHIPS		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality Service.
7.2.1	Continuous Improvement	There is an effective self-assessment and quality improvement process in place.

LEGISLATIVE REQUIREMENTS/EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
Sec. 172	Offence to fail to display prescribed information
Sec.174	Offence to fail to notify certain information to Regulatory Authority
12	Meaning of serious incident



168(2)(o)	Education and care service must have policies and procedures... for dealing with complaints
170	Policies and procedures must be followed
171	Policies and procedures to be kept available
173(2)(b)	Requires an approved provider to make the name and telephone number of the person to whom complaints may be addressed clearly visible at SMCELC
176	Time to notify certain information to Regulatory Authority
183	Storage of records and other documents

### RELATED POLICIES

CCS Governance Policy Child Protection Policy Child Safe Environment Policy Code of Conduct Policy Dealing with Complaints Policy Enrolment Policy Family Communication Policy Governance Policy	Incident, Injury, Trauma and Illness Policy Interactions with Children, Family and Staff Policy Privacy and Confidentiality Policy Record Keeping and Retention Policy Respect for Children Policy Responsible Person Policy Student and Volunteer Workers Policy
---	---

### PURPOSE

The *Education and Care Services National Regulations* requires approved providers to ensure their services have policies and procedures in place for dealing with complaints (regulation 168) and take reasonable steps to ensure those policies and procedures are followed (regulation 170).

We aim to investigate all complaints and grievances with a high standard of equity and fairness. We believe in team collaboration to ensure a safe, healthy and harmonious work environment. We will ensure that all persons making a complaint are guided by the following policy values:

- procedural fairness and natural justice
- code of ethics and conduct
- culture free from discrimination and harassment
- transparent policies and procedures
- opportunities for further investigation
- adhering to SMCELC philosophy

### PROCEDURAL FAIRNESS AND NATURAL JUSTICE



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

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

## SCOPE

This policy applies to management, the approved provider, nominated supervisor, staff and educators of SMCELC.

## IMPLEMENTATION

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

- value the opportunity to be heard
- promote conflict resolution
- encourage the development of harmonious partnerships
- ensure that conflicts and grievances are mediated fairly
- are transparent and equitable.

## DEFINITIONS

**Complaint:** Expression of dissatisfaction made to or about an organisation related to its products, services, staff or the handling of a complaint where a response or resolution is explicitly or implicitly expected or legally required. [AS/NZS 10002:2014 Complaint Management Standard]

**Complaints and Grievances Management Register:** Records information about complaints and grievances received at SMCELC, along with the outcomes. This register includes documents that must be securely stored, accessible only to management and the Regulatory Authority. The register can provide valuable information to the Approved Provider and Nominated Supervisor of SMCELC to ensure children and family's needs are being met.

**Grievance:** A grievance is a formal statement of complaint that cannot be addressed immediately and involves matters of a more serious nature. A *workplace grievance* is a complaint raised towards an



employer by an employee due to a violation of legalities (workplace policies, employment contract, national standards).

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

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

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

If the Approved Provider/Nominated Supervisor is unsure whether the matter is a notifiable complaint, it is good practice to contact the [Regulatory Authority](#) for confirmation. Written reports must include:

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

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

**Serious incident:** An incident resulting in the death of a child, or an injury, trauma or illness for which the attention of a registered medical practitioner, emergency services or hospital is sought or should have been sought. This also includes an incident in which a child appears to be missing, cannot be



accounted for, is removed from the centre in contravention of the Regulations or is mistakenly locked in/out of the centre premises (Regulation 12).

A serious incident should be documented in an *Incident, Injury, Trauma and Illness Record* as soon as possible and within 24 hours of the incident. The Regulatory Authority must be notified within 24 hours of a serious incident occurring at the centre (Regulation 176(2)(a)). These records are required to be retained for the periods specified in Regulation 183. The Approved Provider will notify the regulatory authority of any incident where there is a reasonable belief that physical and/or sexual abuse of a child has occurred or is occurring at SMCELC, or any allegation that sexual or physical abuse of a child has occurred or is occurring at SMCELC.

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

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

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

Employees are also to be aware of their responsibility to be a good role model for children, and appropriately and professionally handle conflict with work colleagues, children, parents, and other associates.

Employees should regularly reflect on *Early Childhood Australia's Code of Ethics* for guidance of appropriate behaviour when dealing with conflict. The Code of Ethics states that all team members



should “make every effort to use constructive methods to resolve differences of opinion in the spirit of collegiality.”

**Privacy and Confidentiality:** Management and educators will adhere to our *Privacy and Confidentiality Policy* when dealing with grievances and complaints. However, if a grievance or complaint involves a staff member or child protection issues, a relevant government agency will need to be informed. (See: Reportable Conduct Scheme in *Child Protection Policy*).

### **Conflict of Interest**

It is important for the complainant to feel confident in

- being heard fairly
- an unbiased decision-making process

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

SMCELC may also engage the resources of an Independent Conflict Resolution Service to assist with the mediation of a dispute. We will ensure that throughout the conflict resolution process SMCELCs Code of Conduct is adhered to.

### **THE APPROVED PROVIDER/ NOMINATED SUPERVISOR /RESPONSIBLE PERSON WILL:**

- ensure staff and educators are aware of the person to whom complaints can be made and the processes required
- treat all grievances and complaints seriously and as a priority
- ensure grievances and complaints remain confidential
- ensure grievances and complaints reflect procedural fairness and natural justice
- ensure people feel safe or comfortable when making a complaint, including children
- discuss the issue with the complainant within 24 hours of receiving the verbal or written complaint
- investigate and document the grievance or complaint fairly and impartially
- comply with legislation for any allegations or convictions of child abuse or child related misconduct of any staff member, volunteer or contractor and notify the Office of the Children’s



Guardian (OCG) as part of the Reportable Conduct Scheme in NSW with 7 business days. [7-day notification form](#)

The investigation will consist of:

- reviewing the circumstances and facts of the complaint (or breach) and inviting all affected parties to provide information where appropriate and pertinent
- discussing the nature of the complaint (or breach) and giving the accused educator, staff member, volunteer or visitor an opportunity to respond
- permitting the accused person to have a support person present during the consultation (for example: Union Representative or family member; however, this does not include a lawyer acting in a professional capacity).
- providing the employee with a clear written statement outlining the outcome of the investigation.
- Advise the complainant and all affected parties of the outcome within 7 working days of receiving the verbal or written complaint.
  - management will provide a written response outlining the outcome and provide a copy to all parties involved
  - if a written agreement about the resolution of the complaint is prepared, all parties will ensure the outcomes accurately reflects the resolution and sign in agreement
- should management decide not to proceed with the investigation after initial enquiries, a written notification outlining the reasoning will be provided to the complainant
- keep appropriate records of the investigation and outcome and store these records in accordance with our *Privacy and Confidentiality Policy* and *Record Keeping and Retention Policy*
- monitor ongoing behaviour and provide support as required
- ensure the parties are protected from victimisation and bullying
- request feedback on the grievance or complaint process using a feedback form
- track complaints to identify recurring issues within SMCELC
- notify the Regulatory Authority within 24 hours if a complaint alleges the safety, health or wellbeing of a child is being compromised. Notification must include any allegation that sexual or physical abuse of a child has occurred or is occurring at SMCELC.

#### EDUCATORS AND STAFF WILL:

- be aware of the possible ramifications of their actions when dealing with staff issues



- raise the grievance or complaint directly with the person they have grievance with, in a professional manner and at an appropriate time. Both parties should try to resolve the issue and develop solutions to ensure the problem does not happen again. Discussions should be based on the principles of privacy, confidentiality, respect and open-mindedness, will not involve other educators, staff, volunteers or visitors (e.g., parents) and will take place away from children.
- if the person is unable to resolve the issue or feels uncomfortable raising the matter directly with the person concerned, the grievance or complaint must be raised with the Approved Provider/Management or Nominated Supervisor. The Approved Provider or Nominated Supervisor (or other manager) may ask for the issue to be put in writing.
- provide all relevant information, outlining the issue, identifying any other person involved in the problem, and any suggested solution
- communicate openly about the issue with the relevant parties
- raise any grievance involving suspected or actual unlawful activity (including bullying) with the Approved Provider or Nominated Supervisor immediately and privately
- maintain confidentiality at all times
- maintain professionalism at all times.

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

**The aggrieved person is to contact their immediate supervisor (room leader, nominated supervisor or director) who will act as mediator.**

The Mediator will have an interview with the persons involved and clarify the facts, work out whether advice is needed from other sources, discuss options available, and help to formulate a plan of action. If an employee does not feel comfortable in approaching their supervisor, or the conflict is with their immediate supervisor, they can contact the next level of management to act as Mediator.

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

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





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

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

### GRIEVANCE/COMPLAINT PROCEDURES

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

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

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

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

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

### RESOLUTION OF GRIEVANCES

Grievances are considered resolved when all persons involved agree to a solution, when the cause of the grievance has been removed or resolved, and when arrangements have been made, if



appropriate, to repair any damage and distress suffered by the persons involved. Strategies agreed upon by both parties are to be put in place to help avoid further conflict.

### UNRESOLVED CONFLICT

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

### CONFIDENTIALITY

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

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

### SUPPORT PERSON

A Staff member is able to nominate a support person to attend any meetings with them. This person may be a union representative, impartial friend, or family member.

### EDUCATORS AND STAFF WILL NOT

- become involved in complaints or grievances that do not concern them
- raise complaints with an external complaints body, such as a court or Tribunal, without exhausting SMCELCs' grievance procedures.

### CONTINUOUS IMPROVEMENT/EVALUATION

Complaints provide SMCELC with opportunities for learning and improvement. We encourage regular and ongoing feedback from staff, children and families and the community.

### TO ENSURE COMPLAINTS AND GRIEVANCES ARE HANDLED APPROPRIATELY, THE NOMINATED SUPERVISOR WILL:

- evaluate each individual complaint and grievance as recorded in the *Complaints and Grievance Management Register* to assess that a satisfactory resolution that has been achieved
- review the *Dealing with Complaints Policy (Staff)* and other related policies annually
- consider feedback from staff, educators and families regarding the policy and procedure.



## CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Complaints / Grievance Procedure Compliant / Grievance Investigation Guide and Form Complaints Grievance Form	Complaints / Grievance Management Form Complaints / Grievance Register
--	---

## SOURCE

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

ACECQA-[Using Complaints to support continuous improvement](#). (2023).

Australian Human Rights Commission: <https://www.humanrights.gov.au>  
[Education and Care Services National Regulations](#). (Amended 2023).

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

Guide to the National Quality Framework. (2017). (Amended 2023)

Queensland Government- Guide for effective complaints management

<https://earlychildhood.qld.gov.au/legislationAndGuidelines/Documents/effective-complaints-management-guide.pdf>

Revised National Quality Standard. (2018).

[Western Australian Education and Care Services National Regulations](#)



## DEALING WITH COMPLAINTS/GRIEVANCE PROCEDURE

Feedback from families, educators, staff and the wider community is fundamental in creating an evolving Childcare Service working towards the highest standard of care and education. In the event that feedback includes divergent views which result in complaints or a grievance, the Director/ Nominated Supervisor or Approved Provider will ensure the grievance is managed conscientiously and confidentially following the procedure below.

Working in conjunction with the Dealing with Complaints Policy (General), Dealing with Complaints (Families) and Dealing with Complaints (Staff), this procedure provides detailed steps for receiving and managing informal and formal complaints and grievances.

*Education and Care Services National Law or Regulations (R.168, 173, 176 and 183) NQS QA 6 and 7: Element 6.1.2, 6.2, 7.1.2 and 7.2.1 Relationships with families and Governance practices and procedures*  
*Related Policy: Dealing with Complaints Policy (General), Dealing with Complaints (Families) and Dealing with Complaints (Staff)*

STEP 1: COMPLAINT PROCEDURE		
1	The Approved Provider/ Nominated Supervisor and educators will review SMCELC's <i>Dealing with Complaints Policy</i> each year in consultation with families	
2	The name and telephone number of the person to whom complaints can be made is clearly visible at SMCELC	
3	Information about our <i>Dealing with Complaints Policy</i> will be easily accessible to all families, visitors, staff and volunteers	
4	The Director/ Nominated Supervisor or Approved Provider will treat all complaints and grievances seriously, professionally and as a priority while ensuring complaints or grievances remain confidential	
5	The Director/ Nominated Supervisor or Approved Provider will ensure complaints or grievances reflect procedural fairness and natural justice	
6	Families are encouraged to read through SMCELC's <i>Dealing with Complaints Policy</i> and <i>Code of Conduct</i> to ensure the most effective and appropriate method of communication is used when raising the complaint or grievance.	
	Families are encouraged to contact their children's educator directly to make an appointment to discuss the complaint or grievance and raise their concerns. (In many cases an informal resolution can be achieved by communication and discussion). Complaints should be discussed privately and at an appropriate time.	



	If families feel uncomfortable approaching the educator directly, we encourage them to contact Service Management to arrange a formal meeting.	
7	If the family feels as though their grievance or complaint has not been resolved when approaching the educator, management will be contacted to arrange a formal meeting. They will contact the family within 24 hours of receiving the grievance or complaint.	
8	If any complaint or grievance is made verbally to an educator, a record of the conversation must be made and shared with the Nominated Supervisor. This record, although informal, should be kept in the <i>Complaints Register</i> .	
9	Staff and families are encouraged to submit a written complaint through the <i>Complaints/ Grievance Form</i>	
10	Staff are encouraged to read through SMCELC's <i>Dealing with Complaints Policy</i> and <i>Dealing with Complaints Procedure</i> to ensure the most effective and appropriate method of communication is used when raising the complaint or grievance.	

### STEP 2: UPON RECEIPT OF A COMPLAINT/FEEDBACK

1	The Director/ Nominated Supervisor or Approved Provider will discuss the issue with the complainant within 24 hours of receiving the verbal or written complaint and will investigate and document the complaint or grievance fairly and impartially	
2	Management and staff will adhere to our <i>Privacy and Confidentiality Policy</i> when conducting an investigation into complaints or grievances. However, if a complaint or grievance involves a staff member or a child protection issue, a relevant agency will need to be informed. (See: Child Protection Policy for your state/territory.) <a href="#">Responding to incidents, disclosures and suspicions of child abuse or harm NSW</a>  The Approved Provider will notify the regulatory authority of any incident where there is a reasonable belief that physical and/or sexual abuse of a child has occurred or is occurring at SMCELC, or any allegation that sexual or physical abuse of a child has occurred or is occurring at SMCELC.	
3	Families who wish to raise concerns regarding the management of Child Care Subsidy (CCS) should speak with the Director/ Nominated Supervisor in the first instance. Families can raise concerns regarding management of the Child Care Subsidy to the dedicated Child Care Tip-Off Line either via phone or email: <ul style="list-style-type: none"> <li>• Phone: 1800 664 231</li> <li>• Email: <a href="mailto:tipoffline@education.gov.au">tipoffline@education.gov.au</a></li> </ul>	
4	A meeting will be arranged between the complainant and management of SMCELC. The <i>Complaint Management Form</i> may be used during the meeting to fairly and impartially document the complaint or grievance.	

### STEP 3: INVESTIGATING THE COMPLAINT

1	The Director/ Nominated Supervisor or Approved Provider will begin an investigation of the complaint/ grievance/ feedback by:	
---	---	--



	<ul style="list-style-type: none"> <li>a) reviewing the circumstances and facts of the complaint (or breach) and inviting all affected parties to provide information where appropriate and pertinent</li> <li>b) discussing the nature of the complaint (or breach) and giving the accused educator, staff member, volunteer, parent or visitor an opportunity to respond</li> <li>c) permitting the accused person to have a support person present during the consultation (for example: Union Representative or family member)</li> <li>d) providing the employee with a clear written statement outlining the outcome of the investigation.</li> </ul>	
2	Management will use the <i>Complaint/Grievance Investigation Guide and Form</i> to record the investigation conducted, if an investigation is required.	
3	Should the Director/ Nominated Supervisor or Approved Provider decide not to proceed with the investigation after initial enquiries, a written notification outlining the reasoning is to be provided to the complainant.	
4	Should a conflict of interest arise during a complaint or grievance that involves the Approved Provider or Director/ Nominated Supervisor, other Management will be nominated as an alternative mediator.	
5	SMCELC may also engage the resources of an Independent Conflict Resolution Service to assist with the mediation of a dispute. We will ensure that throughout the conflict resolution process SMCELCs Code of Conduct is be adhered to.	

#### STEP 4: EVALUATION OF THE INVESTIGATION

1	The Director/ Nominated Supervisor or Approved Provider will advise the complainant and all affected parties of the outcome within 7 working days of receiving the verbal or written complaint or grievance	
2	Management will provide a written response outlining the outcome and provide a copy to all parties involved	
3	If a written agreement about the resolution of the complaint or grievance is prepared, all parties will ensure the outcomes accurately reflects the resolution and sign in agreement	
4	The Director/ Nominated Supervisor or Approved Provider will monitor ongoing behaviour and provide support as required, and ensure the parties are protected from victimisation and bullying.	

#### STEP 5: KEEPING RECORDS OF COMPLAINTS AND FEEDBACK

1	The Director/ Nominated Supervisor or Approved Provider will keep appropriate records of the investigation and outcome and store these records in accordance with our <i>Privacy and Confidentiality Policy</i> and <i>Record Keeping and Retention Policy</i>	
---	--	--



2	The Director/ Nominated Supervisor or Approved Provider will request feedback on the complaint or grievance process using a feedback form and review the effectiveness of SMCELC policy and procedures to ensure all complaints and grievances have been handled fairly and professionally	
3	The Director/ Nominated Supervisor or Approved Provider will track complaints to identify recurring issues within SMCELC through the <i>Complaints Register</i> .	

#### STEP 6: NOTIFICATIONS OF COMPLAINTS AND FEEDBACK

1	<p>The Director/ Nominated Supervisor or Approved Provider will notify the Regulatory Authority within 24 hours if a complaint alleges the safety, health or wellbeing of a child is being compromised. If the Director is unsure whether the matter is a notifiable complaint, it is good practice to contact the <a href="#">Regulatory Authority</a> for confirmation. Written reports must include:</p> <ul style="list-style-type: none"> <li>• details of the event or incident</li> <li>• the name of the person who initially made the complaint</li> <li>• if appropriate, the name of the child concerned and the condition of the child, including a medical or incident report (where relevant)</li> <li>• contact details of a nominated member of the Grievances Subcommittee (or Nominated Supervisor)</li> <li>• any other relevant information</li> </ul>	
2	Written notification of complaints must be submitted to the Regulatory Authority using the appropriate forms, which can be found on the ACECQA website: <a href="http://www.acecqa.gov.au">www.acecqa.gov.au</a> and logged using NQA ITS (National Quality Agenda IT System).	

#### COMPLAINT/ GRIEVANCE RESOURCES

Dealing with Complaints Policy (Family, General, Staff)	The Dealing with Complaints Policy provides information of how SMCELC handles complaints or grievances, including notifiable complaints and serious incidents.
Complaints/ Grievance Procedure	This procedure provides detailed steps for receiving and managing informal and formal complaints and grievances.
Complaint/ Grievance Investigation Guide and Form	The investigation guide provides guidance for management when responding to complaints or grievances of a more serious nature to ensure investigations are conducted effectively and efficiently. A template form is available to document the investigation process.
Complaints/ Grievance Form - General	Template available to provide to staff, families and the general community to submit complaints or grievances.
Complaints/ Grievance Management Form	This form is to be used to record details of meetings held between SMCELC and families, a member of the community or staff to address



	and resolve a complaint or grievance submitted, as per our <i>Dealing with Complaints Policy</i> . A copy of this document should be recorded in the <i>Complaints/Grievance Register</i> .
Complaints/ Grievance Register	The Complaints/ Grievance Register provides an overview of complaints submitted to SMCELC within a period of time.
Family Conduct Guidelines	The Family Conduct Guidelines are in place to emphasize the commitment and ethical responsibilities each family adopts when enrolling their child/ren at SMCELC in conjunction with the Enrolment Policy, Dealing with Complaints Policy, Family Handbook and the Early Childhood Australia Code of Ethics.





## DELIVERY OF CHILDREN TO AND FROM AN EEC SERVICE

Under the *Education and Care Services National Regulations* the approved provider must ensure that policies and procedures are in place for the delivery of children to, and collection from, service premises and take reasonable steps to ensure those policies are followed. (ACECQA 2021).

Arrival and departure times are planned to promote a smooth transition between home and SMCELC. The opportunity to build secure, respectful and reciprocal relationships between children and families is promoted during arrival and departure times where educators have the opportunity to engage in conversations with families and support each child's well-being.

To ensure the health and safety of children at SMCELC our *Delivery of Children to, and collection from Education and Care Service Premises Policy* is strictly adhered to, allowing only nominated authorised persons to collect children at any time throughout the day. The daily sign in and out register is not only a legally required document to record children's attendance as per National Law and Regulations but also used as a record of the children on the premises should an emergency evacuation be required to be implemented.

### NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
84	Awareness of child protection law
86	Notification to parents of incidents, injury, trauma and illness
87	Incident, injury, trauma and illness record



99	Children leaving the education and care service premises
100	Risk assessment must be conducted before excursion
102	Authorisations for excursions
102AAB	Safe arrival of children policies and procedures
102AAC	Risk assessment for the purposes of safe arrival of children policies and procedures
102B	Transport risk assessment must be conducted before service transports a child
102C	Conduct of risk assessment for transporting children by education and care service
102D	Authorisation for service to transport children
122	Educators must be working directly with children to be included in ratios
123	Educator to child ratios- centre-based services
157	Access for parents
158	Children's attendance record to be kept by approved provider
160	Child enrolment records to be kept by approved provider and family day care educator
161	Authorisations to be kept in enrolment record
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
173	Prescribed information to be displayed
176	Time to notify certain information to Regulatory Authority
177	Prescribed enrolment and other documents to be kept by approved provider
S162 (A)	Persons in day-to-day charge and nominated supervisors to have child protection training
S165	Offence to inadequately supervise children



S167	Offence relating to protection of children from harm or hazard
S170	Offence relating to unauthorised persons on education and care service premises

## RELATED POLICIES

Acceptance and Refusal Authorisation Policy Administration of Medication Policy Child Protection Policy Child Safe Environment Policy Code of Conduct Policy Dealing with Infectious Diseases Policy Emergency and Evacuation Policy Enrolment Policy	Incident, Injury, Trauma and Illness Policy Orientation of New Families Policy Privacy and Confidentiality Policy Safe Transportation Policy Student, Volunteer and Visitor Policy  Work Health and Safety Policy
--	---

## PURPOSE

We aim to ensure the protection and safety of all children, staff members, and families accessing SMCELC. Educators and staff will only release children to an authorised person as named by the parent/guardian on the individual child’s enrolment form.

## SCOPE

This policy applies to children, families, staff, management students, volunteers, and visitors of SMCELC.

## IMPLEMENTATION

Our Service has detailed processes, guidelines and practices for the delivery and collection of children to ensure the safety and wellbeing of each individual child. We ensure that all educators and staff implement these.

### The Approved Provider/Nominated Supervisor/Responsible Person will ensure:

- that obligations under the *Education and Care Services National Law and National Regulations* are met
- educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy
- families are aware of this *Delivery of children to, and collection from an Education and Care Service Premises Policy*



- a risk assessment is conducted at least once every 12 months, to identify any risks or hazards that may pose a risk to children’s health, safety or wellbeing as they travel between our Service and any other service which provides education and care to children (See: *Safe Transportation of Children Policy*)
- adequate supervision is provided when children arrive and depart SMCELC premises
- relevant educator to child ratios is adhered to at all times
- accurate attendance records are kept
- children only leave the education and care premises in the care of a parent /guardian or authorised person or in accordance with written authorisation as per Regulation 99
- enrolment records are kept for each child enrolled in SMCELC including the name, address and contact details of
  - any emergency contacts (must be local and able to collect child within 45 min)
  - any authorised nominee
  - any person authorised to consent to medical treatment or administration of medication
  - any person authorised to give permission to the educator to take the child off the premises
  - any person who is authorised to authorize the education and care service to transport the child or arrange transportation of a child.
  - details of any court order, parenting orders or parenting plan
  - authorisations for SMCELC to take the child on regular outings
  - authorisations for SMCELC to take the child on regular transportation
  - any medical management plan, anaphylaxis medical management plan or risk minimisation plan
- **should any serious incident occur, an Incident, injury, trauma or illness record must be completed (see Incident, Injury, Trauma and Illness Policy and Procedure)**
- **in the case of a serious incident occurring, the regulatory authority must be notified within 24 hours through the [NQA IT System](#)**
- all new educators and staff are provided with an induction to SMCELC including an understanding of this policy
- all educators and staff are provided with procedures and training on how they will verify the identity of an authorised nominee or a person authorised by the parent or authorised nominee to collect the child (including procedures of what to do when an unauthorised person attempts to collect a child)

### Arrival at Service

- all children need to be signed in by an authorised person. Note: the signing in of a child is verification of the accuracy of the attendance record. Information required on the register includes the child’s name, the date and time they arrive and the signature of the person dropping off the child
- the parent/authorised nominee must also advise staff who will be collecting the child/children



- during a pandemic or infectious disease period, children and families are required to wash their hands upon arrival or use the hand sanitiser provided
- families will be reminded to sign their child/children into SMCELC and will be encouraged to do so immediately upon arrival to avoid forgetting
- should families forget to sign their child/children in, National Regulations require the Nominated Supervisor or educator to sign the child in
- sign in sheets/attendance records are to be used as a record in the case of an emergency to account for all children present at SMCELC
- children are to be sighted by an educator before the parent or person responsible for the child leaves. This ensures that the educator is aware that the child has arrived and is in the building
- a child's medication needs, or any other important or relevant information should be passed on to one of the child's educators by the person delivering the child
- the educator will check that the family has completed an *Administration of Medication Record* and store the medication appropriately, away from children's reach
- in order for children to feel secure and safe, it is important that children and families are greeted upon arrival by a member of staff and have the chance to say goodbye to the person dropping them off. Saying goodbye helps to build trust, while parents/guardians leaving without saying goodbye could cause the child to think they have been left behind.
- a locker or shelf space will be made available to children and their families. A locker will be labelled for your child to identify where their belongings are stored
- 
- in the case of a separated family, either biological parent is able to add a contact in writing unless a court order is provided to the Director stating that one parent has sole custody and responsibility.

### Departure from SMCELC

- Children may only leave SMCELC premises if the child leaves:
  - in accordance with the written authorisation of the child's parent/guardian or authorised nominee named in the enrolment record; or
  - taken on an excursion or on transportation provided or arranged by SMCELC with the written authorisation of the child's parent or authorised nominee; or
  - given into the care of a person or taken outside the premises; or
  - because the child requires medical, hospital or ambulance care or treatment; or
  - because of another emergency (evacuation due to bush fire, flood)
- in the case of an emergency, (because the child requires medical, hospital or ambulance care or treatment), where the parent or a previously authorised nominee (as indicated in the child's enrolment form) is unable to collect the child, the parent or person responsible for the child (as listed on enrolment form as having a parenting role) may telephone SMCELC and arrange an alternative person to pick up the child. This contact must then be confirmed in writing to SMCELC (email, text or letter)
- parents/guardians are to advise their child's educator if someone different is picking up their child. This person is to be named on the enrolment form or added in writing to management as



an authorised nominee or authorised person for the child by completing an Authority to Collect form printed out from Cognito Forms (online form, log in required by Administration Manager or Nominated Supervisor).

- photo identification must be sighted by a Primary Contact Educator before the child is released. If educators cannot verify the person's identity, they may be unable to release the child into that person's care, even if the person is named on the enrolment form
- all children must be signed out by their parent (or a person authorised by the parent) when the child is collected from SMCELC including each child's name, date and time they depart. If the parent or other person forgets to sign the child out, they will be signed out by the Nominated Supervisor or educator.
- parents/guardians or authorised person are required to arrive to collect their child/children by 6.00pm.
- no child will be withheld from an authorised contact or biological parent named on the enrolment form unless a current court order is on file at SMCELC
- in the case of a particular person (including a biological parent) being denied access to a child, SMCELC requires a written notice (court order) from a court of law.
  - educators will attempt to prevent that person from entering SMCELC and taking the child however, the safety of other children and educators must be considered.
  - educators will not be expected to physically prevent any person from leaving SMCELC
  - in such cases, the parent with custody will be contacted along with the local police and appropriate authorities
  - where possible the educator will provide police with the make, colour, and registration number of the vehicle being driven by the unauthorised person, and the direction of travel when they left SMCELC.
  - a court order overrules any requests made by parents to adapt or make changes. For the protection of the children and educators, family members are asked not to give our front door code to anyone other than those absolutely necessary.
- **in the case of a serious incident occurring, as described above, the regulatory authority must be notified within 24 hours through the [NQA IT System](#)**
- Nominated Supervisor/Responsible Person will ensure that the authorised nominee pick-up list for each child is kept up to date. It is our policy that we do not allow anyone under the age of 16 to collect children
- if the person collecting the child appears to be intoxicated or under the influence of drugs, and educators feel that the person is unfit to take responsibility for the child, educators will:
  - discuss their concerns with the person, without the child being present if possible, and
  - suggest they contact another parent or authorised nominee to collect the child
  - follow procedures to protect the safety of children and staff of the education and care service as per Child Protection Law and Child Protection Policy
  - contact the Police and other regulatory authorities (Child Protection Hotline 132 111)
  - if an authorisation to collect a child is refused by SMCELC, it is best practice to document the actions for evidence to authorities (refer to *Refusal of Authorisation Register*).



- at the end of each day educators will check indoor and outdoor premises including all rooms and storage rooms, beds and cots, and storage sheds to ensure that no child remains on the premises after SMCELC closes
- children may leave the premises in the event of an emergency, including medical emergencies as outlined in our *Emergency Evacuation Policy*
- details of absences during the day will be recorded.

## Visitors

Our Service will ensure no child or children are left alone with a visitor, student, or volunteer.

- to ensure we meet Work Health and Safety requirements and ensure a child safe environment, individuals visiting our Service must sign in when they arrive at the service and sign out when they leave
- visitors who may come into direct contact with children are required to submit their Working with Children Check to be verified by the approved provider (best practice)
- visitors will remain under the direct supervision of the approved provider, nominated supervisor, responsible person or educator at all times whilst at the service

## Late Collection of Children:

- if there are children still present at SMCELC upon closing, it is best practice to ensure a minimum of two educators remain until all children are collected.
- Fees apply for late collection
- if parents/guardians know that they are going to be late, they must notify SMCELC. If possible, they should make arrangements for someone else to collect their child.
- if they have not arrived by 6:00pm SMCELC will attempt to contact them via phone. If parents/authorised persons are unable to be contacted the Nominated Supervisor will call alternative contacts as listed on the enrolment form to organise collection of the child.
- due to licensing and insurance purposes, if by 6pm neither the parent or any of the authorised nominee are available or contactable, SMCELC may need to contact the police and other relevant authorities
- if the child is taken to an alternative safe location for example: Police Station, a sign will be displayed at SMCELC notifying parents/guardian of the child's whereabouts. If this occurs, SMCELC will be obligated to contact relevant Child Protection Agencies and notify the Regulatory Authority.
- where families are continually late to collect children, an initial warning will be issued and if lateness continues, a *Late Collection of Children letter* will be presented to parents/guardians
- should this non-compliance continue, SMCELC reserves the right to terminate a child's enrolment.

## SOURCE

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

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).



Australian Children’s Education & Care Quality Authority (ACECQA) 2023. [Policy and Procedure Guidelines. Delivery to, and Collection from Education and Care Services.](#)

Australian Government. Department of Education, [Belonging, Being and Becoming: The Early Years Learning Framework for Australia. V2.0, 2022](#)

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010 Amended 2023).

[Education and Care Services National Regulations](#) Amended 2023).

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

Guide to the National Quality Framework. (2018). (Amended 2020).

National Health and Medical Research Council. (2013). *Staying healthy: Preventing infectious diseases in early childhood education and care services.* (5<sup>th</sup> Ed.).

Revised National Quality Standard. (2018).

Safe Work Australia (2020)





## EDUCATIONAL PROGRAM POLICY

Research accentuates that high quality educational programs significantly influence children’s development in all areas. We have the opportunity to provide a supportive learning environment and program, gaining inspiration from the children and families. Thoughtfully planned experiences and environments encourage the children to feel a sense of control over their actions, be curious and investigate, and explore their understanding of themselves, others, and the world around them. The United Nations Convention on the Rights of the Child (the convention) (United Nations 1989) states *‘that all children have the right to an education that lays a foundation for the rest of their lives, maximises their ability, and respects their family, cultural and other identities and languages.’* (EYLF, V2.2, 2022, p.5).

### NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1	Program	The educational program enhances each child’s learning and development.
1.1.1	Approved learning framework	Curriculum decision-making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
1.1.2	Child-centred	Each child’s current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child’s learning.
1.2	Practice	Educators facilitate and extend each child’s learning and development.
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
1.2.2	Responsive teaching and scaffolding	Educators respond to children’s ideas and play and extend children’s learning through open-ended questions, interactions and feedback.
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
1.3	Assessment and planning	Educators and coordinators take a planned and reflective approach to implementing the program for each child.



1.3.1	Assessment and planning cycle	Each child’s learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
1.3.2	Critical reflection	Critical reflection on children’s learning and development, both as individuals and in groups, drives program planning and implementation.
1.3.3	Information for families	Families are informed about the program and their child's progress.
		<b>QUALITY AREA 7: GOVERNANCE AND LEADERSHIP</b>
7.2.2	Educational leadership	The educational leader is supported and leads the development of the educational program and assessment and planning cycle

<b>EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS</b>	
Sec.168	Offence relating to required programs
73	Educational programs
74	Documenting of child assessments or evaluations for delivery of educational program
75	Information about educational program to be kept available
76	Information about educational program to be given to parents
118	Educational leader
148	Educational leader
168	Education and care service must have policies and procedures
170	Policies and procedures are to be followed
254	Declared approved learning frameworks

**RELATED POLICIES**

Code of Conduct Policy Environmental Responsibility Policy Excursion/Incursion Policy	Interactions with Children, Family and Staff Policy Privacy and Confidentiality Policy Professional Development Policy Record Keeping and Retention Policy
---	---

**PURPOSE**



We aim to enhance children’s learning and development through the pedagogical practices of educators in a positive learning environment through which the five learning outcomes from the *Early Years Learning Framework (EYLF) (V2.0)* are supported and promoted. Educators will gather and interpret information about children as individuals to inform the preparation of the environment, and implement experiences that are engaging and meaningful, supporting children’s holistic development. We support the vision of the EYLF, V2.0 to ensure ‘*all children experience learning that is engaging and builds success for life.*’

## SCOPE

This policy applies to children, families, staff, educators and management of SMCELC.

## IMPLEMENTATION

Under the Education and Care Services National Law and National Regulations, approved services are required to base their educational program on an approved learning framework. The program should focus on addressing the developmental needs, interests, and previous experiences of each child. SMCELC implement the National Quality Framework and our approach is underpinned by The Early Years Learning Framework and the National Quality Standards.

- [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0, 2022](#)
- [My Time, Our Place- Framework for School Age Care in Australia.V2.0, 2022](#)

### SMCELC is committed to the Early Years Learning Framework (EYLF)

The approved learning frameworks include principles, practices and learning outcomes that guide the educational Coordinator, the educational leader and all educators in their curriculum decision making, and assist them in planning, delivering and evaluating and assessing high quality programs in our early childhood settings.

In compliance with the Early Years Learning Framework (V2.0) and Education and Care Services National Regulations, the program will contribute to the following outcomes for each child:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators

### SMCELC promotes the Early Years Learning Framework through the following:



- Each child's learning will be consistently based on their interests and strengths and guided by educators.
- Educators must work in collaboration with families to collect information on each child and analyse what that information tells them about how to support the child's learning with relevant learning experiences to incorporate into the program.
- Every child will be equally valued, accepted and supported. Their achievements and learning will be celebrated.
- Educators recognise and respond to children achieving educational success. In response they challenge practices that contribute to inequalities and make curriculum decisions that promote inclusion and participation of all children. Children progress well when educators hold high expectations for their achievement in learning.
- Educators will observe and record the strengths and learning of each child.
- Educators will work closely with children and families to produce ideas for the curriculum.
- Learning Outcomes will be linked to the curriculum during and after each child's learning has been documented.
- The curriculum will be constructed based on the children's interests and ideas, educators extending children's interests with emergent experiences, and family contribution.
- Each child's play and learning experiences will be used to build learning profile to record their learning journey. This will include Learning Stories in the PLAYGROUND app, observations, photographs with captions and annotations, children's feedback and other documentation demonstrating strengths and development.
- The curriculum will be evaluated and reflected upon continuously by educators as part of the ongoing cycle of assessment and planning.
- Where appropriate, SMCELC will liaise with external agencies and support persons to best educate and care for children with additional needs.

#### THE APPROVED PROVIDER WILL ENSURE:

- obligations under the *Education and Care Services National Law and National Regulations* are met
- ensure educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy
- the educational leader has the skills, knowledge and attributes to mentor and work collaboratively with educators, fostering a shared responsibility and professional accountability of children's learning, development and wellbeing
- Appointing an Education Coordinator to oversee and review the Educational Program and Reflective Practice while supporting and mentoring the selected Educational Leader. Educational Coordinator ensures the program is critically reflected by all educators and is an ongoing, dynamic process that consistently aligns with SMCELC philosophy and theoretical perspectives.
- The education leader selected is supported to lead the development and implementation of the educational program and assessment and planning cycle within SMCELC



- The educational leader has the skills, knowledge and attributes to mentor and support educator's understanding of educational programming and practice
- the staff record includes the name of the person designated as the educational leader.

#### THE APPROVED PROVIDER / NOMINATED SUPERVISOR / RESPONSIBLE PERSON/ EDUCATIONAL LEADER WILL:

- ensure a high-quality educational program based on an approved learning framework is delivered to all children in accordance with the framework (outcomes, practices and principles)
- ensure the program is evidence based, age-appropriate and supports and extends the developmental needs, interests and experiences of each child
- ensure the program contributes to the five learning outcomes for each child
- ensure planning for learning is a continuous cycle that involves-observation, planning, implementation, critical reflection, assessment, evaluation and critical reflection
- work in partnership with children and families, communities, teachers in schools and other professionals to inform educational practices that are place-based and relevant to that community (EYLF. p.8)
- ensure Aboriginal and Torres Strait Islander perspectives are embedded in the program
- document family input with the educational program to strengthen connections and partnerships
- ensure that a suitable program based on the Early Years Learning Framework that is inclusive and delivered to all children.
- collaborate with educators and provide curriculum direction and guidance
- ensure educators are intentional in all aspects of their professional practice
- ensure all children have the access to a quality and inclusive educational program that celebrates and makes visible children's diversity (EYLF, V2.0)
- ensure all educators work as a team in decision making processes and preparing and/or implementing the curriculum which adheres to SMCELC philosophy
- develop collaborative relationships with families to achieve high quality outcomes for all children building on understandings of diversity, acceptance especially Aboriginal and Torres Strait Islander cultures
- ensure adaptations/adjustments are made in the environment for children with disability and additional needs. Management will make appropriate, professional referrals where necessary with family permission.
- ensure a conscious balance between indoor and outdoor experiences is planned for with large blocks of unstructured time for uninterrupted child-initiated play promote children's physical activity by supporting the development of their gross motor skills and fostering the emergence and refinement of fundamental movement skills through a range of intentionally planned and spontaneous active play learning experiences.



- ensure key physical activity recommendations from Australian Government guidelines- Get up & Grow and/or *Munch and Move (NSW)* are embedded into our curriculum
- support families through positive, respectful and reciprocal relationships through regular communication
- ensure the educational program is displayed in a place that is accessible to parents and families
- ensure a copy of the program is available at all times.

#### EDUCATORS WILL:

Practice is informed by Critical Reflection:

- The Educational Coordinator, Educational Leader and all educators regularly reflect on their own educational practice individually and with each other. They will demonstrate the ability to implement changes to strengthen their practice over time.
- In SMCELC our educators reflect robust debates, discussions and opportunities for input by all. The educational program and everyday practice including routines are informed by critical thinking to maximise each child's learning and promote their sense of agency.
- collaborate with the educational leader for curriculum direction and guidance
- implement an ongoing cycle of planning, documenting and evaluating children's learning which will underpin the educational program and involve educators in critically thinking about what is achievable and why
- gather evidence of children's learning to ensure the educational program is responsive to the strengths, needs and interests of young children.
- ensure the curriculum reflects diversity and reflects the values and beliefs of children and families.
- act deliberately, thoughtfully and purposefully to support children's learning through play-based learning
- plan a contextual program that actively promotes or initiates the investigation of ideas, complex concepts and thinking, reasoning and hypothesising the supports in learning, development and wellbeing of each child
- display cultural responsiveness by learning about multiple perspectives and diversity such as Aboriginal and Torres Strait Islander peoples, ethnic, cultural, linguistic, family and individual's diversity
- use the learning outcomes to guide the planning for children and young people's learning
- use multiple sources of information to gather and document different aspects of children's learning, development and wellbeing
- take responsibility to be culturally responsive and be respectful of everyone's backgrounds, beliefs, values, customs, knowledges, lifestyles and social behaviour



- document children’s wellbeing and learning, utilising contemporary theories and research concerning children’s play, leisure, and learning, and make this visible to children, educators and families
- respect children’s growth mindset and acknowledge children as competent and capable learners
- encourage children to act intentionally and with agency in play as they make decisions
- allow large blocks of uninterrupted time to allow children to develop their ideas and interests in their learning environments allowing children to explore their physical, social and intellectual elements of their activities
- intentionally plan and implement learning experiences using information about a child’s interests, curiosities and funds of knowledge
- plan a contextual program that actively promotes or initiates the investigation of ideas, complex concepts and thinking, reasoning and hypothesising the supports in learning, development and wellbeing of each child and young person
- provide experiences that support and develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, enthusiasm, persistence and imagination
- document children’s experiences and their responses to the environment making children’s learning visible to educators and families and promote shared learning and collaboration
- provide experiences that include both child-directed and teacher-directed learning catering for children’s individual needs and interests and, are developmentally appropriate.
- ensure materials and equipment reflect the cultural diversity and family values that exists in our society
- intentionally promote learning about a child’s culture, county and community through dance, music, language and dialect, stories, art and craft
- respond to children’s emergent ideas and play and to use intentional teaching being purposeful and deliberate to scaffold and extend each child’s learning
- provide experiences that actively promote and initiate the investigation of ideas, complex concepts and thinking, reasoning and hypothesising
- provide experiences that support and develop all developmental areas and curriculum areas including music, maths, and science
- plan and implement the intentional teaching of Fundamental Movement Skills (FMS) to support the physical development of children of all ages
- gather information from families upon enrolment regarding the child’s needs, interests, and family backgrounds. This information is treated as confidential and allows educators to provide experiences that interest and extend children’s current development. We feel that it is important to develop a partnership between parents and educators to ensure that consistency between home and SMCELC occurs and that the best possible care and education is provided.
- collaborate with children and families to support children’s learning
- ensure information about the child’s participation in the program is available for families



- utilise families feedback for creating children’s assessment and evaluation creates an authentic and meaningful assessment whilst valuing the children’s role in assessing their learning
- ensure families receive a copy of children’s learning progress
- encourage communication with families about physical activity, gross motor, and fundamental movements skills development
- explore ideas and theories using imagination and creative play
- allow large blocks of uninterrupted time (free play) to allow children to develop their ideas and play
- use the learning outcomes, practices and principles to guide planning for children’s learning and play and to encourage development of their self-worth, uniqueness and positive view of themselves helping frame their personal and social identity of children and identities of Aboriginal and Torres Strait Islanders children
- teach children the importance of taking responsibility towards their own health and safety to ensure their own wellbeing and personal safety
- intentionally scaffold children’s understanding and learning
- provide children with ongoing encouragement and positive reinforcement
- provide opportunities for children to be active and engaged daily through a balance of planned and spontaneous experiences within the indoor and outdoor environment
- make use of spontaneous ‘teachable moments’ to extend children’s learning
- respond to children’s displays of learning dispositions by commenting and praising them and providing encouragement and additional ideas
- view children as active participants and decision makers, working with each child’s unique qualities and abilities
- further extend critical thinking skills through provocations
- plan realistic curriculum goals for children based on observation and assessment of individual needs and interests
- seek opportunities within the routine for spontaneous play and experiences
- ensure that all children’s experiences are recognised and valued with equitable access to resources and opportunities to demonstrate their learning
- use a variety of methods to assist reflection on children’s experiences, thinking, and learning
- ensure critical reflection clearly exams all aspects of events and experiences from different perspectives, identifying children’s learning, spontaneous play, teaching strategies, and changes that may be needed in the environment
- assist children to develop daily habits, understanding, and skills that support health and wellbeing (ACECQA, 2023)

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

- foster a positive self-concept
- develop and support social skills





- develop and support children’s cognitive skills such as the ability to think, reason, question, and experiment
- develop and support language development
- enhance physical development and skills
- support sound health, safety, personal hygiene, and nutritional practices
- support creative expression
- support respect for cultural diversity of staff and children
- support respect for gender diversity.

In SMCELC promotes and encourages the healthy development of children through the implementation of the Munch & Move Program (NSW Health initiative). This program supports the healthy development of children, birth to five years, by providing educators with the knowledge and skills to support physical activity, healthy eating and reduced screen time.

**At SMCELC we aim to promote children’s participation in physical activity by:**

- fostering children’s Fundamental Movement Skills (FMS) including, running, galloping, hopping, jumping, leaping, side-sliding, skipping, overarm throwing, catching, striking a stationary ball, kicking, underarm throwing and stationary dribbling through role modelling skills
- providing active play experiences that encourage children to explore, be creative, and challenge their development
- providing space, time, and resources for children to revisit and practice FMS and engage in active play
- providing opportunities for educators to attend professional development to enhance their skills and knowledge about the importance of physical activity for children.
- providing positive instruction, role modelling, and advice to children as they develop and improve their FMS
- working in collaboration with families and professionals to provide active experiences that are inclusive of all children

## SOURCE

Australian Children’s Education & Care Quality Authority. (2023). [Guide to the National Quality Framework.](#)

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.](#) V2.0, 2022

Australian Government Department of Education. (2022). [Information sheet. Belonging, Being and Becoming. Cultural responsiveness.](#)

Australian Government Department of Education. (2023). [Play-based learning and intentionality.](#)

Australian Government, Department of Health and Aged Care (2013). [Get Up & Grow. Healthy Eating and Physical Activity for Early Childhood.](#)



Arthur, L, Beecher, B, Death, E, Dockett, S, & Farmer, S. (2017). *Programming and planning in early childhood settings (7<sup>th</sup> Ed.)*. North Ryde, Australia: Cengage Learning Australia.

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

Australian Government Department of Education, Skills and Employment. (2009) *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*.

Australian Government, Department of Education, Skills and Employment. (2013). *Get Up & Grow. Healthy Eating and Physical Activity for Early Childhood*.

Caplan, L, & Kyretses, S. (2014). *Programming with the early years learning framework*. Cragieburn, Victoria: Curriculum Kids.

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). . (Amended 2023).

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

Guide to the National Quality Framework. (2017). (Amended 2020).

Munch & Move: <https://www.healthykids.nsw.gov.au/campaigns-programs/about-munch-move.aspx>

Revised National Quality Standard. (2018).



# ASSESSMENT AND PLANNING CYCLE GUIDE AND PROCEDURE

The Assessment and Planning Cycle is a requirement of the National Quality Framework (NQF). An educational program must be designed using an approved learning framework – Belonging, Being and Becoming: The Early Years Learning Framework (EYLF), (and other jurisdiction-approved learning frameworks) and be child-centred. The program must also align to the National Quality Framework including National Quality Standards, Education and Care Services National Law and Regulations. An Educational Leader collaborates with educators to design, implement, and critically reflect on an educational program that supports children’s development learning and wellbeing. Thoughtfully planned experiences and environments encourage the children to feel a sense of control over their actions, be curious and investigate, and explore their understanding of themselves, others, and the world around them.

This procedure provides detailed steps for educators to follow when designing an assessment and planning cycle in reflection with the EYLF (V2.0) to support and extend children’s development, learning and wellbeing. This procedure can be used in conjunction with the *Educational Program and Practice Procedure*.

*Education and Care Services National Law or Regulations (R. 73, 74, 75, 76, 118, 148, 168 and 254) NQS QA 1: Element 1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2 and 1.3.3 Programming practices and procedures Related Policy: Educational Program Policy*



The Guide to the National Quality Framework, Quality Area 1 – *Educational Program and Practice*, identifies the Assessment and Planning Cycle as the ‘ongoing process used by educators to design programs that enhance and extend each child’s learning and development.’ (p.131).

The Assessment and Planning Cycle includes observing/collecting information, analysing learning, planning, implementing and reflecting/evaluating. Each stage of the programming cycle is recorded through documentation and should be easily available to families. SMCELC aims to develop an Educational Program which is thoughtfully planned, meaningful, challenging and engaging for all children.

Diagram 2 Sourced from: EYLF 2022 (V.2.0)

OBSERVE/ listen/ Collect information		
<p>Observations encompass the skills of listening, questioning, reflecting and documenting children to build a rich picture of each child. Educators use a variety of strategies to collect, document, organise, synthesise and interpret the information they gather to assess children’s learning and plan for further learning and development.</p> <p>Whichever format you are implementing, (written templates, pro-forma, digital records, photo observations, learning stories) educators need to document the observation then analyse the experience looking for interests and potential growth.</p> <p>Ensure the observations are meaningful and more than just a description of what the child/ren is doing or have done. Documentation should be part of a meaningful pedagogical process you undertake to gain a deeper understanding of each child.</p> <p>Critical thinking is essential to making sense of observations. Asking critically reflective questions about what we observe assist educators to commit to continuing to develop their knowledge and skills in observing children.</p> <p>When documenting observations educators can consider:</p> <p><i>What should be the focus of attention?</i></p> <p><i>What is worth recording and how?</i></p> <p><i>How can observations be organised to be meaningful and contribute to the requirements of the NQS?</i></p> <p><i>How can I ensure this information is relevant to individual children and reflects the whole child?</i></p> <p>The use of digital apps may assist in sharing reflections and observations with families increasing their understanding of learning and making it easier for parents to share in decisions about their child’s further learning and wellbeing.</p>		
1	Educators will begin to collect information about each child from enrolment and during the orientation process from families to work in partnership to plan for each child’s learning and development.	
2	Educators will gather key information through a variety of observations about each individual child on a continuous basis that builds educators knowledge about each child’s knowledge, strengths ideas, culture, ability and interests.	
3	Educators will use a variety of methods to bring together information from families about each child’s family background, family culture and child’s community to be used when planning the program to support a child centred program	
4	<b>Observation records</b> will record children’s developmental progress, connections and participation within the program. Observation records will be stored and shared electronically with families.	
5	<b>Learning Stories:</b> A Learning Story is an observation method that records children’s learning and development. A Learning Story takes on a written	



	narrative of an event or interaction and can easily be shared with families in ways that are meaningful and focused. Learning Stories can provide documentation of children’s knowledge, strengths, ideas, culture, abilities and interests.	
6	Observations and formal recording of children’s learning and development form a key aspect of the Assessment and Planning Cycle, <i>A Monthly Program</i> will be used to ensure all children are observed across the year.	

### ASSESS/ Analyse/Interpret learning

The Early Years Learning Framework (EYLF) V2.0 identifies 3 broad types of assessment.

- 1: Assessment ‘for children’s learning’- also known as formative assessment.
  - 2: Assessment ‘of children’s learning’- also known as summative assessment.
  - 3: Assessment ‘as learning’.
- (P.25)

Assessment and evaluation inform the educational program and form part of the ongoing assessment and planning cycle.

Consider asking:

- *What do I know about this child?* This may include considering a child’s:
  - current knowledge
  - skills and abilities
  - strengths and interests
  - culture
- *What does this information tell me about what and how the child is learning?*
- *Where can this be found in my documentation?*
- *Do I address the ‘what’, ‘why’ and ‘how’ children are learning it?*
- *How does this link to the Approved Learning Framework?*
- *Are our assessment practices inclusive?*

(ACECQA, 2019)

1	An <b>Analysis of Learning</b> will be used to identify the learning that took place within the observation and assist with identifying goals for each child for further learning and development	
2	An <b>Analysis of Learning</b> will guide future planning of experiences, activities, individual and group goals.	
3	The Educational Leader will provide mentorship to educators to ensure the educational program is developed using an analysis of each child’s knowledge, strengths, ideas, culture, abilities and interests.	
4	Our educators will document an assessment of children’s learning to determine what children know, can do and understand, this assessment of learning is to be shared with families	
5	A <b>Goal Achievement and Learning &amp; Development Map</b> will be used to document which records children’s strengths, learning and development that identifies each child’s progress in relation to learning outcomes from the approved learning framework (EYLF)	



## PLAN/ Design

Working in partnerships with children, families and other professionals, educators plan for children's current and future learning and wellbeing. Educators need to identify children who may need additional support to achieve particular learning outcomes, reflect on pedagogy that will suit the context for children in the early years and school age contexts, communicate about children's learning and progress and evaluate the effectiveness of learning opportunities, environments and experiences offered.

The educational program documents children's goals planned and unplanned experiences, environment changes, transitions and routines, family input and community events. Planned experiences provide an opportunity for educators to think about how their intentions for future learning and development can support children as capable, competent people with agency and the ability to make choices and decisions.

The Early Years Learning Framework encourages educators to reflect upon different theories and perspectives to inform their approaches to children's learning when developing an educational program that can provide opportunities to gain new insights and make balanced changes to their pedagogical understanding and practice.

Educators are intentional in their choice of appropriate learning and teaching strategies, content, resources, design of the use of time and indoor and outdoor learning environments.

Family input is documented within the educational program to strengthen connections and partnerships between educators, families and children. Families are encouraged to share information about their child that support educator's understandings of each child and contribute to the development of individual goals that influence the educational program.

When planning the educational program educators should consider:

- *What are my intentions for furthering learning and development?*
- *What strategies and experiences will I provide?*
- *How do I design and plan learning experiences and learning environments?*
- *How is our program equitable in following children's interests and needs?*
- *How do we decide on resources to support learning?*
- *Is the planning visible? (to children, families, educators)*
- *How can plans be jointly constructed in collaboration with children and in partnerships with families?*
- *Have we considered outcomes from the approved Framework?*

1	The Educational Leader will collaborate with educators to ensure they plan experiences and activities based on individual and group goals that will maximise opportunities to extend emerging strengths, abilities and interests for each child.	
2	Educators will plan a contextual, goal based program that actively promotes development of skills or initiates the investigation of ideas, complex concepts and thinking, reasoning and hypothesising that supports the learning, development and wellbeing of each child.	
3	The educational program will include: <ul style="list-style-type: none"> <li>• Authentic opportunities for children’s voices, ideas, interests and points of view</li> <li>• Family feedback regarding children’s learning, development and wellbeing</li> <li>• Community events and cultural celebrations</li> <li>• Resources and materials that support ongoing learning, development and wellbeing</li> </ul>	
4	SMCELC will display the educational program and make children’s learning visible to share documentation in ways that are accessible, understanding and meaningful for children, families and visitors to SMCELC.	
5	Documentation of the educational program and curriculum includes project or inquiry work which displays how children take the lead and are co-contributors within their own learning.	
6	Planned experiences and strategies that support individual and group learning goals and establish further learning towards learning outcomes are documented.	
7	Educators will record any changes to the physical environment and reflect upon why these changes were made. The <i>Activity/ Floor Plan template</i> can be used to record changes to furniture or play zones.	

<b>IMPLEMENT/enact</b>
<p>Implementation is where the plans turn into action. (EYLF, 2022). The educational program is planned to support children’s learning, development and wellbeing including interactions, activities, routines and events, planned and unplanned experiences through a variety of child led, child initiated, and educator supported learning. Educators extend children’s learning during structured and spontaneous adult-led experiences, child-led play, mealtimes and personal care routines, and indoor and outdoor environments. (EYLF, 2022).</p> <p>Educators are intentional in the roles they take in children’s play and the way they intentionally plan the environment and curriculum experiences. Intentionality requires educators to be thoughtful and purposeful in their actions and decision making. (EYLF, 2022).</p>



<p>By promoting a child-directed learning style educators encourage children to make decisions about the program, helping to set up their own play experiences or projects and are provided with support to make decisions and appropriate choices.</p> <p>By using open ended questioning, providing feedback, challenging their thinking, and guiding their learning educators can develop meaningful relationships with children that are responsive to their evolving ideas and interests. Spontaneous teachable moments are used to respond to children’s ideas and interests that scaffold children’s learning.</p>	
1	Educators will use responsive teaching techniques and strategies during everyday interactions and routines, such as modelling and demonstrating, open-ended questioning, speculating, explaining and engaging in shared conversations to stimulate children’s thinking and enrich their learning.
2	Educators consider their pedagogical practices, using the approved learning framework to make informed decisions that extend children’s play to support learning, development and wellbeing.
3	Educators will use intentional teaching strategies that reflect contemporary theories and research to support children’s play, leisure and learning
4	Educators will listen carefully and respond to children’s voices and accommodate for spontaneity, natural curiosity, individual needs and interests.
5	Educators will develop and plan activities, routines and the learning environment for children to have opportunities to make decisions about what they will do and how they will do it.
6	Educators will consider creating a learning environment that supports independence and self-help skills and promotes children to make decisions and have agency in their play.
7	Educators consider how the educational program is aligned with SMCELC Philosophy in relation to the approach to everyday practices, pedagogy and teaching decisions.

<b>EVALUATE/Critically reflect</b>	
<p>Educators use their assessment of, as and for children’s learning to evaluate the implementation of plans (EYLF, 2022). They consider how meaningful and effective the plans have been for children’s learning and wellbeing, giving considerations to children’s cultural and linguistic identities and diverse capabilities.</p> <p>The National Quality Standard (NQS) promotes and supports educators to engage in reflective practice through self-assessment.</p> <p>Critical reflection requires review of an everyday situation, event or interaction. Educators can ask powerful questions to expand knowledge and gain a deeper understanding of the situation or interaction. Critical reflection is important to strategic decision making and improving practices when planning an educational program for children and families.</p>	





<p>Reflective discussions between the Educational Leader and educators will assist to deepen educator’s self-knowledge, challenge pedagogical assumptions and consider new possibilities. The Educational Leader is available to support and empower educators to develop critical reflection procedures that can change and improve practice through meaningful questioning techniques.</p> <p>Educators can engage in guided questions to stimulate thinking that may lead to new insights and new possibilities with children and families. Educators need to show their own reflection on the experience/environment including their own professional practice. This can be recorded in a variety of ways. It is important that critical reflection occurs on a regular and systematic basis.</p> <p>Critical reflection assists to:</p> <ul style="list-style-type: none"> <li>• Identify practice strengths and challenges</li> <li>• Identify future considerations and actions</li> <li>• Contribute to organisational goals</li> <li>• Review performance</li> <li>• Improve program provisions</li> <li>• Gain insights into roles and responsibilities</li> <li>• Expands knowledge and understandings</li> </ul>	
1	<p>Educators will use critical reflection to reflect on:</p> <ul style="list-style-type: none"> <li>• Children’s learning and development</li> <li>• Children’s planned and unplanned experiences</li> <li>• Practices and identified changes or improvements required</li> <li>• Children’s participation in the program</li> <li>• How they are embedding Aboriginal and Torres Strait Islander perspectives into every part of their planning and practice</li> <li>• All aspects of the educational program</li> <li>• Roles and responsibilities</li> </ul>
2	<p>Educators will provide examples of documented reflective practices to support and guide educators improve and adjust the program and their professional practices</p>
3	<p>Critical reflection encourages educators to reflect upon previous events, interactions, and experiences that in turn guide curriculum decision making processes</p>
4	<p>Areas of the program that may be reflected include:</p> <ul style="list-style-type: none"> <li>• Interactions and relationships with children</li> <li>• Transitions and routines</li> <li>• Planned experiences and unplanned/spontaneous activities</li> <li>• Child directed learning</li> <li>• The learning environment</li> <li>• Intentional teaching strategies</li> <li>• Responsive teaching strategies</li> <li>• Communications with children, families and colleagues</li> </ul>
5	<p>Educators reflect how SMCELC philosophy guides decision making of the Educational Program in relation to the assessment and planning cycle</p>



6	Educators will engage in analytical and diagnostic thinking to reflect on the education program and appropriate practices. Educators will use the <i>Critical Reflection Template</i> to record critical reflections on a regular basis	
---	---	--



## EMERGENCY AND EVACUATION POLICY

Under the *Education and Care Services National Regulations*, an approved provider must ensure that policies and procedures are in place for emergency and evacuation and take reasonable steps to ensure policies and procedures are followed. (ACECQA, 2021).

Emergency and evacuation situations in early education and care services may arise for a variety of reasons, often suddenly and unexpectedly. It is vital that if an emergency situation arises, staff are confident to manage the situation effectively and efficiently, maintaining the safety and wellbeing of children, families and visitors.

Ensuring that educators and children know what to do in an emergency situation requires vigilant planning and practice. Regularly practicing the drills for emergency situations also provides an opportunity to help support and build on children’s coping mechanisms and resilience.

### NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN’S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of SMCELC.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
Sec 174(2)(a)	Serious incident - Any emergency for which emergency services attended
Sec 174(2)(c)	Any incident that requires the approved provider to close, or reduce the number of children attending the service for a period
Sec 174(2)(c)	Any circumstance at the service that poses a risk to the health, safety or wellbeing of a child attending the service



4	Definitions “multi-storey building” and “storey”
97	Emergency and evacuation procedures
98	Telephone or other communication equipment
99	Children leaving the education and care service premises
136	First aid qualifications
168	Education and Care Services must have policies and procedures
170	Policies and procedures are to be followed
171	Policies and procedures to be kept available
175	Prescribed information to be notified to Regulatory Authority

## RELATED POLICIES

Acceptance and Refusal Authorisation Policy Administration of First Aid Policy Delivery of Children to, and collection from Education and Care Service Premises Policy Bush Fire Policy Child Safe Environment Policy Enrolment Policy	Health and Safety Policy Incident, Injury, Trauma and Illness Policy Lockdown Policy Record Keeping and Retention Policy Sun Safety Policy Retention of Records Policy Supervision Policy
--	---

## PURPOSE

SMCELC has a duty of care to maintain the safety and wellbeing of each child, educator, and all persons using or visiting SMCELC during an emergency or evacuation situation. We are committed to identifying risks and potential hazards of emergency and evacuation situations by conducting thorough risk assessments on an annual basis and continually plan for further risk minimisation and improvement to our policy and procedures.

## SCOPE

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

## IMPLEMENTATION

We define an emergency as an unplanned, sudden or unexpected event or situation that requires immediate action to prevent harm, injury, or illness to persons, or damage to SMCELC’s premises. Emergency situations may pose a risk to an individual’s health and safety. It is important that Services identify potential emergencies that may be specific to their location and environment. Severe heat or



heatwaves, also pose an immediate risk to babies and young children and require risk mitigation strategies to be implemented. [See: *Sun Safety Policy*]

An emergency is any event, situation or event where there is an imminent or severe risk to the health, safety or wellbeing of children at SMCELC.  
(Guide to the NQF).

Circumstances under which an emergency evacuation will occur may include:

- Fire within the building or playground
- Fire in the surrounding area where SMCELC may be in danger
- Flood
- Cyclone, severe storm or dust storm or other natural weather event
- dangerous animal, insect or reptile
- Terrorist threat
- Other circumstances may include:
  - gas explosion, traffic accident, or any event which could render the building unsafe (eg: earthquake).

***PLEASE NOTE: Our Bushfire Policy contains specific information about Bushfire Risk Management Plans and evacuation plans for Bush Fires.***

The approved provider, in conjunction with educators of the Service, will conduct a comprehensive risk assessment in order to identify any risk/s or hazards associated with potential emergencies that may affect the safe evacuation of children from the Service.

The risk assessment will be reviewed at least annually or after being aware of an incident or circumstance that may affect the safe evacuation of children. All risk assessments will be regularly assessed and evaluated as to facilitate continuous improvement in our Service. If a risk concerning the safe evacuation of a child is identified during the risk assessment, the approved provider must update the *Emergency and Evacuation Policy* and procedure as soon as possible. The risk assessment is to be stored safely and securely and kept for a period of 3 years.

#### **THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ MANAGEMENT AND EDUCATORS WILL ENSURE:**

- obligations under the *Education and Care National Law and Regulations* are met



- emergency and evacuation policies and procedures are available for inspection at SMCELC's premises at all times
- the Approved Provider will conduct an annual risk assessment to identify potential emergencies that are relevant to SMCELC
- the approved provider will review the risk assessment after becoming aware of any circumstance that may affect the safe evacuation of children from the Service
- relevant stakeholders/authorities are consulted for advice and guidance to improve risk mitigation strategies as part of our emergency and evacuation plan (police, fire, parents/families)
- an Emergency Management Plan (EMP) is developed and updated
- all staff and educators have a thorough understanding of the [Australian Warning System \(AWS\)](#)
- the [Bureau of Meteorology \(BOM\)](#) will be checked regularly to monitor emergency situations and warnings relevant to our Service location
- consideration is made to evacuate infant/s and non-ambulant children evacuating the premises resulting in enhanced ratios
- emergency evacuation plans are displayed in prominent positions near each exit at SMCELC premises including both the indoor and outdoor learning areas
- the emergency and evacuation procedures include instructions for what must be done in the event of an emergency
- emergency evacuation plans include a floor plan for ease of reference with clearly defined assembly points and clearly marked exit routes from all locations within SMCELC
- all exits have exit signs clearly visible
- there are no obstructions in hallways, stairways or emergency exits
- all educators, including casual/relief educators and staff members, are familiar with our *Emergency and Evacuation Policy*, procedures and regulatory requirements
- new staff, volunteers and students are provided with information and training about our *Emergency and Evacuation Policy* and procedures during induction
- all staff, visitors and students are aware of emergency evacuation points and assembly areas
- staff are trained how to use emergency equipment such as fire extinguishers, fire blankets, hoses etc
- National Regulations state that emergency evacuation rehearsals (drills) are to be practiced and reviewed **every three months** by the responsible person, all staff members, volunteers, and children present on the day. However, to ensure best practice SMCELC will conduct emergency evacuation drills in a weekly block once a term so that all children and staff experience an evacuation on a regular basis.
- spontaneous rehearsals also take place during the year to assist in refining risk management procedures and evacuation procedures
- a record will be kept ensuring that all children participate in the emergency evacuation rehearsal at least **2 times** per year.
- each time a planned or spontaneous emergency evacuation drill is performed it is to be timed and documented in the *Emergency Evacuation Rehearsal Record*



- after reflection, notes on any areas that need improving or revising are to be documented in the *Emergency Evacuation Rehearsal Record*. Educators will discuss and implement strategies to make continuous improvement to procedures which will be documented in SMCELC's Staff Meeting minutes and Quality Improvement Plan (QIP).
- in the event of limited educators (e.g., early morning or late afternoon), staff members are to work together to perform the duties as per the evacuation plan (the roster must include a Responsible Person being on the premises at all times to take responsibility and delegate duties). This scenario will be discussed and documented in SMCELC's Staff Meeting Minutes (WHS).
- children are provided with age-appropriate support and information before, during and after emergency and evacuation rehearsals (drills)
- all staff are aware of their roles and responsibilities in event of an emergency situation
- regular communication with families includes information about emergency and evacuation procedures
- families are informed when a rehearsal or drill has occurred
- each room has an *Emergency Evacuation Bag* located in a prominent position
- *Emergency Evacuation Bags* are regularly audited and restocked as required
- an up-to-date register of emergency telephone numbers for children is maintained. A copy of the current list will always be available in the *Emergency Evacuation Bag*
- portable First Aid Kits are readily available in case of an emergency evacuation
- all staff to hold current ACEQCA approved first aid qualifications, approved anaphylaxis management and emergency asthma management training
- Medical Management Plans for children are able to be accessed easily
- children's medication is collected during an evacuation
- all fire extinguishers, fire blankets, fire hoses, and other emergency equipment located throughout SMCELC will be inspected and tested at six monthly intervals by an authorised company as per the Australian Safety Standard AS 1851-2012: *Maintenance of Fire Protection Systems and Equipment*.
- extinguishers will be emptied, pressure tested, and refilled every five years
- all tests performed on emergency equipment and the date on which it was tested will be recorded on a label or metal tag attached to the unit. Certificates to verify testing will be filed.
- ensure smoke detectors are regularly tested and batteries replaced annually
- staff and educators have access to an operating telephone or other means of communication at all times (mobile phone)
- in the event of a telephone not operating or no other means of communication the Service will consider closure of the Service (See *Closure of Service* below)
- emergency telephone numbers will be displayed prominently throughout SMCELC in the kitchen, office, staff room and each area where children are educated and cared for.
- our emergency telephone list (located next to the telephone) includes the numbers for:
  - Police
  - Local fire station
  - Rural Fire Service
  - State Emergency Services (SES)



- following the emergency evacuation or an incident that poses a risk to the health and safety of children attending the Service, an *Emergency Evacuation Incident Report* and an *Incident, Injury, Trauma and Illness Record* will be completed
- the approved provider will make a notification of a serious incident to a regulatory authority (within 24 hours) through the [NQA IT System](#) when emergency services have attended an education and care service in response to an emergency, rather than as a precaution or for any other reason or following an incident that poses a risk to the health and safety of children attending the Service
- the approved provider will notify the regulatory authority and Department of Education (CCS) if the service is required to close for a period of time as a result of a local emergency (Reg.175 (2)(b))

### Emergency and Evacuation Procedure Guidelines

As per regulation 97, the emergency and evacuation procedures must set out-

- a) instructions for what must be done in the event of an emergency; and
  - b) an emergency and evacuation floor plan
  - c) if the education and care service premises is located within a multi-storey building shared with other occupants and on a storey with no direct egress to an assembly area—
    - I. all possible evacuation routes from each storey on which the premises is located; and
    - II. the evacuation routes that are proposed to be used in an evacuation; and
    - III. how all children will be safely evacuated from the premises, including non-ambulatory children; and
    - IV. the stages in which an evacuation will be carried out; and
    - V. the identity of the person in charge of an evacuation; and
    - VI. the roles and responsibilities of staff members during an evacuation; and
    - VII. the arrangements made with the other occupants of the multi-storey building in relation to the evacuation of the multi-storey building.
- the Nominated Supervisor/Approved Provider will make the final call to whether to evacuate the premises due to an emergency situation
  - contact 000 for local emergencies- provide name, address and nearest cross street, reason for evacuation, phone contact number, number of children and adults evacuating
  - guidance will be provided by the relevant emergency service (Fire service, SES, Police)
  - move all children and visitors to identified evacuation/emergency assembly area as indicated on the *Emergency and Evacuation Plan*
  - collect Emergency Evacuation Bag, Medical Management Plans and associated children's medication





- collect First Aid Kit
- check daily attendance record and visitor record
- once children are safely evacuated, administer first aid if required
- remain calm and reassure children
- once emergency services arrive, contact parents/emergency contacts
- await instructions from relevant emergency services for re-entering premises or alternative evacuation procedure

**Important:**

Following the emergency evacuation, the educator will complete an *Emergency Evacuation Incident Report* and an *Incident, Injury, Trauma and Illness Record*. The approved provider will make a notification of a serious incident to a regulatory authority (within 24 hours) through the [NQA IT System](#) when emergency services have attended an education and care service in response to an emergency, rather than as a precaution or for any other reason.

**Families will:**

- ensure contact details are kept up-to-date
- provide emergency contact details on their child’s enrolment form and advise SMCELC of any change of name or phone number
- ensure the attendance record for their child is completed each day
- ensure they are aware of SMCELC’s *Emergency and Evacuation Policy* and procedures
- follow the directions of the Approved Provider/Incident Manager in the event of an emergency or evacuation
- 

**CLOSURE OF THE SERVICE**

There may be times where the normal operation of the service is disrupted, and the Service is required to close temporarily during a planned or unplanned emergency occurrence. Situations that affect the normal operation include a local emergency which poses a risk to the health and safety of children attending the service, or where the service is inaccessible or is unsafe for children or staff or the emergency services/authority have directed the service to close.

Situations where the Service may consider closure include:

- A period of local emergency, or emergency event
- Flooding
- Health emergency (i.e., pandemic)
- Bushfire
- Cyclone
- Unexpected absence of staff where ratios are unable to be met
- Severe outbreak of illness or disease



- Lack of access to operating phone/communication means
- Damage or vandalism to the service
- Chemical hazard
- Earthquake
- The approved provider or nominated supervisor will consult with emergency services/ local authorities regarding the closure of the service
- Our Service will ensure families are informed of emergency closures as soon as practicable to ensure immediate collection of children
- In the event of a planned closure, management will advise families as reasonably practicable through SMS/social media/phone calls/email to provide details of the planned closure including the period of closure
- Our Service will notify the regulatory authority of the service closure within 24 hours of an incident
- Our Service will notify the Department of Education through CCS Software or PEP of the Service closure within 24 hours.

### Dealing with Trauma

Emergencies and natural disasters are extremely stressful, and it is normal for children and adults to feel overwhelmed and distressed. People cope with trauma in many different ways. Children look to adults for reassurance, care and opportunities to share their feelings. It is important for educators to understand the impact of disasters and seek help when needed.

The Approved Provider/Nominated Supervisor will support educators to provide information to parents and families following any emergency or natural disaster including:

- will SMCELC be open in the days and weeks ahead?
- how to find alternative care and education
- how to contact services for support with dealing with trauma

Several organisations offer support for educators in these situations:

#### [Emerging Minds](#)

BeYou- [Trauma informed practice](#)

### Preparing for an emergency

Australian Government Department of Education, Skills and Employment Resources

<https://www.dese.gov.au/child-care-package/ccp-resources-providers/help-emergency>

[Australian Government Bureau of Meteorology http://www.bom.gov.au/](http://www.bom.gov.au/)



## JURISDICTION SPECIFICATIONS FOR EACH STATE

<b>NEW SOUTH WALES (NSW)</b>
<ul style="list-style-type: none"> <li>• NSW Police: <a href="http://www.police.nsw.gov.au">www.police.nsw.gov.au</a></li> <li>• NSW Rural Fire Service: <a href="http://www.rfs.nsw.gov.au">www.rfs.nsw.gov.au</a></li> <li>• NSW State Emergency Services: <a href="http://www.ses.nsw.gov.au">www.ses.nsw.gov.au</a></li> </ul>

<p>Emergency Bag Audit</p> <p>Emergency Evacuation Incident Report</p> <p>Emergency Evacuation Procedure</p> <p>Emergency Evacuation Rehearsal Record</p> <p>Emergency Management Plan (EMP)</p>	<p>Emergency Support Services Template</p> <p>EMP evacuation diagrams-images</p> <p>Extreme Weather Procedure</p> <p>Multi-Story Building Emergency and Evacuation Procedure</p> <p>Multi-Story Building Risk Assessment</p>
--	--

## SOURCE

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

Australian Children’s Education & Care Quality Authority. (2023). Policy and procedure guidelines- [Emergency and evacuation guidelines](#).

Australian Children’s Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Australian Children’s Education & Care Quality Authority. (2023). [Multi Storey Buildings: Evacuations and Approvals](#)

Australian Government Department of Education . (2023). [Help in an emergency](#)

Australian Government Department of Home Affairs. [Emergency Management](#)

Australian Government – Emergency Services:

Early Childhood Australia Code of Ethics. (2016).

[Education and Care Services National Regulations](#)) (Amended 2023).

Fire Protection Association Australia: [www.fpa.com.au/](http://www.fpa.com.au/)

Fire System Services: <http://www.firesys.com.au/Fire-Extinguisher-Service-and-Maintenance-pg14686.html>

NSW Department of Education. (2023). [Emergency Planning, Management, Response and Recovery](#)

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

Guide to the National Quality Framework (2017). (Amended 2020).

NSW Rural Fire Service: [www.rfs.com.au](http://www.rfs.com.au)

Revised National Quality Standard. (2018).

*Work Health and Safety Act 2011.*



## EMERGENCY EVACUATION PROCEDURE

Emergency and evacuation situations in early education and care services may arise for a variety of reasons, often suddenly and unexpectedly. It is vital that if an emergency arises, staff are confident to manage the situation effectively and efficiently, maintaining the safety and wellbeing of children, families and visitors.

Working in conjunction with the *Emergency Evacuation Policy*, this procedure provides detailed steps for educators to confidently manage emergency situations effectively and efficiently, maintaining the safety and wellbeing of children, families and visitors.

*Education and Care Services National Law or Regulations (R.1(d), 97, 98, 99, 136 and 168) NQS QA 2 Element 2.2.1, 2.2.2 Children’s Health and Safety QA 7 Element 7.1.2 and 7.1.3 Governance and Leadership*  
*Related Policy: Emergency Evacuation Policy*

STEP 1: DURING AN EVACUATION	
1	Director/Nominated Supervisor/Responsible Person makes the final call for an evacuation/lock down/shelter-in place response
2	Nominated Supervisor/responsible person will activate the <i>Emergency Management Plan</i>
3	Nominated supervisor/responsible person will: <ul style="list-style-type: none"> <li>Contact emergency services on <b>000</b> stating name and address of the education and care service and the nearest cross street  <b>SNOWY MOUNTAINS CARE &amp; EARLY LEARNING CENTRE</b>  <b>1 BENT STREET, JINDABYNE NSW 2627</b>  <b>NEAREST CROSS STREET – CLYDE STREET</b></li> <li>State reason for evacuation, phone contact number and number of children and adults evacuating</li> <li>Liaise with emergency services for further instructions</li> </ul>
4	Educator (or designated staff member) moves through the premises blowing a whistle: <ul style="list-style-type: none"> <li><b>FIRE EVACUATION – 3 Whistle Blows</b></li> <li><b>LOCKDOWN – 1 Long Whistle Blow</b></li> </ul>
5	Educators and staff will: <ul style="list-style-type: none"> <li>remain calm and reassure children</li> <li>lead children to designated assembly point</li> <li>assist with the movement of babies, young children and any non-ambulant children (Administration Manager to assist with infants)</li> <li>search building/premises for children and/or visitors</li> </ul>
6	Designated educator/staff member will: <ul style="list-style-type: none"> <li>Collect staff sign-in sheets – iPad Deputy Application or back up sheet behind door</li> </ul>



	<ul style="list-style-type: none"> <li>Collect visitor sign-in sheets iPad Deputy Application</li> </ul>	
7	Designated educator will use sign-in sheets to check that all children, staff and visitors are accounted for when assembled at designated location within the Playground Application Respond to any direction given by the Nominated Supervisor	
8	Educators will support and supervise children until SMCELC is cleared by emergency services	
9	Designated <b>First Aid Officer &amp; Room Leaders</b> will: <ul style="list-style-type: none"> <li>collect Emergency Evacuation Bag</li> <li>collect portable First Aid Kit</li> <li>gather copies of Medical Management Plans and required medication</li> <li>check room for children and adults while collecting these items</li> <li>close all windows and doors as you move through SMCELC, if possible</li> <li>shut off power, gas and water as required</li> <li>attend assembly point</li> <li>ensure support personnel have completed delegated tasks</li> <li>once children are safely evacuated, administer first aid if required</li> <li>respond to any direction given by the Nominated Supervisor</li> </ul>	
10	Nominated Supervisor/Responsible Person will: <ul style="list-style-type: none"> <li>respond to requests from emergency services personnel</li> <li>confirm when evacuation/lockdown is completed</li> <li>provide information to other staff members to contact families when it is safe</li> </ul>	
11	Management will: <ul style="list-style-type: none"> <li>communicate information to staff, children and visitors as appropriate</li> <li>provide instructions to parents/families as required</li> <li>contact parents/families as requested by the Nominated Supervisor/Responsible Person</li> <li>keep accurate records of children that may be collected by families during the evacuation by using the Deputy Application Sign Out</li> </ul>	

## STEP 2: FOLLOWING AN EVACUATION

1	Management will <ul style="list-style-type: none"> <li>send families a letter confirming the evacuation and procedures implemented</li> <li>if SMCELC is not able to continue to operate, notify families when it is safe to return and alternative options for education and care in the area</li> <li>complete the Emergency Evacuation Incident Report</li> <li>notify the regulatory authority within 24 hours- <a href="#">NQA IT System</a></li> <li>liaise with any attending emergency service for debrief and feedback on emergency procedure</li> <li>provide any post support to staff, children and families (i.e. mental health assistance)</li> </ul>	
---	---	--



## ENROLMENT POLICY

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

By enrolling my child at SMCELC I confirm that:

- I am the/a person with the care, custody and control of the child nominated on the Enrolment Form (my Child)
- the details provided on the Enrolment Form for my Child are all true and correct.

By enrolling my child at SMCELC I understand that:

- SMCELC will record attendance details for each session of care provided for my Child and submit these regularly to Services Australia using the CRN and CCS claimant details I have provided
- If I provide incorrect details, SMCELC is not required to submit or resubmit to Services Australia any attendance data in respect of my Child.

Children with disabilities will be enrolled if, in the opinion of management, SMCELC can meet the child's needs. This will depend on the experience of current staff and access to additional staff. Staffing a regional childcare service can be challenging from time to time and decisions will always be made in the best interests of the child. Additional resources and funding may be required through disability and inclusion programs.

### NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with SMCELC	Families are supported from enrolment to be involved in their service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about SMCELC and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.3	Community and engagement	SMCELC builds relationships and engages with its community.



LEGISLATIVE REQUIREMENTS/EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
S175	Offence relating to requirement to keep enrolment and other documents
77	Health, hygiene and safe food practices
78	Food and beverages
85	Incident, injury, trauma and illness policies and procedures
86	Notification to parents of incident, injury, trauma and illness
88	Infectious diseases
90	Medical conditions policy
91	Medical conditions policy to be provided to parents
92	Medication record
93	Administration of medication
96	Self-administration of medication
97	Emergency and evacuation procedures
99	Children leaving the education and care service premises
100	Risk assessment must be conducted before excursion
101	Conduct of risk assessment for excursion
102	Authorisation for excursions
102D	Authorisation for service to transport children
157	Access for parents
160	Child enrolment records to be kept by approved provider and family day care educator
161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
173	Prescribed information is to be displayed
177	Prescribed enrolment and other documents to be kept by approved provider
181	Confidentiality of records kept by approved provider
183	Storage of records and other documents



## RELATED LEGISLATION

Child Care Subsidy Secretary’s Rules 2017	Family Law Act 1975
Disability Discrimination Act 1992	A New Tax System (Family Assistance) Act 1999
Child Care Subsidy Minister’s Rules 2017	
Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook in <a href="https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook">https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook</a>	

## RELATED POLICIES

Acceptance and Refusal Authorisation Policy Delivery of Children to, and collection from Education and Care Service Premises Policy Dealing with Infectious Disease Policy Dealing with Complaints Policy Delivery of children to and collection from Education and Care Service Premises Policy Excursion/Incursion Policy Incident, Injury, Trauma and Illness Policy	Interactions with Children, Families and Staff Policy Medical Conditions Policy Orientation of New Families Policy Payment of Fees Policy Privacy and Confidentiality Policy Safe Transportation Policy Sick Children Policy Sun Safe Policy
---	---

## PURPOSE

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

## SCOPE

This policy applies to children, families, staff, approved provider, nominated supervisor, management, and visitors of SMCELC.

## ENROLMENT

According to the Child Care Provider Handbook (May 2023) *‘enrolling children is a requirement under Family Assistance Law for all children who attend childcare (or have an arrangement for care) regardless of their parent’s or guardian’s eligibility for Child Care Subsidy... An enrolment links the child, the individual claiming the subsidy and the childcare service.’* An enrolment notice is required for each child attending SMCELC. This reflects the type of arrangement that is in place between the provider and the family/individual or organisation.





## IMPLEMENTATION

The *Education and Care Services National Regulations* requires approved providers to ensure their services have policies and procedures in place for enrolment and orientation (regulation 168) and take reasonable steps to ensure those policies and procedures are followed (regulation 170).

SMCELC accepts enrolments of children aged between 6 weeks to 6 years of age.

Enrolments will be accepted providing:

- a) the maximum daily attendance does not exceed the licensed capacity of SMCELC
- b) a vacancy is available for the booking required
- c) the adult to child ratio is maintained in each room

## PRIORITY OF ACCESS

SMCELC aims to assist families who are most in need and may prioritise filling vacancies with children who are:

- o Moondani Preschool prioritises children who are transitioning to school the following year
- o at risk of serious abuse or neglect
- o children of SMCELC staff and to siblings of children currently enrolled at SMCELC.
- o A child of a single parent or parents who both satisfy the work/training/study test. Within these main categories priority should also be given (in no particular order) to children in:
  - Aboriginal and Torres Strait Islander families
  - Families which include a person with a disability
  - Families on low incomes
  - Families from culturally and linguistically diverse backgrounds
  - Socially isolated families
  - Single parent families
- o a child of a sole parent who satisfies, or parents who both satisfy, the activity test through paid employment.

Providers are asked to (but are not legally obliged to prioritise children). CCS Handbook p.35

## ENROLMENT

To secure a child's position families are required to pay an enrolment fee and two-week fees in advance, which is calculated at full fee to secure the position. When 2 weeks' notice of withdrawal is given, the advance will go towards any outstanding amounts or will be refunded if all accounts are up to date.

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

When a family has indicated their interest in enrolling their child in SMCELC, we will organise an enrolment meeting to share information and build relationships.

- Families will be provided with a range of information about SMCELC which may include:

- SMCELC philosophy, inclusion, programming methods, menu, incursions, excursions, fees, Child Care Subsidy, policies, procedures, SunSmart requirements, regulations and the licensing and assessment process for NSW, Early Years Learning Framework, the National Quality Framework, signing in and out procedure, room routines, educator qualifications, introduction of educator in the room the child will be starting in, and educator and parent communication strategies.
- Families will be invited to ask questions and seek any further information they may require
- Families will be provided with waitlist information, possible vacancies and start date
- Families will be invited to bring their child into SMCELC at a time that is mutually convenient to familiarise themselves with the environment and educators as part of the Orientation process
- Any matters that are of a sensitive nature, such as discussing a child’s medical needs, Court Orders, parenting plans or parenting orders, will be discussed privately with management. Families will be required to bring any documents required in relation to court orders, medical needs or plans.
- Families will complete the enrolment form informing management of their child’s interests, strengths and individual needs in Cognito Forms (link provided by Administration Manager)
- If a family or child uses English as a second language or speak another language at home, we request that families provide us with some key words in the language/s the child speaks so that educators can learn these words. Educators may use visuals to assist the child’s understanding and be able to communicate with others.
- Families who wish to receive CCS as reduced fees must apply for CCS through the myGov website/app, this includes completing the Child Care Subsidy activity test.
- Information about gap fees and absences will be discussed
- It is a legal requirement that prior to the child starting at SMCELC we have all required documents including
  - the completed enrolment form
  - medical management plans (if relevant) completed by the child’s general practitioner
  - a current Immunisation History Statement from the Australian Immunisation Register (AIR) showing the child is up to date with immunisations for their age *and*
  - child’s Medicare Information
  - details of any court orders, parenting orders or parenting plans
- It is a requirement of Family Assistance Law that immunisation information held by SMCELC is kept current. Parents are reminded mid-way through the year to provide any immunisation updates to SMCELC to continue receiving childcare subsidy.
- Children must meet the immunisation requirements to be eligible for Family Tax Benefit (FTB) Part A and Child Care Subsidy (CCS). Some exemptions apply; however families are advised that vaccination conscientious objection is not a valid exemption.
- Parents must notify SMCELC if their child is not up to date with their immunisations for their age via the enrolment form and attach the required documentation on their *AIR immunisation History Statement*.
- To attend childcare, children **must be fully immunised or on an approved vaccination catch-up program**. If a child cannot be immunised due to a medical condition they may still be enrolled at SMCELC with supporting documentation (Medical Exemption Form). If a child is on a ‘catch-up’



schedule for immunisations they may still be enrolled at SMCELC. The child's immunisation history statement will indicate that the child is on a catch-up schedule. [read more [here](#)]

- Unborn children may be placed on the waiting list to avoid the unfair allocation of places that may occur if children can only be placed on the list after birth. If an unborn child is placed on the waiting list, the family must advise SMCELC of the expected birth date. It is the responsibility of the parent to inform Management of the name and date of birth of the child within three months after the expected birth date. If this information is not provided, then the child and family details will be removed from the list.
- It is the family's responsibility to keep SMCELC informed of any changes to the information recorded on the application form.

#### FAMILIES WILL BE ASKED TO PROVIDE THE FOLLOWING INFORMATION:

1. Full name/s of parent/s (or the person legally responsible for the care of the child) residential address, place of employment and contact telephone number
2. Each parent's occupation, work hours and educational qualifications
3. The full name, residential address and contact telephone number of a person or persons, authorised by the parent who may be contacted in case of an emergency concerning the child if a parent is unable to be contacted (authorised nominee)
4. The full name, address and contact telephone number of any person authorised by the parent to collect the child from SMCELC (authorised nominee), including photo identification
5. Full name of the child
6. Child's date of birth
7. Child's birth certificate or passport [to be sighted to verify child's enrolment details]
8. Child's residency status
9. Child's address
10. Gender of the child
11. Cultural background of the child
12. Provision of care – if care will be a routine and/or casual etc. Days of care are available to select
13. Complying Written Agreement including fee information
14. Immunisation History Statement
15. Any court orders or parenting agreements regarding the child
16. The primary language spoken by the child; if the child has not learnt to speak, the child's family's language
17. Any special requirements of the family, including for example cultural or religious requirements
18. The individual needs of a child with a disability or with other additional needs
19. A statement/authorisation from guardian indicating the name and address and contact details of any person who is authorised to consent to the administration of medication to the child
20. Authorisation and signature by parent/authorised person for the approved provider, nominated supervisor or educator to seek:
  - medical treatment for the child from a registered practitioner, hospital or ambulance service
  - transportation of the child by an ambulance service



21. Child's Medicare number (if available)
22. Specific healthcare needs of the child, including allergies and intolerances
23. Any medical management plan for a specific severe healthcare need, medical condition, or allergy, such as an Anaphylaxis Emergency Management Plan or Risk Minimisation Plan.
24. Details of any dietary restrictions for the child
25. The name, address and telephone number of the child's doctor
26. Authorisation for regular occurring transportation and regular outings/excursions
27. CRN for child and claimant

### AGE APPROPRIATE LEARNING ENVIRONMENTS

- 6 weeks – 2 years – Birra-Li Babies
- 2 – 3 years – Birra-Li Toddlers
- 3 – 5 years – Moondani Preschool

### WAITLIST INFORMATION

- A child's name can be placed on the waitlist after confirmed conception or, in the case of adoption, at the time the adoption is applied for.
- A waitlist request form will need to be completed before a child will be confirmed on the waitlist.
- Dates are added the waitlist of when the child was added to ensure fairness when offering placements (priority of access will also be considered)
- A child will be placed first on the waitlist if that child un-enrols from SMCELC (i.e ceases to pay fees) and wishes to reenrol the following year or is a seasonal enrolment.

When offering a position from the waitlist, the following steps are taken:

- Our Administration Manager will contact the family by email as provided by the family on the waitlist.
- Should a response not be received from the family within 48 hours of the offer they will move to the next family on the waitlist.
- When contact is made to offer a place, the family will be given 24 hours in which to inform SMCELC of their decision as to accept or reject the offer.
- The offer will be confirmed in writing, via email and will outline the enrolment requirements including the start date.
- A position will not be held open (and unpaid) for any family, unless decided upon by Management.
- Families who choose not to take up the offer can remain on the waitlist if requested.

### ORIENTATION OF SMCELC

During the orientation of SMCELC, families will:

- be provided with the enrolment form to be completed in Cognito Forms (online link)
- have Child Care Subsidy explained to families and assistance may be offered to assist with the application process



- be provided with an outline of SMCELC policies which will include key policies such as: *Payment of fees, Sun Safe, Incident, Injury, Trauma and Illness, Control of infectious diseases, Sick Children and Administration of Medication*
- shown the signing in/out process for attendance
- advised of appropriate clothing for children to wear to SMCELC, including closed toed shoes, hats and sunscreen
- introduced to their child's educators
- taken on a tour around SMCELC by the Director
- invited to visit SMCELC at different times during the day
- provided with suggestions for developing and maintaining a routine for saying goodbye to their child
- asked to share information on any medical management plan or specific healthcare needs of their child (if applicable)
- informed of the daily report and how parents can obtain this
- Informed about use of Xplor Home to view documentation relating to their child
- Informed about the use of Playground Application to view children's routines such as rest and sleep
- introduced to the room routine and Service program, including portfolios and the observation cycle
- informed about Service communication strategies including meetings, interviews, newsletters, emails, etc.
- given the opportunity to set goals for their child
- confirm preferred method of communication
- Families to complete a Partnerships with Families form to inform Educators of family values, cultural beliefs, nationality, likes and dislikes of their child, etc.

### ENROLMENT PACK

Once the enrolment fee and advanced payment has been paid, families will be provided with an enrolment pack which consists of:

- Family Handbook, which outlines SMCELC's operation and philosophy
- current fee structure and payment details
- Child Care Subsidy (CCS) information
- Information about our documentation applications
- Information on the National Quality Framework, National Quality Standards and the Early Years Learning Framework
- ECA Code of Ethics brochure
- Lunchbox and Snack ideas
- Munch and Move Fact Sheets

### MANAGEMENT WILL ENSURE:

- the enrolment form is completed accurately and, in its entirety



- document evidence such as birth certificate or passport is sighted to verify that the child's enrolment details are true and correct
- authorisations are signed by both parents/guardians
- SMCELC complies with the *Disability Discrimination Act* and our enrolment policy and practices do not discriminate against children or others with disability
- barriers to access and participation for children with disability are identified and reasonable adjustments to the program and environment is made to allow access and participation in SMCELC [See: *Additional Needs Policy*]
- a child with medical needs does not begin at SMCELC unless a medical management plan is received and medication is brought to SMCELC each day
- the child's Medical Management Plan is recorded, and this information is shared/distributed to educators
- Action Plans are completed in full by the child's GP (if relevant)
- Administration of Medication forms are completed with our staff (if relevant)
- the Medical Conditions Policy is provided to families for children with a specific health care need, allergy or other relevant medical condition before the child begins education and care at SMCELC
- the appropriate Lead Educator is informed of the new child including any medical conditions, interests, developmental needs, and strengths.
- immunisation history statement and birth certificate have been sighted and photocopied
- the enrolment is lodged through **Xplor**
- the enrolment notice is lodged within 7 days
  - from the end of the week in which the provider and family made an arrangement
  - the provider or service being approved or
  - the end of a suspension
- enrolment notices must include details as outlined with the Childcare Providers Handbook, p. 30
- enrolment notices and arrangements are updated if details have changed or if the enrolment ends
- 
- the child is added to the Observation cycle and relevant online applications
- the enrolment is lodged through Cognito Forms (online link) and PEP with Department of Education, Skills and Employment (DESE)
- a file for the Child's information is created
- families are provided with an orientation survey to complete within the first 6 weeks of starting to gain feedback about the orientation and enrolment process.

#### FAMILIES WILL:

- complete all documentation required by SMCELC for enrolment
- provide required authorisations as indicated on enrolment form



- notify SMCELC of any specific health care needs of the child, including medical conditions and allergies and provide a medical management plan for child if applicable
- ensure all information about the child and family is kept up to date.
- confirm enrolment notices and sign CWAs
- If planning to temporarily withdraw their child for a block of time, the time must be a minimum of six weeks and a maximum of 6 months. Fees will not be charged during this time if an existing child can be found to take the position. If the existing child withdraws for whatever reason before the end of the term of the arrangement, then the permanent child will be charged for the unfilled days for the remainder of the temporary period.

## CHILD CARE SUBSIDY

[Child Care Subsidy](#) (CCS) offers assistance to families to help with the cost of childcare for children aged 0-13 years. There are three factors that determine a family's level of CCS. These are:

- [Combined annual family income](#)
- [Activity test](#) – the activity level of both parents
- [Service type](#) – type of child care service and whether the child attends school
- Documentation may be required such as Australian driver licence, Australian passport, Foreign passport, Australian birth certificate, Australian Marriage certificate, Australian citizenship certificate
- Families are provided with a Customer Reference Number (CRN)
- Child Care Subsidy is paid directly to providers to be passed on to families as a fee reduction
- Families will contribute to their childcare fees and pay SMCELC the difference between the fee charged and the subsidy amount- generally called the 'gap fee'
- Families may also be eligible for [Additional Child Care Subsidy](#) depending upon their circumstance.

## COMPLYING WRITTEN ARRANGEMENT

- The Provider and Parent must enter into an agreement regarding the planned arrangements for care of a child, this is called a *Complying Written Arrangement* (CWA) and is an agreement to provide care in return for fees.
- The CWA must be recorded, and the parent must confirm the terms of the agreement either electronic or hard copy and this must be kept by the provider.
- The CWA must include the following information:
  - the names and contact details of the provider and the individual(s)
  - the date the arrangement starts
  - the name and date of birth of the child (or children)
  - if care will be provided on a routine basis and if so, details about the days on which sessions of care will usually occur
  - the usual start and end times for these sessions of care
  - whether care will be on a casual or flexible basis (in addition to, or instead of, a routine basis)



- details of fees charged under the arrangement (providers can reference a fee schedule or information available on their website), which the parties understand may vary from time to time.
- Where there are certain changes (fees or booked days) to the individual Complying Written Arrangements (CWA) for care between the provider and an individual, the provider must update the arrangement in writing, and the families are required to confirm the changes by signing the updated CWA.
- An enrolment notice must be submitted within 7 days following the signed CWA and enrolment acceptance.
- Once the provider submits an enrolment notice the family will be asked to confirm the enrolment through their myGov account.

### ADDITIONAL CHILDCARE SUBSIDY PROCEDURE

SMCELC will ensure all ACCS applications are managed in line with the [Guide to Additional Child Care Subsidy \(child wellbeing\)](#) and [CCS Handbook](#)

- Parents can apply for ACCS (grandparent), ACCS (temporary financial hardship) or ACCS (transition to work) through Centrelink directly
- The provider can apply for ACCS (child wellbeing) through the CCS software or PEP for children identified at risk of serious abuse or neglect
- Once a child has been identified as 'at risk' SMCELC will check the ACCS eligibility requirements from the Guide to the ACCS (Child Wellbeing)
- If SMCELC deems the child is eligible for ACCS SMCELC will submit an initial ACCS Certificate for a 6-week period
- SMCELC needs to provide a referral to an appropriate support agency in conjunction with the submission of an ACCS certificate
- If further ACCS (Child Wellbeing) is required following the initial 6-week certificate SMCELC may apply for a Determination for a period of up to 13 weeks
- Following an application for an ACCS 6-week certificate the provider will abide by the requirement to make an ACCS (child wellbeing) referral to an appropriate support agency
- Following an application for an ACCS 12-week determination the provider will abide by the requirement that the application must be accompanied by evidence, dated less than 6 months old, or a statutory declaration that supports the provider's view that the child continues to be 'at risk'
- If the child continues to be 'at risk; after the initial 13-week determination, then the provider needs to lodge a subsequent determination application.

### ENROLMENT RECORD KEEPING

Our records are held in accordance with National Regulations and Law.

### ON THE CHILD'S FIRST DAY

Consideration will be made to each family regarding the initial settling in period and strategies may be offered to assist both parents and the child. Parents will be reassured that they are able to stay with





their child for as long as they choose in the early days; speak to their child's educator at any time; contact SMCELC during the day to 'check' in on their child and request help with separation if this is a problem for their child.

On the first day, the child and their family will be welcomed by the Director or Nominated Supervisor and shown where or how to sign their child in/out of SMCELC.

- They will be greeted by an educator and walked to their room
- The educator will discuss what is happening in the room, and show where the child's locker is located
- Information about collecting their child at the end of the day will be discussed
- Educators will ensure information about the child's first day is shared with parents (through online APP or daybook)
- Management will ensure the orientation checklist has been completed and all required documents and information has been received from families.

## SOURCE

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

ACECQA. (2021). Policy and procedure guidelines. *Enrolment and Orientation*.

Australian Government Department of Education, Skills and Employment. (2019) Child Care Provider handbook <https://www.dese.gov.au/resources-child-care-providers/resources/child-care-provider-handbook>

Australian Government Department of Education, Skills and Employment. (2019) Guide to Additional Child Care Subsidy (child wellbeing) <https://www.dese.gov.au/additional-child-care-subsidy/resources/guide-accs-child-wellbeing>

Australian Government Services Australia

<https://www.servicesaustralia.gov.au/individuals/services/medicare/australian-immunisation-register/how-get-immunisation-history-statement>

[Australian Government Guide to Social Policy Law. Family Assistance Guide Immunisation- approved exemptions \(FTB\). https://guides.dss.gov.au/family-assistance-guide/2/1/3/40](https://guides.dss.gov.au/family-assistance-guide/2/1/3/40)

Department of Human Services (Centrelink):

<https://www.humanservices.gov.au/individuals/services/centrelink/child-care-subsidy>

Education and Care Services National Law Act 2010. (Amended 2018).

[Education and Care Services National Regulations](#). (2011)

Government of Western Australia. Department of Health. (2021). Western Australian Immunisation Requirements. Guidelines for persons in charge of child care services, community kindergartens and schools.

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2020).

National Centre for Immunisation Research and Surveillance. (2021). No Jab No Play, No Jab No Pay <https://www.ncirs.org.au/public/no-jab-no-play-no-jab-no-pay>

NSW Government Health. (2019). Questions and answers about vaccination requirements for child care: [https://www.health.nsw.gov.au/immunisation/Pages/childcare\\_qa.aspx](https://www.health.nsw.gov.au/immunisation/Pages/childcare_qa.aspx)

Revised National Quality Standard. (2018).

Victoria State Government. Requirements for all early childhood services.

<https://www.education.vic.gov.au/childhood/providers/regulation/Pages/reqallservices.aspx>





# ENVIRONMENTALLY RESPONSIBLE POLICY

SMCELC encourages the awareness of environmental responsibility and implements practices that contribute to a sustainable future. Children are supported to become environmentally responsible and show respect for the environment. We practice and promote sustainability through reducing waste, minimising consumption, and protecting and conserving wildlife and natural habitats.

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.2	Use	SMCELC environment is inclusive, promotes competence and supports exploration and play-based learning.
3.2.1	Inclusive Environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
3.2.2	Resource' support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
3.2.3	Environmentally responsible	SMCELC cares for the environment and supports children to become environmentally responsible.

## RELATED POLICIES

Animal and Pet Policy Educational Program Policy	Physical Environment Policy
---	-----------------------------

## PURPOSE

We believe in educating children about being environmentally responsible which is promoted and supported through daily practices, resource and interactions. Sustainable practice is encouraged within SMCELC and community, assisting children and families to become advocates for a sustainable future.

## SCOPE

This policy applies to children, families, educators, staff, management, approved provider, nominated supervisor, students, volunteers and visitors of SMCELC.

## IMPLEMENTATION

Teaching and learning about being environmentally responsible starts with everyday practice. We believe being environmentally responsible should be embedded into the operations of SMCELC, rather than being a tokenistic 'theme' that is investigated every now and then. SMCELC is committed to protecting our environment to ensure a sustainable future for our children. This involves



educators, children and families working together to protect our environment as we educate children about the importance of 'creating, promoting and maintaining sustainable communities.' (EYLF, 2.0) educators, children

#### THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR WILL:

- ensure the principles of the approved framework- *Early Years Learning Framework (EYLF) V.20, 2022*, underpin our educational program within the Service- including the new principle of *Sustainability*
- network with the local community to keep up to date with current practices and ideas for being environmentally responsible. This may include installing water tanks, grey water system, converting toilet cisterns to dual flush, and converting to water saving taps.
- engage Aboriginal and Torres Strait Islander elders, where possible, to explore and share their own history, culture and rich sustainable practices
- encourage educators, families and children to engage in sustainable practices and appreciate the natural environment, understand our impact on the natural world, and the interdependence between people, animals, plants, lands and waters
- provide professional development opportunities for educators to learn about integrating environmentally sustainable education into all areas of their program and engage in shared critical reflection
- reflect on environmental, economic and social impacts on the world in all aspects of Service operation and include review the development of a sustainable Quality Improvement Plan (QIP) development using environmentally principles
- utilise information at <https://www.environment.nsw.gov.au/education-resources> to liaise with other education and care services and maintain currency on practices and ideas for being environmentally responsible
- where relevant, review policies and procedures within SMCELC with educators, children and families, to achieve more sustainable outcomes and practices.
- use electronic communication where possible to reduce paper use within the office and in each room for newsletters, billing, and other communication needs
- conduct environmentally responsible audits to ensure consistency and continuous improvement
- source resources and materials from *Reverse Garbage* or second-hand stores to use within SMCELC
- ensure sustainable practices are incorporated into the daily routine
- collaborate with families and the community for involvement in potential quality practice for SMCELC. For example: [Take 3 for the Sea](#), [Food wise](#), [Planet Ark](#)
- provide colour coded bins for Landfill only, Organic waste, Paper recycling, Mixed recyclables.

#### Educators will:



- encourage children to take an active role in caring for the environment and think of ways they can contribute to a sustainable future
- support children’s understanding of their rights and responsibilities as members of local and global communities through meaningful and relevant educational experiences (ACECQA, 2022)
- incorporate recycling as part of everyday practice at the SMCELC. Recyclable containers will be provided throughout mealtimes and experiences.
- support children’s commitment to social justice through curriculum decision making
- role model environmental sustainability practices during play
- role model environmentally responsible practices
- discuss environmentally responsible practices with the children and families as part of the curriculum
- provide information to families on environmentally responsible practices that are implemented at SMCELC and encourage the application of these practices in the home environment
- support children to become *active citizens* in their communities- displaying values of respect, inclusion and helping others, as well as appreciating diversity in all forms (EYLF. 2.0)
- share ideas between educators, children, and families about environmentally responsible ideas, implementation, and resources. This will be supported through our communication strategies, including parent meetings, emails, newsletters, and informal conversations.
- use a worm farm/composting bin to reduce food waste in SMCELC. Children will be encouraged to place food scraps into separate containers for use in the worm farm or composting bin. Educators will provide visual guides and discuss with the children and families which scraps worms can eat, which foods can be composted, and which food scraps must go in the bin. The children will be involved in maintaining the worm farm and compost bin.
- role model energy and water conservation practices: For example, turning off lights and air-conditioning when a room is not in use, emptying water play containers onto garden areas.
- seek to purchase equipment that is environmentally friendly where possible. Educators will reduce the amount of plastic and disposable equipment they purchase and select materials that are made of natural materials.
- use the concept of ‘*reduce, re-use and recycle*’, which will become part of everyday practice for both children and educators to build lifelong attitudes towards environmentally responsible practices.
- use ‘green cleaning’ products to replace chemicals where possible.

**Sustainable practices may include:**

SUSTAINABLE PRACTICE	IDEAS
RECYCLING	<ul style="list-style-type: none"> <li>• Provide bins and signage for waste and recycled materials</li> <li>• Recycle paper and all other recyclable rubbish</li> <li>• Use recycled water (e.g., for watering gardens)</li> </ul>



GARDENING	<ul style="list-style-type: none"> <li>• Plant vegetables, herbs, and fruit trees</li> <li>• Establish a worm farm</li> <li>• Give food scraps to worms or Service pets, or to a staff member to take home for their pet/s</li> <li>• Provide education to children about activities such as ‘garden to plate’ activities.</li> <li>• Provide opportunities for children to participate in experiences such as seed sprouting, vegetable gardening, cooking with what is grown, and provide education about weeds</li> </ul>
ENERGY CONSERVATION	<ul style="list-style-type: none"> <li>• Install LED lighting where possible</li> <li>• Turn off non-LED lights when not in use</li> <li>• Turn off electrical appliances at the outlet when not in use</li> <li>• Use natural ventilation and insulated blinds/drapes rather than air conditioning when temperatures are not extreme</li> </ul>
WATER CONSERVATION	<ul style="list-style-type: none"> <li>• Using half flush on the toilet</li> <li>• Turn off the taps and ensure leaking taps are fixed immediately</li> <li>• Encourage shorter showers</li> <li>• Teach children to turn off tap when brushing teeth</li> <li>• Collect rainwater and use in the garden and for water/sand play</li> <li>• Use water play water on the garden rather than tipping out at the end of the day</li> </ul>
NATURE AND WILDLIFE	<ul style="list-style-type: none"> <li>• Use natural materials – trees, blocks, boxes etc. in arts and crafts and play</li> <li>• Educate children about the natural decomposition cycle through exposure and participation in worm farms and composting food scraps</li> <li>• Educate children in how to care for pets, letting them actively participate in caring for service pets (our fish).</li> <li>• Plant ‘bird attracting’ plants and install a birdbath</li> <li>• Plant ‘butterfly attracting’ plants</li> <li>• Create a lizard lounge</li> <li>• Collaborate with wildlife educators to assist in educating children</li> </ul>
COMMUNICATE	<ul style="list-style-type: none"> <li>• Display SMCELC’s sustainability journey in the foyer area for families and visitors to view, provide feedback and offer suggestions</li> <li>• Provide families with hints and tips in newsletters about how they can become sustainable at home</li> <li>• Use scrap paper for art and craft</li> <li>• Use both sides of paper for drawing</li> </ul>

## Source

Australian Association for Environmental Education (AAEE): [www.aeee.org.au](http://www.aeee.org.au)



Australian Children’s Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).  
Australian Children’s Education & Care Quality Authority. (2023). [Information sheet. Belonging, Being & Becoming. Sustainability.](#)  
Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia. V2.0, 2022](#)  
Department of Environment and Energy: [www.environment.gov.au](http://www.environment.gov.au)  
Education and Care Services National Regulations. (Amended 2023).  
NSW Early Childhood Environmental Education Network (ECEEN): [www.eceen.org.au](http://www.eceen.org.au)  
Queensland Early Childhood Sustainability Network (QECSN): [www.qecsn.org.au](http://www.qecsn.org.au)  
Revised National Quality Standard. (2018).  
UNESCO. [Sustainable Development Goals- Resources for educators](#)



## EXCURSION/INCURSION POLICY

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. SMCELC recognises that excursions provide opportunities for children to explore the wider community as a group and extend on the educational program provided.

### NATIONAL QUALITY STANDARD (NQS)

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

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
4 (1)	Definition regular outing
89	First Aid Kits
97	Emergency and evacuation procedures
98	Telephone or other communication equipment
99	Children leaving the education and care service premises
100	Risk assessment must be conducted before excursion
101	Conduct of risk assessment for excursion
102	Authorisation for excursion
123	Educator to child ratios-centre-based services
136	First Aid qualifications
161	Authorisations to be kept in enrolment record
168	Policies and procedures are required
170	Policies and procedures to be followed





## RELATED POLICIES

Administration of Medication Policy Administration of First Aid Policy Code of Conduct Policy Educational Program Policy Emergency Evacuation Policy Incident, Injury, Trauma and Illness Policy	Interaction with Children, Family and Staff Policy Orientation of Families Policy Privacy and Confidentiality Policy Safe Transportation Policy Supervision Policy Water Safety Policy
---	---

## PURPOSE

To ensure that all excursions and incursions undertaken by SMCELC are carefully planned and conducted in a safe manner, maintaining children’s health, safety and wellbeing at all times in accordance with National Regulations. We believe excursions/incursions provide the children with the opportunity to expand and enhance their skills and knowledge gaining insight into their local and the wider community.

## SCOPE

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

## IMPLEMENTATION

Excursions and incursions will be conducted with the children’s safety and wellbeing in mind at all times. We will regularly schedule incursions and visitors to SMCELC however, if we feel an excursion will benefit the children and offer a valuable experience, we will adhere to the National Regulations and Service policies and procedures to plan and manage an experience that is enjoyable and educational for children. This policy relates to excursions that may be a ‘regular outing’ or a one-off excursion for a particular purpose and incursions, where visiting performers, groups or community services may visit SMCELC.

### Definition (effective 1 October 2020)

**Excursion:** means an outing organised by an education and care service or family day care educator but does not include an outing organised by an education and care service provided on a school site if-

- (a) a child or children leave the education and care service premises in the company of an educator and
- (b) the child or children do not leave the school site

**Regular outing:** in relation to an education and care service, means a walk, drive or trip to and from a destination

- (a) that SMCELC visits regularly as part of its educational program; and
- (b) where the circumstances relevant to the risk assessment are *substantially* the same on each



**Incursion:** means an activity organised by our early childcare service, whereby an outside body is employed or engaged to visit SMCELC to run an educational program and to promote culture and diversity. This could include a visit from a dentist, the Rural Fire Service, an Aboriginal Cultural awareness group, science or reptile show or a musical or drama performance. Some incursions may be offered free of charge whilst others may incur a small participation cost.

### Considerations for excursions and incursions

The purpose of the excursion should be clearly identified by staff providing information on how the excursion or incursion supports the educational program and contributes to the outcomes for children.

Excursions/incursions should be planned in advance and consideration given to the:

- time away from SMCELC
- availability of toilet and washing facilities
- access to safe drinking water
- adequate health and hygiene practices
- possible risk to children (identified in risk assessment)
- accessibility for all children
- transportation
- cost (excursions and incursions if applicable)
- weather- wet weather arrangements
- Risk Assessment documentation provided by the excursion venue
- teaching children safety procedures and responsibilities whilst on an excursion
- safety and wellbeing of children whilst at SMCELC whilst participating in an incursion (identified in risk assessment)

### Excursion/Incursion Risk Assessment

The Approved Provider or Nominated Supervisor must conduct a detailed risk assessment which reflects Regulation 101 before an authorisation is scheduled under Regulation 102 to determine the safety and appropriateness of the excursion/incursion. If the excursion involves transporting children, the risk assessment must adhere to **all** components of regulations 101 and 102 (effective 1 October 2020).

The Nominated Supervisor will ensure:

- an *Excursion/Incursion Risk Assessment* and management plan is developed prior to any excursion or incursion
- a responsible person (or coordinator) is appointed to oversee the organisation of the excursion/incursion
- families are notified about the excursion using an *Excursion Permission* Letter and written authorisation must be provided by a parent or other person named in the child's enrolment record
- families are notified about any incursion and if permission is required for participation, an *Incursion Permission* letter provided for parent or carer consent for their child to participate



- families have a right to view the risk assessment prior to the excursion/incursion upon request in which SMCELC must comply with ensuring all information is available
- the risk assessment must
  - identify and assess possible risks that the excursion/incursion may pose to the health, safety and wellbeing of any child being taken on the excursion or participating in the incursion
  - specify how the identified risks will be managed and minimised
  - ensure Working with Children Checks are conducted for all adults visiting SMCELC on incursions
  - ensure the visiting group/performance is covered by insurance
  - consider the proposed route and destination for the excursion and
  - identify any water hazards
  - reflect on any risks associated with water-based activities
  - consider the transport to and from the proposed destination for the excursion
  - consider the duration of the transportation
  - consider any requirements for seatbelts or safety restraints under a law for our **NSW** jurisdiction
  - the process for entering and exiting the education and care service premises and the pick-up location or destination (as required)
  - procedures for embarking and disembarking the means of transport, including how each child is to be accounted for on embarking and disembarking
  - consider the ratio of adults to children involved in the excursion
  - consider the risks posed by the excursion/incursion, the number of educators or other responsible adults required to provide supervision, and whether any adults with specialised skills are required to ensure children’s safety (eg: lifesaving skills)
  - consider the planned activities
  - determine the duration of the excursion
  - consider items that should be taken on the excursion (mobile phone, emergency contacts, first aid kit, medical plans, etc.).
  - consider strategies to ensure supervision is consistent at all times during the excursion-transitions, toileting, departure from SMCELC and conclusion of the excursion

If the excursion is a *regular excursion*, or ‘*regular outing*’ a risk assessment authorisation is only required to be carried out once in a 12-month period, however, must be regularly reviewed. If circumstances around the excursion change, a new risk assessment is required.

### Parent Authorisation

The Nominated Supervisor must ensure:

- that a child is not taken outside SMCELC 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 as having authority to authorise transportation of a child
- the authorisation form must state:
  - the child’s name



- the reason the child is to be taken outside the premises
- the reason the child is to be transported (if transportation is included in the excursion)
- if the authorisation is for a regular outing, a description of when the child is to be taken on the regular outing
- the date the child is to be taken on the excursion and transported
- a description of the proposed pick-up location and destination for the excursion
- the method of transport to be used for the excursion
- the proposed activities to be undertaken by the child during the excursion
- the period the child will be away from the premises
- the period of time during which the child is to be transported
- the anticipated number of children likely to be attending the excursion
- the anticipated educator to child ratio attending the excursion to the anticipated number of children attending the excursion
- the anticipated number of staff members and any other adults who will accompany and supervise the children on the excursion
- any requirements for seatbelts or safety restraints under a law of each jurisdiction in which the children are being transported
- that a risk assessment has been prepared and is available at SMCELC
- that written policies and procedures for transporting children are available at SMCELC
- if the excursion is a regular outing, the written authorisation is only required to be obtained once in a 12-month period
- parental authorisation may be required for incursions if identified in the risk assessment or if a cost is required
- authorisations must be kept securely in the child's enrolment records

### Staffing Arrangements

The Nominated Supervisor will ensure that:

- educator to child ratios are no less than the prescribed ratios as per National Regulations
- additional educators/staff are engaged to provide care and support to children with additional needs
- consideration for adequate supervision may include:
  - the number, age and ability of children
  - the number and physical positioning of educators
  - each child's current activity
  - risks related to the mode of transport (for example: walking)
  - visibility and accessibility
  - the experience and skill of each educator
- educators are aware of their responsibility to provide supervision to other responsible adults or volunteers assisting on the excursion
- educators are aware the procedures to follow in the event of an emergency
- at least one educator or the nominated supervisor must hold current First Aid qualification, approved emergency Asthma management and approved anaphylaxis management training



## Parent and Volunteer Participation

The Nominated Supervisor will ensure parents and volunteers:

- are encouraged to participate in excursions where possible
- cannot be counted as part of the educator to child ratio
- cannot be left alone with a child/children and must be supervised by an educator at all times
- are briefed prior to participating on an excursion about the risk assessment, emergency procedures, supervision, photograph policy for privacy and confidentiality and use of mobile phone
- are aware that smoking is not permitted
- are aware of need to wear appropriate clothing and footwear.

## Items to be taken on an Excursion

The Nominated Supervisor must ensure that the following items are taken on all excursions, as per the risk assessment:

- appropriate number of suitably equipped first aid kits
- fully charged and operating mobile phone
- emergency contact information details for all children participating on the excursion
- medication for children requiring medical and relevant medical management plans
- items required for excursion circumstances- such as sunscreen, hats, other equipment
- child's attendance record

## Transportation for Excursions

It is a requirement of National Regulations that the means of transport is stated on the risk assessment record and parent authorisation record. Information must be included in the risk assessment about the process for embarking and disembarking the means of transport, including how each child is to be accounted for.

The *means of transport* may mean:

### o **Walking**

Educators must ensure children and adults use the safest footpaths and safe crossings where possible, such as pedestrian crossings and traffic lights

Educators will ensure all children and adults obey road rules

Educators will ensure children follow the 'stop, look, listen and think' process when walking near roads

Educators will remain vigilant that no child runs ahead or lags behind the group

### o **Bus**

the Nominated Supervisor must ensure that the seating capacity as displayed on the compliance registration is not exceeded. All children must sit on seats, preferably with, or close to an adult. Any requirements for seat belts or safety restraints under law must be followed depending on the vehicle used. If the bus has seat belts, they must be worn at all times. If the bus does not supply seatbelts the children are able to still be transported in the bus and this falls under compliance and regulations of the transport company.



○ **Train**

the Nominated Supervisor 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 disembarkment. All children should be seated at all times, with an adult close by. All children should be seated in the one carriage if possible- and not in a Quiet Carriage.

○ **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.

The vehicle must be registered and free of any defects that could put any passenger at harm.

All children must be fastened in the vehicle according to National Child Restraint Laws for Vehicles (below). The educator or staff member driving the vehicle must hold a current Australian driver's licence. The process for entering and exiting SMCELC premises safely must be considered at all times.

### National Child Restraint Laws for Vehicles

- children up to the age of six months must be secured in an approved rear 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 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 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.

If the child is too small for the child restraint specified for their age, they should be kept in their current-sized child restraint until it is safe for them to move to the next level.

If the child is too large for the child restraint specified for their age, they may move to the next level of child restraint.

*Source: NSW Government Centre for Road Safety, 2017*

### Insurance



The Approved Provider or Nominated Supervisor must review the insurance policy prior to the excursion/incursion to ensure liability is protected by SMCELC. A copy of the insurance policy should be kept within SMCELC's vehicle (if applicable) at all times.

### Check for Children's Safety

Educators will ensure:

- children's attendance records are taken on excursions
- all children are accounted for when embarking/disembarking the car/vehicle or bus
- children's names are marked off as they enter and leave the vehicle including time and date
- a thorough check is made of the vehicle to ensure no child is left in the vehicle (a second person should repeat this check for safety)
- the vehicle is parked to avoid other vehicles, driveways or car parks
- the vehicle is parked as close as possible to SMCELC premises or visiting venue
- children only disembark the vehicle when it is safe to do so
- where possible, educators hold children's hands to supervise them walking into SMCELC premises
- head counts are conducted at least every 30 minutes whilst on the excursion
- bathrooms and toilets are checked for any potential hazard before children enter, and children are escorted to the bathrooms and supervised

### LOST CHILD DURING AN EXCURSION

In the event of a child being unaccounted for during an excursion, educators will immediately:

- inform another educator and provide supervision for groups
- conduct a head count
- ask children/parent helpers/other educators if they have seen the missing child
- search the premises
- check organised meeting points (use mobile phone to contact other educators)
- alert the venue management and request that an announcement is made
- if the child is still unaccounted for after checking as above, the nominated supervisor, educator will contact the Police on 000 and report the incident
- the nominated supervisor will contact parents/guardian
- educators will reassure other children and provide supervision
- the Approved Provider must make a notification to the Regulatory Authority within 24 hours of a serious incident

### Source

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

Australian Government Department of Education, Skills and Employment. (2009) *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*.

Education and Care Services National Law Act 2010. (Amended 2018).

[Education and Care Services National Regulations](#). (2011)

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

Guide to the National Quality Framework. (2018). (Amended 2020).



Kidsafe Victoria *Road Safety* <https://www.kidsafevic.com.au/road-safety/>  
Kids and Traffic Early Childhood Road Safety Education Program (NSW) [Transporting Children Safely](#)  
NSW Government Centre for Road Safety. (2017):  
<https://roadsafety.transport.nsw.gov.au/stayingsafe/children/childcarseats/index.html>  
Revised National Quality Standard. (2018).  
Road Transport (Safety & Traffic Management) Act 1999.  
Victoria State Government Education and Training *Early Childhood Professionals*





## EXCURSION RISK ASSESSMENT AND MANAGEMENT PLAN GUIDE

Excursions 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. As part of the planning process for an excursion, a thorough risk assessment must be conducted to identify and assess any possible risks that may pose to the safety, health and wellbeing of any child or adult whilst on the excursion. An important component of conducting the risk management process is consultation, which should include staff and where appropriate, external venue providers, parents and volunteers. Authorisation from the approved provider must be gained before an excursion or incursion can be implemented.

Working in conjunction with the *Excursions/ Incursions Policy*, this procedure provides guidance for educators and management to ensure regulations and requirements are followed for all excursions planned for children. Including conducting a risk assessment prior to the excursion and gaining authorisation from families prior to an excursion.

*Education and Care Services National Law or Regulations (R. 4(1), 84, 89, 97, 98, 99, 100, 101, 102, 123, 136, 168) NQS QA 2: Element 2.1, 2.2.1 and 2.2.2. Health and Safety practices and procedures.*

*Related Policy: Excursions/ Incursions Policy*

STEP 1: KEY STEPS IN DEVELOPING AN EXCURSION/INCURSION RISK MANAGEMENT PLAN		
1	The Approved Provider, Nominated Supervisor and educators will review SMCELC’s <i>Excursions/ Incursions Policy</i> every 12 months	
2	Collaborate with children, management, educators, and families to discuss possible excursions to extend and support the educational program	
3	Check national law and regulations to ensure compliance when planning the excursion	
4	Management will conduct a risk assessment in accordance with Regulation 101	
5	Management will identify and assess risks that the excursion may pose to the safety, health or wellbeing of any child being taken on the excursion	
6	It is recommended that management or Excursion Coordinator visit the venue before undertaking the excursion to ensure that it is safe and inclusive for all children	
7	Management will ensure the excursion is consistent with the requirements of the insurance held by SMCELC	



8	Management will create an excursion itinerary to ensure children’s safety and wellbeing	
9	Management will provide parents or authorised person with detailed information outlined in Regulation 102 to gain written authorisation for the child to be taken outside SMCELC	
10	Management and Excursion Co-ordinator will complete the excursion checklist to ensure all items have been accounted for	
11	No child will be permitted to partake on an excursion without written parent permission	

### STEP 2: SITE VISIT AND ASSESSMENT

1	Where possible, arrange for a pre-visit to the proposed excursion venue	
2	Request the venue to provide their own risk-assessment to assist in completing the risk assessment for ySMCELC	

### STEP 3: EXCURSION DETAILS AND RISK ASSESSMENT

1	Identify the hazards and potential risks associated with the Excursion by completing the <i>Risk Assessment and Management Plan</i>	
2	Become familiar with the Risk Score Calculator table. This will assist management in determining the Educator to Child ratio needed for the proposed excursion.	
3	Work through and document each stage of the excursion in sequential order and identify the potential hazards.  Consider what they key safety aspects for each activity, event or stage. Example stages: leaving SMCELC, transportation, walking on the footpath, crossing the road, arriving at the destination, incursion program, equipment, providing supervision (including when using toilets, embarking disembarking vehicles) environment, child protection, accessibility, general conduct, equipment (first aid kit), accidents or injuries, handling of food and drinks  (Be specific to the journey, the destination, environment and weather contingencies.)	
4	For each hazard identified, consider what could go wrong? - <i>Even if it seems a remote possibility.</i>  Consult, collaborate and communicate with all stakeholders. Seek advice from other staff members with prior experience and knowledge of the excursion location/venue.	



5	Based on the above scenarios calculate the risk using the Risk Score Calculator	
6	Now that you have assessed the risk, apply a management strategy to each scenario. Each strategy should completely negate or significantly minimise any risk of incident	
7	Each stage of the excursion will employ the attention of individual and/or groups of Educators, parents or volunteers. Ensure this is clearly documented in the space provided. Be precise by using names where individual responsibility occurs	
8	Consult and communicate with other staff, management and venue representatives	
9	A Risk Assessment is to be completed for each excursion	
10	For Regular outings or excursions, a Risk Assessment is to be completed every 12 months or if there is a change in circumstances of the regular outing venue or route taken.	

#### STEP 4: RESOURCES AND RESPONSIBILITY

1	Complete the excursion itinerary in accordance with National Regulations	
2	Complete the excursion checklist, gathering all required information	
3	Ensure at least one educator who will be attending the excursion holds current approved first aid qualifications, approved emergency asthma and anaphylaxis management training	
4	Finalise the <i>Risk Assessment and Management Plan</i> and request the Approved Provider to provide authority for the excursion	
5	Obtain the signature and date of approval for the excursion before proceeding further	
6	Send out permission letters to the families of children invited to attend the excursion	
7	Ensure you have received written consent from each family/authorised nominee prior to leaving SMCELC for an excursion	
8	Communicate the plan to staff and others providing relevant information as required	
9	Educators who have responsibilities on the day of the excursion need to be aware of all stages/activities, the potential risks or hazards, the management plan strategies and have the complete confidence to carry out their designated role. The Excursion Coordinator is responsible for ensuring each educator, parent and volunteer are aware of each stage of	



	the event and their role. Each person should be familiar with the route to the venue and have been provided with information and action within the Management Plan Strategies.	
10	Each educator will acknowledge the above by writing their name and signing the <i>Excursion Risk Assessment &amp; Management Plan</i>	
11	If the excursion is a regular outing, the written authorisation is required to be obtained once in a 12-month period.	
<p><b>IMPORTANT:</b>  <i>For children with risk of anaphylaxis it is important to note that excursions may pose different hazards than those within the Early Childhood Service environment. The child's health care management plan must be updated accordingly.</i></p>		

#### STEP 5: TRANSPORTATION

1	If the excursion involves any type of transportation, procedures for embarking and disembarking the vehicle used for transportation, including how each child is accounted for in this process, must be included. Further, any requirements of seat belts or safety restraints under a law of each jurisdiction in which the child is being transported must also be included.	
2	Pick up and drop off locations, the proposed route (map or image of the route can be used) and processes for entering and exiting SMCELC premises and pick up locations and destinations must also be considered in the risk assessment.	
3	Additional considerations may include: the age, ability, needs and skills of children involved in the excursion and the need for further educators to provide adequate supervision, extreme weather conditions, health needs of all children and adults, child safe practices, movement of children between the vehicle and venue/s.	

#### STEP 6: REVIEW

1	Monitor and review the effectiveness of controls during the excursion and change if necessary. Consider whether staff are aware of control measures, if new hazards have been identified and what further actions may be required.	
2	The Risk Assessment is to be monitored and evaluated following each excursion to determine how well it has eliminated or managed the identified hazards.	
3	A Regular Outing Risk Assessment is to be reviewed every 12 months.	



4	If the Regular Outing involves transportation, a specific risk assessment must be conducted at least every 12 months or whenever circumstances change.	
---	--	--



## EXCURSION RISK ASSESSMENT AND MANAGEMENT PLAN

A risk assessment must be carried out before children are taken outside the education and care service premises on an excursion. The risk assessment must identify and assess risks that the excursion may pose to the safety, health or wellbeing of any child being taken on the excursion or outing and specify the strategies for minimising and managing the identified risks. (Regulation 101)

Prior written authorisation must also be provided by parents or other authorised nominees as recorded on the child's enrolment form.

EXCURSION DETAILS			
Date(s) of excursion		Excursion Destination	
Departure and arrival times from service		Proposed Duration	
Pick up location and drop off(s). <i>List each location travelled to and from as part of the excursion.</i>			
Proposed route <i>(map or image of route to be taken)</i>			
Proposed Activities <i>List all activities that will take place during the excursion.</i>			
Means of transport		Requirements for seat belts or safety restraints have been met?	Y/N Comment:
Water hazards on the proposed route?	Y/N Comment:	Water activities during the excursion, including any identified risks.	Y/N Comment:



Name of excursion coordinator		Number of children involved in the excursion.	
Number of educators/parents/ volunteers to provide supervision.		Full names of each adult involved in the excursion.	
Educator to child ratio: <i>(Include whether this excursion warrants a higher ratio or an adult with specialised skills is required.)</i>		Explain how ratio was determined.	
Describe process for entering and exiting SMCELC premises and pick up locations or destinations.			
Describe procedures for embarking and disembarking the vehicle used for transportation. (include how each child is accounted for in embarking and <i>disembarking</i> )			

EXCURSION CHECKLIST		
o List (Roll) of children attending	o List of adults participating	o Contact information for each adult
o Contact information for each child	o Special skills of participating adults	o WWCC
o Mobile phone or other means of communicating with emergency services	o Medical information for each child	o Medication, Medical Management Plans
o First Aid Kit (including EpiPen)	o Written consent has been received from parent/guardian for each child participating on the excursion	



o Other items

Use the Risk Score Matrix to identify and assess risks. Use the template below to detail the control measures implemented to eliminate or minimise risks.  
[Regulation 101 (1)]

### RISK RATING MATRIX

LIKELIHOOD	CONSEQUENCE LEVEL					
		Critical	Major	Moderate	Minor	Insignificant
Almost Certain	Extreme	Extreme	Extreme	High	Medium	
Likely	Extreme	Extreme	High	Medium	Medium	
Possible	Extreme	High	Medium	Medium	Low	
Unlikely	High	Medium	Medium	Low	Very Low	
Practically Impossible	Medium	Medium	Low	Very Low	Very Low	

1. During a pre-visit to the proposed destination consider the range of safety aspects including child protection- Working with Children Checks, duty of care and risk management, insurances, adult to child ratios, weather and environmental hazards including water hazards





2. Break the event up into stages or activities
3. Identify and document potential risks and situations to be managed in each stage (hazard identification)
4. Provide detail of how these potential risks can be eliminated or minimised- including water-based activities
5. Allocate responsibility to a person/s and date

RISK ASSESSMENT ACTION PLAN						
ITEM	EVENT STAGES OR ACTIVITIES	HAZARD IDENTIFICATION (WHAT COULD GO WRONG?)	RISK RANKING USE MATRIX	ELIMINATION OR CONTROL MEASURES	RESPONSIBILITY	
					WHO	WHEN
1						
2						
3						
4						
5						
6						
7						



The Excursion Risk Assessment & Management Plan has been developed in consultation with SMCELC. By signing the below agreement, Staff and educators acknowledge that they are aware of the recognised risks and understand the actions required to supervise and facilitate a safe event for all children. (A risk assessment must be undertaken prior to seeking authorisation- R. 102).

FULL NAME		SIGNATURE		DATE	
FULL NAME		SIGNATURE		DATE	
FULL NAME		SIGNATURE		DATE	
FULL NAME		SIGNATURE		DATE	
Plan prepared by	Full Name		Role/Position		Signature
Plan prepared in consultation with	Full Name		Role/Position		Signature
Plan prepared in consultation with other agencies (if applicable)	Full Name		Role/Position		Signature
Communicated to all relevant staff	Y / N	Comment if needed		Vehicle safety information reviewed and attached	Y/N
Approved provider authority	Full Name		Signature		Date
Risk assessment evaluation and review date Monitor the effectiveness of the controls and change if necessary.	Date		Actions required		



## INCURSION RISK ASSESSMENT AND MANAGEMENT PLAN GUIDE

Incursions provide children with the opportunity to explore their world, encourage collaboration and inquisitive thinking. As part of the planning process for an incursion, a thorough risk assessment must be conducted to identify and assess any possible risks that may pose to the safety, health and wellbeing of any child or adult whilst participating in the incursion. An important component of conducting the risk management process is consultation, which should include staff and where appropriate, external venue providers, parents and volunteers. Authorisation from the approved provider must be gained before an incursion can be implemented.

Working in conjunction with the *Excursions/ Incursions Policy*, this procedure provides guidance for educators and management to ensure regulations and requirements are followed for all incursions planned for children, including conducting a risk assessment prior to the incursion. Written authorisation may be required from families prior to their child’s participation in an incursion.

*Education and Care Services National Law or Regulations (R. 73, 77, 84, 85, 89, 97, 98, 115, 123, 136, 165, 168, 170) NQS QA 2: Element 2.1, 2.2.1 and 2.2.2. Health and Safety practices and procedures.*

*Related Policy: Excursions/ Incursions Policy*

STEP 1: KEY STEPS IN DEVELOPING AN EXCURSION/INCURSION RISK MANAGEMENT PLAN		
1	The Approved Provider, Nominated Supervisor and educators will review SMCELC’s <i>Excursion/ Incursion Policy</i> every 12 months	
2	Collaborate with children, management, educators and families to discuss possible incursions to extend and support the educational program	
3	Check National Law and Regulations to ensure compliance when planning the incursion (supervision, child protection, WWCC for performers and other visitors to service, safety equipment)	
4	Management will identify and assess risks that the incursion may pose to the safety, health or wellbeing of any child participating in the incursion	
5	It is recommended that Management discuss the program with the inclusion provider to ensure that it is safe and inclusive for all children	
6	Management will ensure the incursion is consistent with the requirements of the insurance held by SMCELC	
7	Management will create an incursion program to ensure children’s safety and wellbeing	
8	Management will provide parents or authorised person with detailed information regarding the incursion and gain written permission for the child to participate in the incursion at SMCELC	



9	Management or Incursion Co-ordinator will complete the incursion checklist to ensure all items have been accounted for	
10	No child will be permitted to partake in an incursion without written parent permission	

STEP 2: INCURSION DETAILS AND RISK ASSESSMENT		
Management will:		
1	Identify the hazards and potential risks associated with the Incursion by completing the <i>Risk Assessment and Management Plan</i>	
2	Become familiar with the Risk Score Calculator table. This will assist management in determining the Educator to Child ratio needed for the proposed incursion at SMCELC.	
3	<p>Arrange a meeting with the incursion organisation to discuss the visit to SMCELC. Clarify the following information:</p> <ul style="list-style-type: none"> <li>○ Working with Children Checks (WWCC)</li> <li>○ company insurances</li> <li>○ cost of the incursion per child/ service</li> <li>○ length of incursion program</li> <li>○ age appropriateness of incursion content</li> <li>○ Incursion inclusions– for example animals, water, craft resources etc.</li> <li>○ minimum and maximum numbers required</li> <li>○ space required on the day</li> <li>○ wet weather arrangements</li> <li>○ facilities required</li> <li>○ safety concerns</li> <li>○ photography/video permission</li> </ul>	
4	<p>Work through and document each stage of the incursion in sequential order and identify the potential hazards. Consider what they key safety aspects for each activity, event or stage. Example stages: incursion program, equipment, environment, child protection, supervision, accessibility, general conduct, equipment, water hazard, accidents or injuries, handling of food and drinks</p> <p>(Be specific to the environment and weather contingencies.)</p>	



5	For each hazard identified, consider what could go wrong? - <i>Even if it seems a remote possibility.</i> Consult, collaborate and communicate with all stakeholders. Seek advice from other staff members with prior experience and knowledge of conducting incursion.	
6	Based on the above scenarios calculate the risk using the Risk Score Calculator	
7	Now that you have assessed the risk, apply a management strategy to each scenario. Each strategy should completely negate or significantly minimise any risk of incident	
8	Each stage of the incursion will employ the attention of individual and/or groups of educators, parents or volunteers. Ensure this is clearly documented in the space provided. Be precise by using names where individual responsibility occurs	
9	Consult and communicate with other staff, management and incursion representatives	
10	A Risk Assessment is to be completed for each incursion (for regular incursions, one cover risk assessment can be used as long as details in the assessment do not change, must be renewed every 12 months)	

### STEP 3: RESOURCES AND RESPONSIBILITY

Management will:

1	Complete the incursion itinerary/program	
2	Complete the incursion checklist, gathering all required information	
3	Finalise the <i>Risk Assessment and Management Plan</i> and request the Approved Provider to provide authority for the incursion	
4	Obtain the signature and date of approval for the incursion before proceeding further	
5	Send out permission letters to the families of children requesting written authorisation for their child to participate in the incursion (if required)	
6	Ensure you have received written consent from families prior to including a child in an incursion or written request from families for their child NOT to participate	
7	Communicate the plan to staff and others providing relevant information as required	
8	Educators who have responsibilities on the day of the incursion need to be aware of all stages/activities, the potential risks or hazards, the management plan strategies and have	



	the complete confidence to carry out their designated role. Management is responsible for ensuring each educator, parent and volunteer are aware of each stage of the event and their role.	
9	Each educator will acknowledge the above by writing their name and signing the <i>Incursion Risk Assessment &amp; Management Plan</i>	

#### STEP 4: REVIEW

1	Management will monitor and review the effectiveness of controls during the incursion and change if necessary. Consider whether staff are aware of control measures, if new hazards have been identified and what further actions may be required.	
2	The Risk Assessment is to be monitored and evaluated following each incursion to determine how well it has eliminated or managed the identified hazards.	



## INCURSION RISK ASSESSMENT AND MANAGEMENT PLAN

INCURSION DETAILS			
Date(s)/Period of proposed incursion		Times of proposed incursion	
Incursion provider/ company	Contact person		Contact number
Proposed Activities <i>List all activities that will take place during the incursion.</i>			
Name of incursion coordinator			
Water activities during the incursion, including any identified risks	Y/N Comment:		
Number of children involved in the incursion		Number of educators/parents/ volunteers to provide supervision	
Educator to child ratio: <i>(Include whether this incursion warrants a higher ratio or an adult with specialised skills is required.)</i>		Explain how ratio was determined.	
INCURSION CHECKLIST			
o List (Roll) of children attending	o List of adults participating		o Contact information for each adult



o Contact information for each child	o Special skills of participating adults	o WWCC
o Mobile phone or other means of communicating with emergency services	o Medical information for each child	o Medication, Medical Management Plans
o First Aid Kit (including EpiPen)	o Written consent has been received from parent/guardian for each child participating on the excursion	
o Other items		

Use the Risk Score Matrix to identify and assess risks. Use the template below to detail the control measures implemented to eliminate or minimise risks. [Regulation 101 (1)]

#### RISK RATING MATRIX

		CONSEQUENCE LEVEL				
		Critical	Major	Moderate	Minor	Insignificant
LIKELIHOOD	Almost Certain	Extreme	Extreme	Extreme	High	Medium
	Likely	Extreme	Extreme	High	Medium	Medium
	Possible	Extreme	High	Medium	Medium	Low
	Unlikely	High	Medium	Medium	Low	Very Low





	Practically Impossible	Medium	Medium	Low	Very Low	Very Low
--	------------------------	--------	--------	-----	----------	----------

1. In a meeting with the incursion company representative, discuss safety aspects including child protection- Working with Children Check, duty of care and risk management, insurances, adult to child ratios
2. Break the incursion into event stages or activities
3. Document the potential risks & situations (hazard identification).
4. Provide detail of how these potential risks can be eliminated or minimised
5. Allocate responsibility to a person/s and date

ITEM	EVENT STAGES or ACTIVITIES	Hazard Identification	RISK RANKING Use matrix	ELIMINATION or CONTROL MEASURES	RESPONSIBILITY	
					Who	When
1						
2						
3						
4						
5						
6						
7						



8						
9						

The Incurion Risk Assessment & Management Plan has been developed in consultation with SMCELC. By signing the below agreement, Staff and educators acknowledge that they are aware of the recognised risks and understand the actions required to supervise and facilitate a safe event for all children. (A risk assessment must be undertaken prior to seeking authorisation- R. 102).

FULL NAME		SIGNATURE		DATE	
FULL NAME		SIGNATURE		DATE	
FULL NAME		SIGNATURE		DATE	
FULL NAME		SIGNATURE		DATE	
<b>Plan prepared by</b>	Full Name		Role/Position		Signature
<b>Plan prepared in consultation with</b>	Full Name		Role/Position		Signature
<b>Plan prepared in consultation with other agencies (if applicable)</b>	Full Name		Role/Position		Signature
<b>Communicated to all relevant staff</b>	Y / N	Comment if needed			
<b>Approved provider authority</b>	Full Name		Signature		Date
<b>Risk assessment evaluation and review date Monitor the effectiveness of the controls and change if necessary.</b>	Date		Actions required		







# REGULAR OUTING EXCURSION RISK ASSESSMENT AND MANAGEMENT PLAN

## STAGE ONE: EXCURSION OVERVIEW

A risk assessment must be carried out before children are taken outside the education and care service premises on an excursion including *'regular outings'*. A risk assessment is only required to be completed at least once for a 12-month period if the excursion is a *'regular outing'*. The risk assessment must identify and assess risks that the excursion may pose to the safety, health or wellbeing of any child being taken on the excursion or outing and specify the strategies for minimising and managing the identified risks. (Regulation 101) NB: consideration should be given as to whether circumstances of the regular outing have changed since this risk assessment was conducted. Prior written authorisation must also be provided by parents or other authorised nominees as recorded on the child's enrolment form. For *'regular outings'*, the written authorisation is required to be obtained once every 12 months and must be filed in the child's individual record held at SMCELC.

A *'regular outing'* is defined as a walk, drive or trip to and from a destination that SMCELC visits regularly as part of its education program, and where the circumstances relevant to the risk assessment are substantially the same on each outing. (Regulation 4 (1)9(b))

REGULAR OUTING / EXCURSION DETAILS			
Date(s) of excursion – <i>Include a description of when children are to be taken on regular outings</i>		Excursion Destination	
Departure and arrival times from service		Proposed Duration	
Pick up location and drop off(s). <i>List each location travelled to and from as part of the excursion.</i>			
Proposed route ( <i>map or image of route to be taken</i> )			
Proposed Activities <i>List all activities that will take place during the excursion.</i>			



Means of transport		Requirements for seat belts or safety restraints have been met?	Y/N Comment:
Water hazards on the proposed route?	Y/N Comment:	Water activities during the excursion, including any identified risks.	Y/N Comment:
Name of excursion coordinator		Number of children involved in the excursion.	
Number of educators/parents/ volunteers to provide supervision.		Full names of each adult involved in the excursion.	
Educator to child ratio: <i>(Include whether this excursion warrants a higher ratio or an adult with specialised skills is required.)</i>		Explain how ratio was determined.	
Describe process for entering and exiting SMCELC premises and pick up locations or destinations.			
Describe procedures for embarking and disembarking the vehicle used for transportation. <i>(include how each child is accounted for in embarking and disembarking)</i>			

### REGULAR OUTING EXCURSION CHECKLIST

<input type="checkbox"/> List (Roll) of children attending	<input type="checkbox"/> List of adults participating	<input type="checkbox"/> Contact information for each adult
<input type="checkbox"/> Contact information for each child	<input type="checkbox"/> Special skills of participating adults	<input type="checkbox"/> WWCC
<input type="checkbox"/> Mobile phone or other means of communicating with emergency services	<input type="checkbox"/> Medical information for each child	<input type="checkbox"/> Medication, Medical Management Plans



o First Aid Kit (including EpiPen)	o Written consent has been received from parent/guardian for each child participating on the excursion
o Other items	

Use the Risk Score Matrix to identify and assess risks. Use the template below to detail the control measures implemented to eliminate or minimise risks.  
[Regulation 101 (1)]

### RISK SCORE MATRIX

LIKELIHOOD	CONSEQUENCE LEVEL					
		Critical	Major	Moderate	Minor	Insignificant
Almost Certain	Extreme	Extreme	Extreme	High	Medium	
Likely	Extreme	Extreme	High	Medium	Medium	
Possible	Extreme	High	Medium	Medium	Low	
Unlikely	High	Medium	Medium	Low	Very Low	
Practically Impossible	Medium	Medium	Low	Very Low	Very Low	



6. During a pre-visit to the proposed destination consider the range of safety aspects including child protection- Working with Children Checks, duty of care and risk management, insurances, adult to child ratios, weather and environmental hazards including water hazards
7. Break the event up into stages or activities
8. Identify and document potential risks and situations to be managed in each stage (hazard identification)
9. Provide detail of how these potential risks can be eliminated or minimised- including water-based activities
10. Allocate responsibility to a person/s and date

RISK ASSESSMENT ACTION PLAN						
ITEM	EVENT STAGES OR ACTIVITIES	HAZARD IDENTIFICATION (WHAT COULD GO WRONG?)	RISK RANKING USE MATRIX	ELIMINATION OR CONTROL MEASURES	RESPONSIBILITY	
					WHO	WHEN
1						
2						
3						
4						
5						
6						
7						





The Excursion Risk Assessment & Management Plan has been developed in consultation with SMCELC. By signing the below agreement, Staff and educators acknowledge that they are aware of the recognised risks and understand the actions required to supervise and facilitate a safe event for all children. (A risk assessment must be undertaken prior to seeking authorisation- R. 102).

FULL NAME		SIGNATURE		DATE	
FULL NAME		SIGNATURE		DATE	
FULL NAME		SIGNATURE		DATE	
FULL NAME		SIGNATURE		DATE	
Plan prepared by	Full Name		Role/Position		Signature
Plan prepared in consultation with	Full Name		Role/Position		Signature
Plan prepared in consultation with other agencies (if applicable)	Full Name		Role/Position		Signature
Communicated to all relevant staff	Y / N	Comment if needed		Vehicle safety information reviewed and attached	Y/N
Approved provider authority	Full Name		Signature		Date
Risk assessment evaluation and review date Monitor the effectiveness of the controls and change if necessary.	Date		Actions required		



# EXTREME WEATHER DAYS MANAGEMENT POLICY

Extreme weather days are a rare occurrence in the Snowy Mountains region but do happen on occasion. With the occasional threat of extreme weather have created this policy to assist SMCELC when dealing with these circumstances. To ensure the safety of children, educators, staff and families, education and care services should be prepared for these days, minimising risks and implementing explicit management strategies if required.

## NATIONAL QUALITY STANDARD (NQS)

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

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of SMCELC.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
12(d)	Meaning of a serious incident- any emergency for which emergency services attended
97	Emergency and evacuation procedures
98	Telephone or other communication equipment
99	Children leaving the education and care service premises
168	Education and Care Services must have policies and procedures
170	Policies and procedures are to be followed



## RELATED POLICIES

Acceptance and Refusal Authorisation Policy Delivery of Children to, and collection from Education and Care Service Premises Policy Emergency Evacuation Policy Health and Safety Policy	Incident, Injury, Trauma and Illness Policy Lockdown Policy
--	--

## DEFINITION

Extreme Weather can be defined by SMCELC as heavy snow fall, lightning storms, heavy rains, flooding, bushfire, smoke, high winds, cyclones or earthquakes.

## PURPOSE

Preparing for extreme weather requires SMCELC to learn what should be done before, during and after extreme weather in order to minimise the risk of children and staff being injured. Families and staff may not be able to get to childcare due to dangerous conditions. Conditions can also deteriorate quickly during the day meaning families may also be prevented from picking up their children and our staff may not be able to get home. Power outages are a possibility during extreme weather and can significantly impact our ability to provide adequate care.

## SCOPE

This policy applies to children, families, management and visitors of SMCELC.

## IMPLEMENTATION

Management will ensure that SMCELC is compliant with Workplace and Children's Health and Safety. SMCELC will ensure clear strategies and procedures in place for these circumstances.

## BEFORE EXTREME WEATHER

Preparing for extreme weather will help reduce the need for an emergency evacuation or damages to SMCELC's structure and prevent injuries to children, families and staff.

## MANAGEMENT AND EDUCATORS WILL:

- ensure emergency and evacuation policies and procedures are available for inspection at SMCELC's premises at all times
- conduct emergency and extreme weather drills in accordance with the Emergency Evacuation Calendar. The drills will be conducted on different days over the week, ensuring that all children participate in the drill. The emergency and extreme weather drills will be recorded using the *Emergency Evacuation Rehearsal Record* and discussed at team meetings to ensure continuous improvement
- ensure families are informed when an emergency evacuation rehearsal or drill has occurred



- ensure each room has an *Emergency Evacuation Bag* located in a prominent position
- regularly audit and restock *Emergency Evacuation Bags*
- ensure emergency evacuation plans are displayed in prominent positions near each exit and in the indoor and outdoor learning environments
- ensure all educators, including casual/relief educators and staff members, are familiar with our *Extreme Weather Policy*, procedures and regulatory requirements
- ensure new staff, volunteers and students are provided with information and training about our *Extreme Weather Policy* and procedures during induction
- ensure Emergency Contact numbers are displayed in a prominent position within SMCELC
- identify safe places within SMCELC to go with the children when extreme weather strikes.
- seek qualified advice to ensure SMCELC building is compliant, checking with states building authority.
- ensure equipment is stored securely and safely
- conduct annual risk assessments to identify, monitor and eliminate any hazards that may occur during extreme weather
- If the extreme weather is predicted, we will notify you the day prior to monitor your phones for messages from SMCELC from early the next morning. Educators and staff will use the Xplor Office app, text messages and emails to keep you updated on developments (Families receive through Xplor Home).
- We will monitor weather conditions and road closures via the radio station and live traffic app in conjunction with SES and the Department of Education. If the day unfolds and it starts to develop extreme weather, this may result in closure of the centre.
- If the centre does close, you will be contacted via a telephone.
- Appropriate clothing for your child should be packed in accordance to weather predictions.

## DURING EXTREME WEATHER

When extreme weather occurs, it can happen suddenly with a variety of effects as defined. Management, educators, and children are to immediately apply Emergency Evacuation Procedures that they have practiced during the drills. If weather predictions anticipate deteriorating situations this could also cause the centre to close and collection of children is required immediately.

## MANAGEMENT AND EDUCATORS WILL

- Follow Emergency Evacuation Procedures
- If the extreme weather hits suddenly

**If inside** – move away from windows, heavy objects or shelves.

- Seek cover
- keep clear of windows and overhead fittings

**If outside** – move away from trees, powerlines, building and seek cover

- Drop to the ground
- Cover your head and neck with arms and hands
- Stay as above until threat has passed



- Protect babies with your body or mattresses if available
- Once the threat has passed and management has confirmed it is safe, educators and children will be given the 'ALL CLEAR'
- If extreme weather is to hit during the day and predictions that extreme weather is arriving or weather will deteriorate quickly, the centre will close.
- If a power outage does occur for one hour, the centre will close and immediate collection of your child will be required.
- You will be contacted via telephone advising of closure and the need of immediate collection of your child.
- To ensure immediate collection of your child, if you are not able to collect within 10-15 minutes, please organise an alternate option such as an emergency contact that is authorised by SMCELC to collect your child. If one isn't organised that is available you can authorise by way of email to [admin@smcelc.com.au](mailto:admin@smcelc.com.au) with their details. We will sight ID upon collection (*Acceptance and Refusals of Authorisation Policy*)

### AFTER EXTREME WEATHER

Once the extreme weather threat has ceased, and over quick enough for the centre to not close, management and educators need to begin implementing a recovery plan as you prepare for the chance of any after affects.

### MANAGEMENT AND EDUCATORS WILL:

- stay calm and reassure children
- evaluate the need to evacuate if there are fires, gas leaks or other structural damage that requires immediate evacuation
- call 000 for Emergency Services and seek and follow advice
- implement *Emergency Evacuation Procedures*
- if evacuation is required, move to a safe location and be aware of hazards
- check attendance list for children, staff and visitors
- contact parents if evacuation is required
- turn off electricity, gas and water. Check water, gas and electric lines for damages. If any damages are present, turn off the water and electricity
- assess any injuries that may have occurred and provide first aid
- do not run outside, unless evacuation of the building is needed due to damage
- report any damages to Emergency Services
- turn on the radio and listen as Emergency Services will broadcast the most appropriate advice for SMCELC
- stay out of SMCELC building if it is damaged and unsafe
- following the emergency evacuation, an *Emergency Evacuation Incident Report* and an *Incident, Injury, Trauma and Illness Record* will be completed
- the approved provider will make a notification of a serious incident to a regulatory authority (within 24 hours) through the [NQA IT System](#) when emergency services have attended an



education and care service in response to an emergency, rather than as a precaution or for any other reason

### Dealing with Trauma

Emergencies and natural disasters are extremely stressful, and it is normal for children and adults to feel overwhelmed and distressed. People cope with trauma in many different ways. Children look to adults for reassurance, care and opportunities to share their feelings. It is important for educators to understand the impact of disasters and seek help when needed.

The Approved Provider/Nominated Supervisor will support educators to provide information to parents and families following any emergency or natural disaster including:

- will SMCELC be open in the days and weeks ahead?
- how to find alternative care and education
- how to contact services for support with dealing with trauma

Several organisations offer support for educators in these situations:

#### [Emerging Minds](#)

BeYou- [Trauma informed practice](#)

[BeYou Educator Wellbeing after a natural disaster](#)

### Preparing for an emergency

Australian Government Department of Education, Skills and Employment Resources

<https://www.dese.gov.au/child-care-package/ccp-resources-providers/help-emergency>

[Australian Government Bureau of Meteorology http://www.bom.gov.au/](http://www.bom.gov.au/)

### SOURCE

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

Australian Government Department of Education, Skills and Employment (2020). Help in an emergency

Australian Government – Emergency Services: <http://www.australia.gov.au/information-and-services/public-safety-and-law/emergency-services>

Australian Government – Geoscience Australia

<http://www.ga.gov.au/news-events/news/latest-news/australian-earthquakes-explained>

[Education and Care Services National Regulations](#). (2011).

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

New Zealand Government Get Ready ShakeOut

<https://www.shakeout.govt.nz/how/schools/>

Queensland Government Emergency services and safety <https://www.qld.gov.au/emergency/dealing-disasters/disaster-types/earthquakes>

Revised National Quality Standard. (2018).

*Work Health and Safety Act 2011.*



## FAMILY CONDUCT GUIDELINES (Code of Conduct)

The *Family Conduct Guidelines* works in conjunction with SMCELC's Enrolment Policy, Dealing with Complaints Policy, Family Handbook and the Early Childhood Australia Code of Ethics. The Family Conduct Guidelines are in place to emphasize the commitment and ethical responsibilities each family adopts when enrolling their child/ren at Snowy Mountains Care & Early Learning Centre.

### Aim

The aim of the *Family Conduct Guidelines* is to provide information to support families and SMCELC develop clear and effective methods of communication to support the building of genuine partnerships and adopt appropriate and expected behaviour for families and educators. This includes acting as an advocate for individual children and discussing more complex and challenging issues that call for astute attention and respect.

It is anticipated that all stakeholders within SMCELC will adopt the following qualities during their interactions:

- Honesty
- Integrity
- Inclusivity
- Democracy
- Respect
- Confidentiality

### Communication

It is expected that families will collaborate with their child's educator/s, working together to support their child's learning and development. Our educators understand that families are busy and often eager to find ways to strengthen the connection between home and SMCELC. We have a range of methods to promote effective communication with families and encourage your interaction. Effective communication builds mutual respect, understanding and trust. For educators working with families, building a positive partnership includes sharing knowledge and experiences to understand your child.

We appreciate when families share information with our educators about the child. This may include informing the educator when your child has a restless night, sharing something your child has disclosed, or even talking about an activity or experience your child would like to do or share with others.



This helps our educators support your child throughout the day.

Communication is vital within SMCELC, ensuring children's needs are being met. We ask that families nominate their preferred method of communication which will be amended as required, so we can do our best to be open and responsive.

### **Meeting with educators or management**

It is not always possible or effective to discuss issues 'on the spot'. Usually, most communication between families and educators occurs at child drop-off and pick-up times. This transition time typically is not conducive to meaningful exchanges; families can be rushed, educators are understandably focused on children's transitions, and in the case of full-day programs, educators who spend the largest amount of time with your child may not be available or not rostered on that day.

We encourage families to arrange a time away from the learning environment, where the educator can give families their full attention and make decisions that have been given careful consideration.

### **Respecting our Educators**

We request that all stakeholders involved with SMCELC are respected. This includes respect for our educators, respect for the children and respect for the families.

If we work to share information, contribute ideas and together, reflect on practices we will have a network for your child that not only supports their time here at SMCELC, but will also see them thrive.

We all have a common goal: *What's best for your child*. With that in mind, this journey will be rewarding for all.

### **Complaints or Grievances**

If there is an incident that has occurred that families are concerned with, we always want to hear and discuss the issue. We ask families to be mindful about discussing or talking about sensitive issues in front of others, including children. Where possible, ask your child's educator or relevant educator for a suitable time to discuss your complaint.

Families are encouraged to document their concerns by completing a '*Complaints Grievance Form*' outlining the incident or concern and submit this to the Approved Provider or Nominated Supervisor. Management will acknowledge your complaint and endeavour to achieve an outcome that supports the best interests and wellbeing of the child where possible. (See our *Dealing with Complaints Policy*). We encourage all parents,





carers and family members to work cooperatively with the person managing the complaint. Inappropriate behaviour will not be tolerated, and a meeting may be terminated.

Management will adhere to privacy and confidentiality laws however if the complaint is a notifiable incident (related to child protection or fraud), we are required to notify relevant authorities immediately.

Should you wish to raise concerns regarding the management of Child Care Subsidy, please speak to the Nominated Supervisor as soon as possible. Concerns can also be directed to the Department of Education on 1800 664 231 or email: [tipoffline@education.gov.au](mailto:tipoffline@education.gov.au)

### **Confidentiality**

Confidentiality is something we will not waiver on and expect the same from everyone involved, educators and families alike. If you do have concerns regarding your child, please see your child's educator to arrange a time to meet. The meeting will be in a private area within SMCELC. If issues are still unresolved, then contact our Nominated Supervisor and reschedule a second meeting.

### **Child Care Subsidy Obligation**

We remind families that there are some issues that educators have no influence over. There are also some issues that SMCELC has no control over such as Child Care Subsidy, and timing of payments to SMCELC and your account.

When families enrol their child into SMCELC, it is the family's responsibility to provide us with the required information to receive Child Care Subsidy. This includes the correct Customer Reference Number (CRN) and date of birth of the child and parent/guardian the child is linked with.

To receive Child Care Subsidy (CCS) families must apply through the myGov website/app. This includes completing the Child Care Subsidy activity test. The Approved Provider and family will enter into an agreement regarding the planned arrangements for care. This is called a Complying Written Arrangement (CWA) and is an agreement to provide care in return for fees. Once the provider submits an enrolment notice, the family will be asked to confirm the enrolment through their myGov account. This is the final step to complete the Child Care Subsidy. It is important for families to understand that until this step is complete, Child Care Subsidy entitlements will not be confirmed.

Families are required to advise if their circumstances have changed. This includes:



- advising if your child begins primary or secondary school for the first time
- if you or your partner’s activity details have changed
- if you or your partner’s income changes
- your care arrangements change
- your personal circumstances have changes
- you change your address or
- if you leave Australia.

Families are advised that most changes can be made using the Centrelink online account through myGov. Families may incur a debt if they have not notified the change within 14 days.

### **Policies and Procedures**

Our policies and procedures are reviewed at least annually or whenever a change of legislation occurs, or upon critical reflection, modifications are required. We ask families to contribute and provide feedback to our policies and procedures to ensure child safety and wellbeing remains our priority. We aim to provide an environment that promotes and enables children’s participation and is welcoming and culturally safe and inclusive for all children and families. We request that your feedback and contribution to policy review is through relevant communication channels and not derogatory in any way to SMCELC.

### **Breach of Family Conduct Guidelines (Code of Conduct)**

If parents or family members are consistently in breach of these guidelines and following an evaluation by the Nominated Supervisor and/or the Approved Provider, any related enrolment/s may be at risk of being terminated.



## GOVERNANCE POLICY

The Governance Policy provides the overall direction, effectiveness, supervision and accountability of a Service. The approved provider and Management are responsible for guiding the direction of SMCELC, ensuring that its goals and objectives are met in line with the philosophy, and all legal and regulatory requirements governing the operation of SMCELC.

### NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision-making and operation of SMCELC.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.1	Continuous improvement	There is an effective self-assessment and quality improvement process in place.
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
7.2.3	Development of professionals	Educators, co-ordinations and staff members performance is regularly evaluated and individual plans are in place to support learning and development.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
Sec. 13	Matters to be taken into account in assessing whether fit and proper person
Sec. 14	Regulatory Authority may seek further information
Sec. 21	Reassessment of fitness and propriety
Sec. 51	Conditions on service approval
Sec. 162	Offence to operate education and care service unless responsible person is present
Sec. 165	Offence to inadequately supervise children
Sec.172	Offence to fail to display prescribed information



Sec. 173	Offence to fail to notify certain circumstances to Regulatory Authority
Sec. 174	Offence to fail to notify certain information to Regulatory Authority
Sec. 175	Offence relating to requirement to keep enrolment and other documents
Sec.188	Offence to engage person to whom prohibition notice applies
29	Condition on service approval-insurance
31	Condition on service approval-quality improvement plan
55	Quality improvement plan
56	Review and revision of Quality Improvement Plan
73	Educational program
74	Record of child assessments or evaluations for delivery of educational program
84	Awareness of child protection law
85	Incident, Injury, trauma and illness policies and procedures
117B	Minimum requirements for person in day-to-day charge
157	Access for parents
158	Children's attendance record to kept by approved provider
161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record
165	Record of visitors
167	Record of service's compliance
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies and procedures
173	Prescribed information to be displayed
175	Prescribed information to be notified to the Regulatory Authority
176	Time to notify certain information to Regulatory Authority
177	Prescribed enrolment and other documents to be kept by approved provider
180	Evidence of prescribed insurance
181	Confidentiality of records kept by approved provider



181-184	Confidentiality and storage of records
185	Law and regulations to be available

## RELATED LEGISLATION

**Family Assistance Law** – Incorporating all related legislation as identified within the Child Care Provider Handbook  
<https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>

## RELATED POLICIES

Acceptance and Refusal Authorisation Policy	Medical Conditions Policy
Administration of First Aid Policy	Payment of Fees Policy
Delivery of Children to, and collection from	Privacy and Confidentiality Policy
Education and Care Service Premises Policy	Probation and Induction Orientation Policy
Code of Conduct Policy	Safe Arrival of Children Policy
Child Protection Policy	Safe Transportation Policy
Child Safe Environment Policy	Sleep and Rest Policy
Dealing with Infectious Diseases Policy	Staffing Arrangements Policy
Dealing with Complaints Policy	Student, Volunteer and Visitor’s Policy
Emergency and Evacuation Policy	Sun Safety Policy
Enrolment Policy	Water Safety Policy
Interactions with Children, Staff and Families Policy	

## PURPOSE

SMCELC aims to ensure all legal and financial requirements are implemented and recognised through appropriate governance practices, providing quality education and care, meeting the principles, practices and elements of the Early Years Learning Framework and the National Quality Standard.

## SCOPE

This policy applies to children, families, staff, management, Approved Provider, Nominated Supervisor, volunteers and visitors of SMCELC.

## IMPLEMENTATION

Under the Education and Care Services National Regulations, the approved provider must ensure that policies and procedures are in place in relation to the governance and management of SMCELC (regulation 168) and that they take reasonable steps to ensure those policies and procedures are followed (regulation 170). ACECQA 2021



Governance is the process that directs and controls SMCELC, ensuring accountability, and supporting decision making. The Approved Provider and Nominated Supervisor of SMCELC accept the legal responsibilities associated with establishing, administering, and maintaining SMCELC. Management may include Persons with management or control of the service (PMC) as defined by ACECQA. Persons with management or control may *participate in executive or financial decision-making or have authority or responsibility for, or significant influence over, the planning, direction or control of the activities or the delivery of the education and care service* (ACECQA 2023). SMCELC has the following established positions:

Approved Provider
Nominated Supervisor
Educational Leader
Persons with Management or Control
Responsible Persons
Lead Educators

#### THE APPROVED PROVIDER IS LEGALLY RESPONSIBLE FOR:

- ensuring compliance with the Education and Care Services National Law and Education and Care Services National Regulations
- ensuring compliance by all employees and educators with the Education and Care Services National Law and Education and Care Services National Regulations
- ensuring educators, staff, students and volunteers have knowledge of and adhere to this policy
- ensuring families are aware of this *Governance Policy*
- ensuring all notifications are made to the Department, in writing, within the specified timeframes as outlines with the NQF and FAL
- complying with Family Assistance Law
- appointing a suitably qualified Nominated Supervisor, an Educational Leader and a Director/coordinator for SMCELC
- supporting the Nominated Supervisor and management in their role, providing adequate resources to ensure effective administration of the Service
- notifying the regulatory authority of any changes to the Nominated Supervisor at least 7 days prior to the appointment (or as soon as possible, but no more than 14 days after commencement)



- notifying the regulatory authority within 14 days of any changes to Persons with management or control
- notifying the regulatory authority of any change to the ages of children being educated and cared for by the service; and any change to the nature of education and care offered by the service (reg 175 (2)(a))
- displaying the prescribed information as listed in Regulation 173 including the current rating levels for each quality area stated in the National Quality Standard
- ensuring background checks, including criminal history and Working With Children Checks/ Clearance, are completed for all staff and educators
- provide information to the regulatory authority upon request in relation to being a 'fit and proper person'
- determining whether or not a person working in the service is a 'fit and proper person' (as per National Quality Framework and Family Assistance Law requirements)
- implementing a probation and induction orientation program to ensure employees are aware of their roles and responsibilities, understanding of the values and organisational culture of SMCELC, policies and procedures, child protection law and other legislation
- supporting the Nominated Supervisor [Responsible Persons] in their role, providing adequate resources to ensure effective administration of SMCELC
- developing a clear and agreed philosophy, which guides business decisions and the work of management and staff
- acting honestly and with due diligence
- ensuring that families of enrolled children have access to enter the premises (regulation 157)
- ensuring there is a sound foundation of policies and procedures that complies with all legislative and regulatory requirements, and that enables the daily operation of SMCELC to be in line with SMCELC's philosophy and goals
- maintaining up to date and current policies and procedures for compliance by all educators
- ensuring the health, safety and wellbeing of children and taking every reasonable precaution to protect children from harm or hazard
- ensuring policies and procedures are followed in the event that a child is injured, becomes ill or suffers a trauma (Reg.85)
- confirming incident, injury, illness or trauma records are stored in a safe and secure place until the child is 25 years of age. In the event of a death of child while being cared for by SMCELC or may have occurred because of an incident, the records must be kept until 7 (seven) years after the death.
- being an employer, including all legal and ethical responsibilities that this entails
- appointing staff and monitoring their performance
- ensuring educator qualification requirements are current
- ensuring all educators and staff have a clear understanding of the hierarchy of management
- providing clear and direct written and verbal feedback and instruction that is suitable and appropriate to the task



- ensuring SMCELC remains financially viable and can meet its debts and other obligations as they fall due
- ensuring SMCELC holds a current insurance policy for public liability with a minimum cover of \$10,000,000 [or public liability provided by the Government of a State or Territory in respect for an education and care service]
- managing control and accountability systems
- reviewing SMCELC's budget and monitoring financial performance and management to ensure SMCELC is solvent at all times and has sound financial strength
- approving annual financial statements and providing required reports to government bodies and maintaining appropriate delegations and internal controls
- complying with funding agreements where appropriate
- reviewing the work process regularly
- completing a Quality Improvement Plan (QIP) for SMCELC and updating it at least annually
- ensuring the QIP is updated upon request by the regulatory authority and submitted to the regulatory authority upon request (Reg. 31, 56)
- developing coherent aims and goals that reflect the interests, values and beliefs of all stakeholders of SMCELC
- establishing clearly defined roles and responsibilities for the members of the Management Committee and staff, individually and as a collective, and clearly articulating the relationship between all stakeholders
- evaluating and improving the performance of the Management Committee.
- ensuring the educational program is based on an approved learning framework (EYLF) and contributes to each child's sense of identity and wellbeing
- complying with all other NSW and Australian governments' legislation that impacts upon the management and operations of a Service
- ensuring all notification and reporting requirements are met regarding the National Quality Framework and other legislation
- ensuring a copy of the Education and Care Services National Regulations and National Law is always available at SMCELC for use by educators, staff, families and visitors (Reg. 185)
- ensuring that requirements relating to the physical environment, space, equipment and facilities are met
- notifying the regulatory authority if transportation is provided by the service for the first time or if transportation ceases to be provided by the service [Reg 175 (2)(f)]
- notifying families at least 14 days before changes to policy or procedures that:
  - affect the fees charged or the way they are collected
  - significantly impact SMCELC's education and care of children, or
  - significantly impact the family's ability to utilise SMCELC.

#### THE NOMINATED SUPERVISOR IS RESPONSIBLE FOR:

- adhering to the Education and Care Services National Law and National Regulations
- developing ethical standards and a code of conduct which guide actions and decisions in a way that is consistent and reflective of SMCELC's expectations





- undertaking periodical planning and risk assessments and having appropriate risk management strategies in place to manage risks faced by SMCELC
- ensuring that actions taken, and decisions made are clear and consistent and will help build confidence in all stakeholders
- the day-to-day management of SMCELC
- ensuring all notification and reporting requirements are met regarding the National Quality Framework and other legislation
- the effectiveness of SMCELC’s well-defined partnership between the Management Committee and the Nominated Supervisor. The partnership requires clear understanding of roles and responsibilities, and regular and open communication.
- producing outcomes together with educators and staff. Educators must agree on their responsibilities and work according to current policies and procedures.
- providing educators with training, resources and support
- identifying and reporting if something significant occurs (for example: Work Health and Safety; Fraud Prevention; Complaint handling)
- identifying work required for completion and delegate to the appropriate educator/staff
- ensuring educators and staff do not delegate responsibilities for which they are accountable for or have been delegated to them by Management
- delegate all tasks in writing with a clear due date
- ensuring educators are adhering to service policies and procedures.

### SERVICE PHILOSOPHY

- The development and review of the philosophy and policies will be a continuous process on an annual basis or when required.
- The philosophy and associated statement of purpose will reinforce all other documentation and the practices of SMCELC. The philosophy will reflect the principles of the approved national framework *“Belonging, Being and Becoming: The Early Years Learning Framework for Australia”*.
- There will be a collaborative and consultative process to support the development and maintenance of the philosophy that will include children, parents and educators.
- All documents will be dated and include nominated review dates.

### CODE OF CONDUCT

The standards of behaviour outlined in our *Code of Conduct Policy* provide guidance for all staff and educators to make personal and ethical decisions related to confidentiality, recruitment, duty of care, record keeping, professional relationships and appropriate use of resources within SMCELC.

### CONFIDENTIALITY

All members of the Management Committee along with the Nominated Supervisor, Responsible Person, educators, and staff who gain access to confidential information, whether in the course of their work or otherwise, shall not disclose information to anyone unless the disclosure of such information is required by law and will respect the confidentiality of all documents and meetings that occur.



This also includes:

- using information acquired for their personal or financial benefit, or for the benefit of any other person.
- permitting any unauthorised person to inspect or have access to any confidential documents or other information.
- any information received or transmitted via mobile telephone (including text/SMS) or any other electronic device (e.g. email) shall be treated with the same confidentiality as any other written form of communication and must be stored confidentially.

This obligation, placed on a member of the Committee of Management, Nominated Supervisor, Responsible Person, educator, and staff shall continue even after the individual has completed their term and is no longer on the Management Committee or employed by SMCELC. The obligation to maintain confidentiality also applies to any person who is invited to any meetings of the Management Committee.

### ETHICAL DECISION-MAKING

SMCELC will make decisions which are consistent with our policies and procedures and that work in conjunction with the Education and Care Services National Law and National Regulations, our approved learning framework (EYLF), and the ethical standards within the ECA Code of Ethics.

### REVIEW AND EVALUATION OF SMCELC

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

### MAINTENANCE OF RECORDS

- SMCELC will adhere to record keeping requirements outlined in the National Regulations (177)
- Records will be kept of all visitors to SMCELC while children are being cared for as outlined in the National Regulations (165)
- SMCELC will adhere to the storage of confidential records outlined in the National Regulations (181-184)
- SMCELC has a responsibility to keep sufficient records about staff, families, and children to operate dependably and lawfully
- SMCELC will safeguard the interests of all children, their families, and the staff, using procedures to ensure appropriate privacy and confidentiality practices are upheld
- The Approved Provider assists in determining the process, storage location, and timeline for storage of records, using the National Regulations as a minimum standard
- SMCELC's orientation and induction processes will include the provision of significant information to managers, educators, children, and families to comply with National Regulations and Standards



- The Approved Provider will ensure that the record retention procedure meets the requirements of the following government departments and laws:
  - Australian Tax Office (ATO)
  - Family Assistance Office (FAO)
  - Family Assistance Law
  - National Law and Regulations

## MANAGING CONFLICTS OF INTEREST

- Conflict of interest, whether actual, potential or perceived, must be declared by all members of the Management Committee, Persons with Management or Control, Nominated Supervisor, Senior Staff and managed effectively to ensure integrity.
- Every stakeholder that is in a position of management has a responsibility to ensure their transactions, external business interests and relationships will not cause potential conflicts and to make such disclosures in a timely manner as they arise.
- The following process will be followed to manage any conflicts of interest:
  1. Whenever there is a conflict of interest, the member concerned must notify the Approved Provider about the conflict.
  2. The member with a conflict of interest must not be present during the meeting of the Management Committee or Management meeting where the matter is being discussed, or participate in any decisions made on that matter. The member concerned must provide the committee with any and all relevant information they possess on the particular matter.
  3. The minutes of the meeting must reflect that the conflict of interest was disclosed and appropriate processes followed to manage the conflict.
  4. A Conflict of interest disclosure statement must be completed by each member of the Management Committee / Staff member upon his or her appointment and annually thereafter. If the information in this statement changes during the year, the member shall disclose the change to the Approved Provider/ and revise the disclosure statement accordingly.

## CONTINUOUS IMPROVEMENT/REFLECTION

Our *Governance Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management

## CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Notification and reporting guide
----------------------------------

## SOURCE

ACECQA. (2023). Policy and procedure guidelines. [Governance and Management Guidelines](#).



Australian Government. Department of Education. *Child Care Provider Handbook*. (2023)  
<https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>  
Early Childhood Australia Code of Ethics. (2016).  
Education and Care Services National Law Act 2010. (Amended 2023).  
[Education and Care Services National Regulations](#). (2011). (Amended 2023).  
Guide to the National Quality Framework. (2017). (Amended 2023).  
Revised National Quality Standard. (2018).  
[Western Australian Education and Care Services National Regulations](#)  
*Work Health and Safety Act 2011* (Cth).



# IMMUNISATION POLICY

When groups of children are together, illness and disease can spread rapidly. Preventable diseases such as measles and whooping cough can have serious health consequences for children, and especially young children. Staff members who work in an early childhood education and care service are also at increased risk of contracting certain infectious illnesses. Immunisation is a simple, safe and effective way of protecting people against harmful diseases. SMCELC implements the Australian Government Department of Health, 'No Jab No Play' policy.

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
77	Health, hygiene and safe food practices
88	Infectious diseases
90	Medical conditions policy
162	Health information to be kept in enrolment record
172(2)(g)	a notice stating that there has been an occurrence of an infectious disease at the premises
EDUCATION AND CARE SERVICES NATIONAL LAW	
174(2)(a)	Notification to the Regulatory Authority- (a) any serious incident at the approved education and care service



## RELATED POLICIES

Dealing with Infectious Disease Policy Enrolment Policy Incident, Injury, Trauma and Illness Policy	Orientation of Families Policy Sick Children Policy Work Health and Safety Policy
---	---

## PURPOSE

The purpose of this policy is to provide information to manage and prevent the spread of infectious illnesses and diseases. SMCELC has a duty of care to ensure that all children, families, and educators are protected from infectious diseases whilst at SMCELC. Along with maintaining a clean and hygienic environment, this also includes notifying families and educators when an excludable illness or disease is present in SMCELC, maintaining a record of children's and educators' immunisation status, complying with relevant health department exclusion guidelines, and increasing educators' awareness of cross-infection.

## SCOPE

This policy applies to children, families, educators, staff, visitors, approved provider, nominated supervisor and management of SMCELC.

## IMPLEMENTATION

Immunisation is a reliable way to prevent many childhood diseases. Immunisation works by giving the person a vaccine (weakened or killed disease-causing bacteria or virus), against a particular disease. This makes the person's immune system respond in a similar way to how it would respond if they actually had the disease, but with less severe, or possibly no symptoms. The vaccine therefore leads to the creation of antibodies that provide future protection if the person comes into contact with the disease.

Immunisation also protects other people who are not immunised, such as children who are too young to be immunised, or people whose immune systems did not respond to the vaccine. This is because the more people who are immunised against a disease, the lower the chance that a person will ever come into contact with someone who has the disease. The chance of an infection spreading in a



community therefore decreases if a large proportion of people are immunised, because the immune people will not become infected and can protect the vulnerable people; this is known as 'herd immunity'.

Children must meet the immunisation requirements to be eligible for Family Tax Benefit (FTB) Part A and Child Care Subsidy (CCS). As of January 2018, unvaccinated children due to their parent's conscientious objection are no longer able to receive CCS benefits or attend care. Children who cannot be fully vaccinated due to a medical condition or who are on an approved catch-up schedule may still be able to receive CCS benefits.

#### **MANAGEMENT / NOMINATED SUPERVISOR WILL:**

- ensure information about immunisation, infectious diseases and exclusion periods is available to families at time of enrolment/orientation and is included in Family Handbook
- advise parents and families about the [National Immunisation Program \(NIP\)](#)
- ensure that evidence is provided for each child prior to enrolment that confirms the child is fully immunised for their age or has a medical reason not be immunised (Immunisation History Statement from the Australian Immunisation Register (AIR) as evidence)
- provide staff and families with information about vaccine-preventable diseases
- display wall charts about childhood immunisation schedules displayed in our front outdoor foyer
- review children's immunisation regularly, updating the child's records kept at SMCELC, and send reminder letters and emails to families as required
- update staff immunisation records as staff become vaccinated
- take all reasonable steps to encourage non-immune staff to be vaccinated
- document advice given to educators and other staff, and any refusal to comply with vaccination requests
- notify the Public Health Unit (PHU) of any outbreak of vaccine preventable diseases (1300 066 055)
- notify families when an outbreak of a vaccine-preventable disease occurs through various channels of communication:
  - verbally
  - through a letter from the educator or Approved Provider
  - posting a note or sign at the entry of the residence
  - via electronic message- text message or email



- notify the Regulatory Authority of any incidence of a notifiable infectious illness or disease  
[ACECQA contact regulatory authority](#)
- advise any staff members who fall pregnant to visit their GP immediately and have a test for Cytomegalovirus (CMV) to check their immunity. Any pregnant staff member who is at a heightened risk will not change nappies and will double glove when coming into contact with any body fluids, including saliva

#### **FAMILIES WILL:**

- adhere to SMCELC's policies regarding *Control of Infectious Diseases, Immunisation, Sick Children* and exclusion requirements
- provide SMCELC with a copy of one or more of the following documents:
  - An Australian Immunisation Register (AIR) Immunisation History Statement which shows that the child is 'up to date' with their scheduled vaccinations; or
  - An AIR Immunisation History Form on which the immunisation provider has certified that the child is on a recognised catch-up schedule; or
  - An AIR Immunisation Medical Exemption Form which has been certified by a GP
- provide SMCELC with an updated copy of their child's current immunisation record every 6 months, or when the next scheduled immunisation has been completed. A current AIR Immunisation History Statement can be accessed at any time by the parent/guardian through logging in to their Medicare online account: [myGov website](#).
- support their child's exclusion from SMCELC if there is an outbreak of a vaccine preventable disease at SMCELC or if they come into contact with a person with a vaccine preventable disease, even if there is no outbreak at SMCELC.

#### **STAFF AND VISITORS WILL:**

(Visitors including health professionals, volunteers, students, committee members)

- ensure they abide by any Public Health Orders enforced around mandatory immunisation and vaccinations





## INFORMATION TO BE DISPLAYED IN SERVICE

INFORMATION	WEBSITE/INFORMATION	PHONE NUMBER
The National Immunisation Program (NIP) Service	<a href="https://beta.health.gov.au/initiatives-and-programs/national-immunisation-program">https://beta.health.gov.au/initiatives-and-programs/national-immunisation-program</a>	1800 020 103
Notification of an occurrence of an infectious disease/vaccine preventable disease	Notify local Public Health Unit Provide information to families about the infectious disease- Children unimmunised against vaccine preventable diseases must be excluded from care	1300 066 055
Australian Government Department of Health	In the event of a community spread virus publications from Government agencies will be displayed <a href="https://www.health.gov.au/resources/collections">https://www.health.gov.au/resources/collections</a>	1800 020 080

### Australian Government Department of Health- Immunisation saves lives

Currently there are different immunisation requirements for early childhood education and care services across states and territories. Information on immunisation requirements are listed below.

New South Wales (NSW)
Children must be fully immunised to attend early childhood education and care services. A current Immunisation History Statement from the Australian Immunisation Register (AIR) must be provided to services.
<p>The National Immunisation Program (NIP) Schedule <b>TO BE DISPLAYED IN SMCELC</b> can be accessed and downloaded from: <a href="https://www.health.gov.au/resources/publications/national-immunisation-program-schedule-portfolio">https://www.health.gov.au/resources/publications/national-immunisation-program-schedule-portfolio</a></p> <ul style="list-style-type: none"> <li>• NSW Health Phone number: 02 9391 9000</li> <li>• Local NSW Public Health Unit Contact Details: <a href="http://www.health.nsw.gov.au/Infectious/Pages/default.aspx">http://www.health.nsw.gov.au/Infectious/Pages/default.aspx</a></li> <li>• NSW Health Immunisation Schedule <a href="https://www.health.nsw.gov.au/immunisation/Pages/schedule-changes.aspx">https://www.health.nsw.gov.au/immunisation/Pages/schedule-changes.aspx</a></li> <li>• Immunise Australia National Hotline: 1800 671 811</li> <li>• Australian Government, Department of Human Services: <a href="https://www.humanservices.gov.au/individuals/online-help/medicare/getting-your-immunisation-history-statement-using-your-medicare-online-account">https://www.humanservices.gov.au/individuals/online-help/medicare/getting-your-immunisation-history-statement-using-your-medicare-online-account</a></li> </ul>



## RESOURCES

AIR General Enquiries line 1800 653 809

Australian Government Department of Health [Get the facts on childhood immunisation-help protect your community](#)

Australian Government Services Australia *Australian Immunisation Register*

<https://www.servicesaustralia.gov.au/individuals/services/medicare/australian-immunisation-register>

[NSW Government Immunisation Enrolment Toolkit](#)

Sharing Knowledge About Immunisation. (2020). <http://talkingaboutimmunisation.org.au/>

## SOURCE

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

Australia Childhood Immunisation Register:

<https://www.humanservices.gov.au/customer/services/medicare/australian-childhood-immunisation-register>

Australian Government Department of Education, Skills and Employment, (2020) *Child Care Subsidy immunisation requirements*

<https://www.servicesaustralia.gov.au/individuals/services/centrelink/child-care-subsidy/who-can-get-it/immunisation-requirements>

Australian Government – Department of Human Services:

<https://www.humanservices.gov.au/individuals/online-help/medicare/getting-your-immunisation-history-statement-using-your-medicare-online-account>

Australian Government Department Of Health National Immunise Program:

<https://www.health.gov.au/initiatives-and-programs/national-immunisation-program>

Early Childhood Australia Code of Ethics. (2016).

[Education and Care Services National Regulations](#). (2011).

Federal Register of Legislation *Privacy Act 1988*.

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

Guide to the National Quality Framework. (2017). (Amended 2020).

National Centre for Immunisation Research and Surveillance (NCIRS). No Jab No Play, No Jab No Pay:

<https://www.ncirs.org.au/public/no-jab-no-play-no-jab-no-pay>

National Health and Medical Research Council. (2012). *Staying healthy: Preventing infectious diseases in early childhood education and care services*.

NSW Public Health Act- NSW Government October 2017:

[http://www.health.nsw.gov.au/immunisation/Pages/childcare\\_qa.aspx#15](http://www.health.nsw.gov.au/immunisation/Pages/childcare_qa.aspx#15)

Revised National Quality Standard. (2018).

Sharing Knowledge About Immunisation. (2020). <http://talkingaboutimmunisation.org.au/>



# INCIDENT, INJURY, TRAUMA & ILLNESS POLICY

The health and safety of all staff, children, families, and visitors to SMCELC is of the utmost importance. We aim to reduce the likelihood of incidents, illness, accidents, and trauma through implementing comprehensive risk management, effective hygiene practices and the ongoing professional development of all staff to respond quickly and effectively to any incident or accident.

We acknowledge that in early education and care services, illness and disease can spread easily from one child to another, even when implementing the recommended hygiene and infection control practices. SMCELC aims to minimise illnesses by adhering to all recommended guidelines from relevant government authorities regarding the prevention of infectious diseases and adhere to exclusion periods recommended by public health units.

When groups of children play together and are in new surroundings accidents and illnesses may occur. SMCELC is committed to effectively manage our physical environment to allow children to experience challenging situations whilst preventing serious injuries.

In the event of an incident, injury, trauma or illness all staff will implement the guidelines set out in this policy to adhere to National Law and Regulations and inform the regulatory authority as required.

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.



EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
Sec.165	Offence to inadequately supervise children
Sec. 174(2)(a)	Prescribed information to be notified to Regulatory Authority
Sec.176(2)(a)	Time to notify certain information to Regulatory Authority
86	Notification to parents of incident, injury, trauma, and illness
87	Incident, injury, trauma, and illness record
88	Infectious diseases
89	First aid kits
93	Administration of medication
95	Procedure for administration of medication
97	Emergency and evacuation procedures
103	Premises, furniture and equipment to be safe, clean and in good repair
104	Fencing
117	Glass
161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record
168	Education and care Service must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
177	Prescribed enrolment and other documents to be kept by approved provider
183	Storage of records and other documents



## PURPOSE

Educators have a duty of care to respond to and manage illnesses, accidents, incidents, and trauma that may occur at SMCELC to ensure the safety and wellbeing of children, educators, and visitors. This policy will guide educators to manage illness and prevent injury and the spread of infectious diseases and provide guidance of the required action to be taken in the event of an incident, injury, trauma, or illness occurring when a child is educated and cared for.

## SCOPE

This policy applies to children, families, educators, staff, approved provider, nominated supervisor, management, and visitors of SMCELC.

## IMPLEMENTATION

Under the *Education and Care Services National Regulations*, an approved provider must ensure that policies and procedures are in place for incident, injury, trauma, and illness and take reasonable steps to ensure policies and procedures are followed. (ACECQA, 2021). In the event of an incident, injury, trauma or illness all staff will implement the guidelines set out in this policy to adhere to National Law and Regulations and inform the regulatory authority as required.

SMCELC implements risk management planning to identify any possible risks and hazards to our learning environment and practices. Where possible, we have eliminated or minimised these risks as is reasonably practicable.

SMCELC implements procedures as stated in the *Staying healthy: Preventing infectious diseases in early childhood education and care services* (Fifth Edition) developed by the Australian Government National Health and Medical Research Council as part of our day-to-day operation of SMCELC.

We are guided by explicit decisions regarding exclusion periods and notification of any infectious disease by the *Australian Government- Department of Health* and local Public Health Units in our jurisdiction under the Public Health Act.

## IDENTIFYING SIGNS AND SYMPTOMS OF ILLNESS



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

Recommendations from the [Australian Health Protection Principal Committee and Department of Health will be adhered to minimise risk where reasonably practicable.](#)

During a pandemic, risk mitigation measures may be implemented within SMCELC to manage the spread of the virus. These measures may include but are not limited to the following:

- exclusion of unwell staff, children, and visitors (symptoms may include fever, coughing, sore throat, fatigue, or shortness of breath)
- exclusion of unwell children and staff with temperature of 37.5 degrees
- notifying vulnerable people within the workplace of the risks of the virus/illness including:
  - people with underlying medical needs
  - children with diagnosed asthma or compromised immune systems.
  - Aboriginal and Torres Strait Islander people over the age of 50 with chronic medical conditions
- adhering to Public Health Orders for mandated vaccination requirements for all early childhood education and care educators and staff
- restrict the number of visitors entering SMCELC.
- request parents to drop off and collect children from designated points outside SMCELC.
- reducing mixing of children by separating cohorts (staggering meals and play times)
- enhanced personal hygiene for children, staff, and parents (including frequent handwashing)
- full adherence to the NHMRC childcare cleaning guidelines and cleaning and disinfecting high touch surfaces at least twice daily, washing, and laundering play items and toys.
- avoid any situation when children are required to queue- using the bathroom for handwashing or toileting, waiting their turn to use a piece of equipment etc.
- ensuring cots, mats, cushions, highchairs are positioned at least 1 metre apart.
- cancelling excursions to local parks, public playgrounds, and incursions during a pandemic
- recommending influenza vaccination for children, staff, and parents

Children who appear unwell at SMCELC will be closely monitored and if any symptoms described below are noticed, or the child is not well enough to participate in normal activities, parents or an emergency contact person will be contacted to collect the child as soon as possible.



A child who is displaying symptoms of a contagious illness or virus (vomiting, diarrhoea, fever) will be moved away from the rest of the group and supervised until he/she is collected by a parent or emergency contact person.

#### Symptoms indicating illness may include:

- behaviour that is unusual for the individual child
- high temperature or fevers
- loose bowels
- faeces that are grey, pale or contains blood.
- vomiting
- discharge from the eye or ear
- skin that displays rashes, blisters, spots, crusty or weeping sores
- loss of appetite
- dark urine
- headaches
- stiff muscles or joint pain
- continuous scratching of scalp or skin
- difficulty in swallowing or complaining of a sore throat.
- persistent, prolonged, or severe coughing
- difficulty breathing
- a stiff neck or sensitivity to light

As per our *Sick Children Policy* we reserve the right to refuse a child into care if they:

- are unwell and unable to participate in normal activities or require additional attention.
- have had a temperature/fever or vomiting in the last 24 hours.
- have had diarrhoea in the last 48 hours.
- have been given medication for a temperature prior to arriving at SMCELC.
- have started a course of anti-biotics in the last 24 hours or
- have a contagious or infectious disease.

#### HIGH TEMPERATURES OR FEVERS

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



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

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

#### WHEN A CHILD DEVELOPS A HIGH TEMPERATURE OR FEVER AT SMCELC

If child becomes ill whilst at SMCELC, educators will respond to their individual symptoms of illness and provide comfort and care. Educators will closely monitor the child focusing on how the child looks and behaves and be alert to the possibility of vomiting, coughing or convulsions. The child will be cared for in an area that is separated from other children in SMCELC to await pick up from their parent/carer.

- For infants under 3 months old, parents will be notified immediately for any fever over 38°C for immediate medical assistance. If a parent is uncontactable, emergency contacts will be contacted. If family members are unable to be contacted and emergency medical assistance is required, SMCELC will follow the *Administration of First Aid Policy* and contact emergency services where required-
- Educators will notify parents when a child registers a temperature of 38°C or higher.
- The child will need to be collected from SMCELC and will not permit back for a further 24 hours
- Emergency services will be contacted should the child have trouble breathing, becomes drowsy or unresponsive or suffers a convulsion lasting longer than five minutes.
- Educators will complete an *Incident, Injury, Trauma, and Illness* record and note down any other symptoms that may have developed along with the temperature (for example, a rash, vomiting, etc.).

#### METHODS TO REDUCE A CHILD'S TEMPERATURE OR FEVER

- encourage the child to drink plenty of water (small sips), unless there are reasons why the child is only allowed limited fluids.
- remove excessive clothing (shoes, socks, jumpers, pants etc.). Educators will be mindful of cultural beliefs.
- parents/guardian will be contacted by phone and informed of their child's temperature.





- if requested by a parent or emergency contact person and written parental permission to administer paracetamol or ibuprofen is recorded in the child’s individual enrolment form, staff may administer paracetamol or ibuprofen (Panadol or Nurofen) to bring the temperature down. However, a parent or emergency contact person, must still collect the child from SMCELC within 45 minutes.
- before giving any medication to children, the medical history of the child must be checked for possible allergies.
- the child’s temperature, time, medication, dosage, and the staff member’s name administering the medication and the staff member witnessing the administration will be recorded in the *Incident, Injury, Trauma, and Illness Record*. Parents will be requested to sign and acknowledge the *Administration of Medication Form* or *Administration of Paracetamol Record* when collecting their child.

### DEALING WITH COLDS/FLU (RUNNY NOSE)

If any child, employee, or visitor has any infectious or respiratory symptoms (such as sore throat, headache, fever, shortness of breath, muscle aches, cough and runny nose) they are requested to stay at home until well for 24 hours.

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

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



As children get older, and as they are exposed to greater numbers of children, they get fewer colds each year because of increased immunity. By 3 years of age, children who have been in group care since infancy have the same number of colds, or fewer, as children who are cared for only at home. Children can become distressed and lethargic when unwell. Discharge coming from a child's nose and coughing can lead to germs spreading to other children, educators, toys, and equipment. Management has the right to send children home if they appear unwell due to a cold or general illness.

Some children may suffer from hay fever, if this is the case, please provide a medical clearance from your GP.

### DIARRHOEA AND VOMITING (GASTROENTERITIS)

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

However, gastroenteritis can cause dehydration because of the large amount of fluid lost through vomiting and diarrhoea. Therefore, if a child does not receive enough fluids, he/she may require fluids intravenously. If a child has diarrhoea and/or vomiting whilst at SMCELC, Management will notify parents or an emergency contact to collect the child immediately. In the event of an outbreak of viral gastroenteritis, management will contact the local Public Health Unit on **1300 066 055**.

[Public Health Unit- Local state and territory health departments](#)

Management must document the number of cases, dates of onset, duration of symptoms. An outbreak is when two or more children or staff have a sudden onset of diarrhoea or vomiting in a 2-day period. (NSW Government- Health 2019).

Children that have had diarrhoea and/or vomiting will be asked to stay away from SMCELC for 48 hours after symptoms have ceased to reduce infection transmission as symptoms can reappear after 24 hours in many instances.

An *Incident, Injury, Trauma and Illness* record must be completed as per regulations. Notifications for serious illnesses must be lodged with the Regulatory Authority and Public Health Unit.



#### INFECTIOUS CAUSES OF GASTROENTERITIS INCLUDE:

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

#### NON-INFECTIOUS CAUSES OF GASTROENTERITIS INCLUDE:

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

The exact cause of infectious diarrhoea can only be diagnosed by laboratory tests of faecal specimens. In mild, uncomplicated cases of diarrhoea, doctors do not routinely conduct faecal testing.

Children with diarrhoea who also vomit or refuse extra fluids should see a doctor. In severe cases, hospitalisation may be needed. The parent and doctor will need to know the details of the child's illness while the child was at the education and care Service.

**Children, educators and staff with diarrhoea and/or vomiting will be excluded until the diarrhoea and/or vomiting has stopped for at least 48 hours.**

Please note: If there is a gastroenteritis outbreak at SMCELC, children displaying the symptoms will be excluded from SMCELC until the diarrhoea and/or vomiting has stopped, and the family are able to get a medical clearance from their doctor.

#### PREVENTING THE SPREAD OF ILLNESS

To reduce the transmission of infectious illness, SMCELC implements effective hygiene and infection control routines and procedures as per the *Australian Health Protection Principal Committee* guidelines.

If a child is unwell or displaying symptoms of a cold or flu virus, parents are requested to keep the child away from SMCELC. Infectious illnesses can be spread quickly from one person to another



usually through respiratory droplets or from a child or person touching their own mouth or nose and then touching an object or surface.

## PREVENTION STRATEGIES

Practising effective hygiene helps to minimise the risk of cross infection within SMCELC.

Signs and posters remind employees and visitors of the risks of infectious diseases and the measures necessary to stop the spread.

Educators model good hygiene practices and remind children to cough or sneeze into their elbow or use a disposable tissue and wash their hands with soap and water for at least 20 seconds after touching their mouth, eyes or nose.

Handwashing techniques are practised by all educators and children routinely using soap and water before and after eating and when using the toilet and drying hands thoroughly with paper towel. (See *Handwashing Policy*).

After wiping a child's nose with a tissue, educators will dispose the tissue in a plastic-lined bin and wash their hands thoroughly with soap and water and dry using paper towel.

All surfaces including bedding (pillows, mat, cushion) used by a child who is unwell, will be cleaned with soap and water and then disinfected.

Parents, families, and visitors are requested to wash their hands upon arrival and departure at SMCELC or use an alcohol-based hand sanitizer. (Note: alcohol-based sanitizers must be kept out of reach of children and used only with adult supervision.)

## PARENT/FAMILY NOTIFICATION

[Other Infectious Illness-](#) [gastroenteritis, whooping cough etc.]

Parents will be notified of any outbreak of an infectious illness (e.g.: Gastroenteritis) within SMCELC via our notice board, online app or email to assist in reducing the spread of the illness.

Exclusion periods for illness and infectious diseases are provided to parents and families and included in our Parent/Family Handbook and *Sick Children Policy* and *Dealing with Infectious Disease Policy*.

## SERIOUS INJURY, INCIDENT OR TRAUMA

In the event of any child, educator, staff, volunteer or contractor having an accident at SMCELC, an educator who has a First Aid Certificate will attend to the person immediately.



Adequate supervision will be provided to all children.

Any workplace incident, injury or trauma will be investigated, and records kept as per WHS legislation and guidelines.

Procedures as per our *Administration of First Aid Policy* will be adhered to by all staff.

## INCIDENT, INJURY, TRAUMA, AND ILLNESS RECORD

An *Incident, Injury, Trauma, and Illness* record contains details of any incident, injury, trauma or illness that occurs while the child is being educated and cared for at SMCELC. The record will include:

- name and age of the child
- circumstances leading to the incident, injury, illness.
- time and date the incident occurred, the injury was received, or the child was subjected to trauma.
- details of any illness which becomes apparent while the child is being cared for including any symptoms, time, and date of the onset of the illness.
- details of the action taken by the educator including any medication administered, first aid provided, or medical professionals contacted.
- details of any person who witnessed the incident, injury, or trauma.
- names of any person the educator notified or attempted to notify, and the time and date of this.
- signature of the person making the entry, and the time and date the record was made.

Educators are required to complete documentation of any incident, injury or trauma that occurs when a child is being educated and cared for by SMCELC. This includes recording incidences of biting, scratching, dental or mouth injury. Due to Confidentiality and Privacy laws, only the name of the child injured will be recorded on the Incident, Injury, Trauma, or Illness Record. Any other child/ren involved in the incident will not have their names recorded. If other children are injured or hurt, separate records will be completed for each child involved in the incident. Parents/Authorised Nominee must acknowledge the details contained in the record, sign, and date the record on arrival to collect their child. All Incident, Injury, Trauma, and Illness Records must be kept until the child is 25 years of age.



## DEFINITION OF SERIOUS INCIDENT

Regulations require the Approved Provider or Nominated Supervisor to notify Regulatory Authorities **within 24 hours of any serious incident at SMCELC** through the [NQA IT System](#)

- a) The death of a child:
  - (i) while being educated and cared for by an Education and Care Service or
  - (ii) following an incident while being educated and cared for by an Education and Care Service.
- (b) Any incident involving serious injury or trauma to, or illness of, a child while being educated and cared for by an Education and Care Service, which:
  - (i) a reasonable person would consider required urgent medical attention from a registered medical practitioner or
  - (ii) for which the child attended, or ought reasonably to have attended, a hospital. For example: whooping cough, broken limb, and anaphylaxis reaction
- (c) Any incident or emergency where the attendance of emergency services at the Education and Care Service premises was sought, or ought reasonably to have been sought (e.g.: severe asthma attack, seizure, or anaphylaxis)
- (d) Any circumstance where a child being educated and cared for by an Education and Care Service
  - (i) appears to be missing or cannot be accounted for or
  - (ii) appears to have been taken or removed from the Education and Care Service premises in a manner that contravenes these regulations or
  - (iii) is mistakenly locked in or locked out of the Education and Care Service premises or any part of the premises.

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

## MISSING OR UNACCOUNTED FOR CHILD

At all times, reasonable precautions and adequate supervision is provided to ensure children are protected from harm or hazards. However, if a child appears to be missing or unaccounted for, removed from SMCELC premises that breaches the National Regulations or is mistakenly locked in or locked out of any part of SMCELC, a serious incident notification must be made to the Regulatory Authority.



A child may only leave SMCELC in the care of a parent, an authorised nominee named in the child's enrolment record, or a person authorised by a parent or authorised nominee or because the child requires medical, hospital or ambulance care or another emergency.

Educators ensure that:

- the attendance record is regularly cross-checked to ensure all children signed into SMCELC are accounted for.
- children are always supervised.
- visitors to SMCELC are not left alone with children at any time.

Should an incident occur where a child is missing from SMCELC, educators and the Nominated Supervisor will:

- attempt to locate the child immediately by conducting a thorough search of the premises (checking any areas that a child could be locked into by accident)
- cross check the attendance record to ensure the child hasn't been collected by an authorised person and signed out by another person.
- if the child is not located within a 10-minute period, emergency services will be contacted, and the Approved Provider will notify the parent/s or guardian.
- continue to search for the missing child until emergency services arrive whilst providing supervision for other children in care.
- provide information to Police such as: child's name, age, appearance, (provide a photograph), details of where the child was last sighted.

The Approved Provider is responsible for notifying the Regulatory Authority of a serious incident within 24 hours of the incident occurring.

## HEAD INJURIES

It is common for children to bump their heads during everyday play, however it is difficult to determine whether the injury is serious or not. Therefore, any knock to the head is considered a *head injury* and should be assessed by a doctor. In the event of any head injury, the First Aid officer will assess the child, administer any urgent First Aid and notify parents/guardians to collect their child.

Emergency services will be contacted immediately on 000 if the child:

- has sustained a head injury involving high speeds or fallen from a height (play equipment)
- loses consciousness.



- seems unwell or vomits several times after hitting their head.

(see *Head Injury Guide and Procedure*)

## TRAUMA

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

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

(Australian Childhood Foundation, 2010).

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

### Behavioural response in babies and toddlers who have experienced trauma may include:

- Avoidance of eye contact
- Loss of physical skills such as rolling over, sitting, crawling, and walking
- Fear of going to sleep, especially when alone.
- Nightmares
- Loss of appetite
- Making very few sounds
- Increased crying and general distress
- Unusual aggression
- Constantly on the move with no quiet times
- Sensitivity to noises.

### Behavioural responses for pre-school aged children who have experiences trauma may include:





- new or increased clingy behaviour such as constantly following a parent, carer or staff around.
- anxiety when separated from parents or carers.
- new problems with skills like sleeping, eating, going to the toilet, and paying attention.
- shutting down and withdrawing from everyday experiences
- difficulties enjoying activities.
- being jumpier or easily frightened
- physical complaints with no known cause such as stomach pains and headaches
- blaming themselves and thinking the trauma was their fault.

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

It is important for educators to be patient when dealing with a child who has experienced a traumatic event. It may take time to understand how to respond to a child's needs and new behaviours before parents, educators and staff are able to work out the best ways to support a child. It is imperative to realise that a child's behaviour may be a response to the traumatic event rather than just 'naughty' or 'difficult' behaviour.

#### Educators can assist children dealing with trauma by:

- observing the behaviours and expressed feelings of a child and documenting responses that were most helpful in these situations.
- creating a 'relaxation' space with familiar and comforting toys and objects children can use when they are having a difficult time.
- having quiet time such as reading a story about feelings together
- trying different types of play that focus on expressing feelings (e.g., drawing, playing with play dough, dress-ups and physical games such as trampolines)
- helping children understand their feelings by using reflecting statements (e.g., 'you look sad/angry right now, I wonder if you need some help?').

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



traumatic events.

**Strategies to assist families, educators, and staff to cope with children’s stress or trauma may include:**

- taking time to calm yourself when you have a strong emotional response. This may mean walking away from a situation for a few minutes or handing over to another educator or staff member if possible.
- planning with a range of possibilities in case difficult situations occur
- remembering to find ways to look after yourself, even if it is hard to find time or you feel other things are more important. Taking time out helps adults be more available to children when they need support.
- using supports available to you within your relationships (e.g., family, friends, colleagues)
- identifying a supportive person to talk to about your experiences. This might be your family doctor or another health professional.
- accessing support resources- Be You, Emerging Minds.

*Living or working with traumatised children can be demanding so it is important for all educators to be aware of their own responses and seek support from management when required.*

**MANAGEMENT/NOMINATED SUPERVISOR/RESPONSIBLE PERSON AND EDUCATORS WILL ENSURE:**

- service policies and procedures are always adhered to.
- each child’s enrolment records include authorisations by a parent or person named in the record for the approved provider, nominated supervisor or educator to seek medical treatment for the child from a registered medical practitioner, hospital, or ambulance service and if required, transportation by an ambulance service.
- parents or guardians are notified as soon as practicable and no later than 24 hours of the illness, accident, or trauma occurring.
- an *Incident, Injury, Trauma, and Illness Record* is completed accurately and in a timely manner as soon after the event as possible (within 24 hours)
- parents are advised to keep the child home until they are feeling well, and they have not had any symptoms for at least 24-48 hours (depending upon the illness and exclusion periods)



- first aid qualified educators are present at all times on the roster and in SMCELC.
- first aid kits are suitably equipped and checked monthly (see *First Aid Kit Checklist*)
- first aid kits are easily accessible when children are present at SMCELC and during excursions.
- first aid, emergency anaphylaxis management training, and asthma management training is current and updated as required.
- adults or children who are ill are excluded for the appropriate period (see *Sick Children Policy*)
- children are excluded from SMCELC if staff feel the child is too unwell to attend or is a risk to other children.
- educators or staff who have diarrhoea or an infectious disease do not prepare food for others.
- cold food is kept cold (below 5 °C) and hot food, hot (above 60°C) to discourage the growth of bacteria.
- if the incident, situation, or event presents imminent or severe risk to the health, safety and wellbeing of any person present at SMCELC, or if an ambulance was called in response to the emergency (not as a precaution) the regulatory authority will be notified within 24 hours of the incident.
- parents are notified of any infectious diseases circulating SMCELC within 24 hours of detection.
- staff and children always practice appropriate hand hygiene and cough and sneezing etiquette.
- appropriate cleaning practices are followed.
- toys and equipment are cleaned and disinfected on a regular basis which is recorded in the toy cleaning register or immediately if a child who is unwell has mouthed or used these toys or resources.
- additional cleaning will be implemented during any outbreak of an infectious illness or virus.
- all illnesses are documented in SMCELC *Incident, Injury, Trauma, and Illness Record*
- information regarding the health and wellbeing of a child or staff member is not shared with others unless consent has been provided, in writing, or provided the disclosure is required or authorised by law under relevant state/territory legislation (including Child Information Sharing Scheme [CISS] or the Family Violence Information Sharing Scheme [FVISS] for Victorian services).

#### FAMILIES WILL:

- provide authorisation in the child's enrolment record for the approved provider, nominated supervisor or educator to seek medical treatment from a medical practitioner, hospital, or ambulance service and if required, transportation by ambulance service.



- provide up to date medical and contact information in case of an emergency.
- provide emergency contact details and ensure details are kept up to date.
- provide SMCELC with all relevant medical information, including Medicare and private health insurance.
- provide a copy of their child's Medical Management Plans and update annually or whenever medication/medical needs change.
- adhere to recommended periods of exclusion if their child has a virus or infectious illness.
- complete documentation as requested by the educator and/or approved provider- *Incident, Injury, Trauma, and Illness record* and acknowledge that they were made aware of the incident, injury, trauma or illness.
- inform SMCELC if their child has an infectious disease or illness.
- provide evidence as required from doctors or specialists that the child is fit to return to care if required.
- provide written consent for educators to administer first aid and call an ambulance if required (as per enrolment record)
- complete and acknowledge details in the *Administration of Medication Record* if required.

## PROCEDURE IN THE EVENT OF A SERIOUS INCIDENT, ILLNESS, INJURY OR TRAUMA

If an incident or injury occurs whilst a child is receiving education and care at SMCELC, the Nominated Supervisor or educator holding approved first aid training will administer First Aid and seek hospital transportation and treatment if required.

### Incident or injury management

The Nominated Supervisor/first aid officer/educator will:

- ensure the safety of themselves and others- DRSABCD (Danger, Response, Send for Help, Airway, Breathing, CPR, Defibrillation)
- attend to the child immediately.
- assess whether further medical attention is required (hospital or other medical assistance)
- contact Emergency Services for an ambulance on 000



- administer First Aid procedures.
- ensure injured child is reassured.
- if the illness or incident involves asthma or anaphylaxis or medical condition, refer to the child's Medical Management Plan or Action Plan
- notify parent/s or nominated authorised person to inform them an ambulance has been called and request them too either:
  - come immediately to SMCELC premises or place of incident/injury or
  - meet the ambulance at the hospital.
- remain with the child until the ambulance arrives.
- ensure any medical conditions/history is readily available (eg: Emergency Action Plan for Asthma or Anaphylaxis)
- Action Plans should provide guidance of First Aid responses in an emergency as provided by the child's doctor and authorised by the child's parents.
- as soon as practicable, document details on *Incident, Injury, Trauma, and Illness Record*
- Notify Regulatory Authority of any serious incident within 24 hours.

## Calling an ambulance

Do not hesitate to contact an ambulance if you think emergency services are required.

If a child displays any of the following symptoms or suffers any of the following call 000:

- the child has experienced unconsciousness or an altered state of unconsciousness.
- is having trouble breathing for any reason.
- has difficulty breathing and has not responded to reliever inhaler medication (even if they are not diagnosed with Asthma)
- is showing signs of shock.
- is experiencing severe bleeding or is vomiting blood.
- has an injury to their head, neck or back.
- could have broken bones.
- has an extremely high temperature, with or without a rash.



- has a temperature above 38°C for an infant under 3 months old.

Dial 000 and be prepared to answer the following:

- the address of where the ambulance is required and the closest cross street.
- what the problem is
- how many people are injured.
- the child/person's age
- the child/person's gender
- if the child/person is conscious and
- if the child/person is breathing

## Emergency Response Procedures

Follow instructions as per the child's ASCIA Action Plans for children who are known to have asthma or allergies including anaphylaxis.

- Administer adrenaline autoinjector or reliever inhaler medication (Ventolin) as instructed.
- Contact an ambulance **immediately** for any incident involving anaphylaxis.
- Contact an ambulance **immediately** for asthma emergencies if the child cannot breathe normally after following their Action Plan for asthma and receiving reliever inhaler medication or if their breathing become worse.

## Head Injuries

All head injuries will be considered as serious and should be assessed by a doctor or the nearest hospital. The child must be closely observed until the parent or guardian collects the child from the educator- or they are transferred to hospital.

- if the child has suffered a head injury and is unconscious, they should not be moved unless there is immediate danger.
  - Call for an Ambulance immediately.
  - Monitor the airway and breathing until the arrival of an ambulance



- If breathing stops or they have no pulse, begin CPR immediately.

## Source

Australian Children’s Education & Care Quality Authority. (2014).  
Australian Children’s Education & Care Quality Authority (ACECQA). 2020. Policy and Procedure Guidelines. *Incident, Injury, Trauma and Illness Guidelines*.  
Australian Childhood Foundation. (2010). Making space for learning: Trauma informed practice in schools: <https://www.theactgroup.com.au/documents/makingspaceforlearning-traumainschools.pdf>  
Australian Government Department of Education, Skills and Employment *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*. (2009).  
Australian Government Department of Health *Health Topics* <https://www.health.gov.au/health-topics>  
BeYou (2020) *Bushfires response* <https://beyou.edu.au/bushfires-response>  
Early Childhood Australia Code of Ethics. (2016).  
Education and Care Services National Law Act 2010. (Amended 2018).  
[Education and Care Services National Regulations](#). (2011)  
Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).  
Guide to the National Quality Standard. (2020)  
Health Direct <https://www.healthdirect.gov.au/>  
National Health and Medical Research Council. (2012). *Staying healthy: Preventing infectious diseases in early childhood education and care services*. Fifth Edition (updated 2013).  
NSW Public Health Unit: <https://www.health.nsw.gov.au/Infectious/Pages/phus.aspx>  
Policy Development in early childhood setting  
Raising Children Network: <https://raisingchildren.net.au/guides/a-z-health-reference/fever>  
Revised National Quality Standard. (2018).  
SafeWork Australia: <https://www.safeworkaustralia.gov.au/safety-topic/managing-health-and-safety/first-aid>  
The Sydney Children’s Hospitals network (2020). <https://www.schn.health.nsw.gov.au/fact-sheets/fever>



# INTERACTIONS WITH CHILDREN, FAMILIES & STAFF

## POLICY

The Early Years Learning Framework (EYLF) identifies secure, respectful, and reciprocal relationships with children as one of the principles that underpin practice. Within an early childhood community many different relationships are negotiated with and between children, educators, and families. The way in which these relationships are established and maintained, and the way in which they remain visible impacts on how the early childhood community functions. Relationships directly affect how children form their own identity, whether they feel safe and supported, and ultimately, their sense of belonging.

### NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident, and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from, and help each other.

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with SMCELC	Families are supported from enrolment to be involved in SMCELC and contribute to service decisions.
6.1.2	Parents views are respected	The expertise, culture, values, and beliefs of families are respected, and families share decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about SMCELC and relevant community services and resources to support parenting and family wellbeing.





EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
73	Educational program
84	Awareness of child protection law
115	Premises designed to facilitate supervision
118	Educational leader
126	Centre-based services- general educator qualifications
145	Staff record
155	Interactions with children
156	Relationships in groups
157	Access for parents
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed

## RELATED POLICIES

Child Protection Policy Child Safe Environment Policy Code of Conduct Policy Dealing with Complaints Policy Delivery of Children to, and collection from Education and Care Service Premises Policy Assessment Planning Cycle Guide and Procedure Enrolment Policy	Orientation of Families Policy Privacy and Confidentiality Policy Social Media Policy Student and Volunteer Policy
---	---

## PURPOSE

We aim to build positive and respectful relationships with children, families, and educators through collaboration and interactions, which is reflective of SMCELC philosophy and the *Early Years Learning Framework*. Educators will encourage positive relationships between children and their peers as well as with educators and families at SMCELC, ensuring children feel safe and supported.



## SCOPE

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

## IMPLEMENTATION

Under the Education and Care Services National Regulations, the approved provider must ensure that policies and procedures are in place for interactions with children (Regulation 168) and take reasonable steps to ensure those policies and procedures are followed.

To build and maintain positive and respectful relationships with children, families, and educators of SMCELC will adhere to our statement of philosophy and the ACA Code of Ethics. We aim to provide a child safe culture where our values and practices that guide the attitudes and behaviour of all staff are guided by the implementation of the Child Safe Standards and related National Principles for Child Safe Organisations.

### Interactions with Children

Children need positive relationships and interactions with educators that are trusting and responsive to their individual needs. Through these experiences and interactions children will develop a positive understanding of themselves and feel a sense of belonging. We promote a respectful, child safe culture where children concerns are always responded to, and children feel empowered to participate in decisions and provide feedback to educators and staff.

### Management and educators will:

- create a welcoming and relaxed atmosphere in which children experience equitable, friendly, and genuine interactions with all educators.
- meet educator to child ratio and qualification requirements.
- role-model appropriate language and behaviour
- support children to be aware of their own feelings as well as the feelings of others.
- encourage children to treat all other children with respect.
- provide children with the opportunity to explore their dispositions for learning by expressing themselves and their opinions.
- ensure children are aware of how to raise concerns or provide feedback.
- respond or report to children about how their feedback has been acted upon
- assist the children to build resilience and self-assurance through positive interactions.
- guide children's behaviour positively
- respect the rights, dignity, and agency of children.
- support children in the early childhood environment
- provide appropriate supervision so children feel safe in their interactions with other children.
- Always speak to children in a positive manner, promoting respect, tolerance, and empathy, including the use of non-verbal cues and communication.
- engage in meaningful, open interactions that support the acquisition of skills for life and learning of children.



- respect each child’s uniqueness, be attuned to, and respond sensitively and appropriately to children’s efforts to communicate and use the child’s own language, communication styles, and culture to enhance interactions.
- listen to children and take them seriously; support and encourage children to use appropriate language in their interactions with adults and peers. Educators will extend upon children’s interests and ideas through questions and discussions, supported and made visible in observations, reflections, and programming.
- understand their reporting requirements and respond to any incident, disclosure or suspicion of child abuse or harm.
- communicate with children by getting down to their level, using eye contact, and showing respect to the child whilst engaging in and promoting effective communication.
- show empathy to children.
- ensure that the values, beliefs, and cultural practices of the child and family are considered and respected.
- ensure that no child is ever isolated for any reason other than illness, accident, or pre-arranged appointment with parental consent. During this time, they will be under adult supervision.
- regularly reflect on their relationships and interactions with children and how these can be improved to benefit each child.
- facilitate children’s individual development extending upon their strengths, interests, and abilities.

### Interactions with Families

Effective communication is key to developing and maintaining positive interactions and relationships with others and helps to build trusting and respectful partnerships with families. Educators use positive and open communication with families and siblings to create a responsive and inclusive environment for children, staff, and families. Interactions with families help to inform educators’ knowledge of each child’s distinctive interests, skills cultures, and abilities. This helps to build a positive experience and a safe learning environment that encourages children to expand their knowledge and understandings.

#### Management and educators will ensure:

- all families are treated equitably without bias or judgement, recognising that each family is unique.
- families are provided with information and resources in their first language.
- families are asked to identify a preferred method of regular communication with SMCELC (this may include utilising a translator service)
- families and children are greeted upon arrival in a respectful manner.
- they learn the names of family members and use these names when they greet them.
- two-way communication is established through leading by example and asking questions and a willingness to offer information about us.
- common terminology (not jargon) is used when talking to parents regarding their child’s development.
- privacy and confidentiality are always respected.



- information about another child or family information is never discussed with a parent or visitor.
- they remain sensitive to cultural differences amongst families and encourage families to share cultural aspects with the children and educators at SMCELC.
- the advice and opinion from other professional experts are requested, with parental permission, to assist educators develop and implement strategies to support the inclusion of children with additional needs.
- they seek additional resources and professional support for families through a range of organisations such as KU Inclusion Support, Area Health, and other specific health professional networks.
- verbal communication is always open, respectful, and honest.
- families are provided with up-to-date service information and notices through Daily Reports, newsletters, communal notice boards, emails, and sign-in sheets.
- they regularly reflect on parent input into the program and make changes where necessary that will best benefit SMCELC and children.
- connections between families are promoted and enhanced through inviting families to participate in routines and events at SMCELC.
- families are aware of our complaint handling process- (*Dealing with Complaints Policy- Family*)

### Interactions with Staff and educators

SMCELC recognises that the way educators interact with each other influences the interactions they have with children and families. Educators working within SMCELC are required to demonstrate mutual respect towards each other and value the contributions made by each educator. This enables SMCELC to maintain positive relationships and model the type of communication they want children to develop.

### To always maintain professionalism, educators will:

- engage in professional communication to create an effective work environment and to build a positive relationship with educators, children, and families. Communication amongst colleagues creates a positive atmosphere and a professional image for families. Communication between staff and families ensures that important information is being passed on consistently.
- champion a child safe culture through their attitudes, behaviours, and actions
- collaborate as a team sharing room roles and responsibilities using a roster where necessary.
- be respectful when listening to each other's point of view and ideas.
- maintain effective communication to ensure that teamwork occurs.
- use staff meetings to communicate their professional reflections and ideas for continuous improvement as a team.
- attend in-service training to update and refresh and add to individual skills and knowledge.
- keep up to date with current legislation to child protection including mandatory reporting requirements – (*Child Protection, Reportable Conduct Scheme*)
- refer to the *Dealing with Complaints Policy (Staff) /Procedure* if they feel a situation with another educator is not being handled with professionalism, respect, and fairness.



- recognise each other's strengths and value the contribution each person makes to different work roles.
- work collaboratively to reach decisions which will enhance the quality of the education and care offered at SMCELC.
- welcome diverse views and perspectives.
- work together as a team and always engage in open and honest communication.
- respect each other's positions and opinions.
- develop and share networks and links with other agencies.
- resolve differences promptly and positively and use the experience to develop more effective methods of working together.

#### To enhance communication and teamwork, Management will:

- provide new educators with relevant information about SMCELC and program through a Staff Handbook, induction program, and daily communication.
- treat educators with respect.
- be sensitive to the feelings and needs of educators.
- provide constructive feedback to educators as part of their professional learning plan support.
- value the role and contribution of each educator
- demonstrate commitment to ongoing collaboration and engagement to support staff wellness.
- provide opportunities for all educators to have input into the program development and evaluation.
- appreciate and utilise educator skills and interests.
- provide support, assistance and mentoring to educators.
- hold regular educator meetings to encourage and support professional growth and reflective practice.
- use appropriate conflict resolution techniques to solve problems.
- ensure policies and procedures are up to date regarding communication, expected behaviour and grievances.
- provide opportunities for professional development.

#### To enhance communication and teamwork, educators will:

- maintain privacy and confidentiality.
- be respectful, caring, and inclusive of all colleagues.
- be sensitive to the feelings and needs of other team members.
- support colleagues during difficult situations
- provide constructive feedback to each other.
- trust each other.
- value the role and contribution of colleagues
- appreciate and utilise colleague skills, strengths and interests regardless of qualification and experience.
- provide support and assistance to each other.
- share responsibilities.



- have a flexible attitude towards team roles and responsibilities.
- greet each other by name.
- show genuine interest in the other person by using active and reflective listening.
- communicate ideas and opinions clearly and professionally.
- use a communication book or daily diary to pass on messages and record relevant information.
- use appropriate conflict resolution techniques to solve problems.
- engage in opportunities for professional development.

## Source

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

Australian Children’s Education & Care Quality Authority. (2021). Policy and Procedure Guidelines- *Interactions with Children*

Australian Human Rights Commission. Child Safe Organisations. <https://humanrights.gov.au/our-work/childrens-rights/projects/child-safe-organisations>

Child Australia *Cultural Connections Booklet*. (2017).

Early Childhood Australia Code of Ethics. (2016).

Australian Government Department of Education, Skills and Employment (2009) *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*

Education and Care Services National Law Act 2010. (Amended 2018).

[Education and Care Services National Regulations](#). (2011)

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

Guide to the National Quality Framework. (2018). (Amended 2020).

NSW Department of Education. (2021). Implementing the Child Safe Standards: A guide for early childhood education and outside school hours care services.

*Privacy and Personal Information Protection Act 1998* (Cth).

Revised National Quality Standard. (2018).

Victorian Early Years Learning and Development Framework (2011) Melbourne Graduate School of Education *Evidence Paper Practice Principle 5: Respectful relationships and responsive engagement*

<https://www.education.vic.gov.au/Documents/childhood/providers/edcare/respectrelns.pdf>



# LOCKDOWN POLICY

Under the *Education and Care Services National Regulations* the approved provider must ensure that policies and procedures are in place for emergency and evacuation situations (regulation 168) and take reasonable steps to ensure those policies and procedures are followed (regulation 170) (ACECQA 2021).

SMCELC is committed to the ongoing safety and wellbeing of children, staff, families and visitors. To achieve this, we will implement a clear plan to manage all emergency situations, including a plan for emergencies that may require SMCELC to go into lockdown and ensure our educators and staff are well equipped with the knowledge and expertise to respond effectively when required. Children and staff will regularly rehearse our emergency procedures, including lockdown to ensure their safety and wellbeing.

## NATIONAL QUALITY STANDARD (NQS)

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

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of SMCELC.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
12(d)	Meaning of a serious incident- any emergency for which emergency services attended
97	Emergency and evacuation procedures



98	Telephone or other communication equipment
99	Children leaving the education and care service premises
168	Education and Care Services must have policies and procedures
170	Policies and procedures are to be followed
171	Policies and procedures to be kept available

## RELATED POLICIES

Acceptance and Refusal Authorisation Policy Delivery of Children to, and collection from Education and Care Service Premises Policy Child Safe Environment Policy Emergency Evacuation Policy	Workplace Health and Safety Policy Incident, Injury, Trauma and Illness Policy Supervision Policy
---	---

## PURPOSE

We aim to minimise the risk of harm, ensuring the safety of children, educators, families, and visitors of SMCELC in the event of a threatening situation.

## SCOPE

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

## IMPLEMENTATION

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

Whilst many emergency situations will require staff and children to evacuate from SMCELC, there are potential situations that will require SMCELC to go into *'lockdown'*.

Within early childhood services there are three types of lockdown that may be required:

- **'External threat'** indicating that there is a potential threat outside that you wish to prevent from entering the building. For example:
  - Unidentified dangerous animal or insects





- **‘Shelter-in-place’** which generally will be required when there is a real or perceived threat to health or safety. For example:
  - Severe storms
  - Extreme smoke from a local or distant bushfire
  - Chemical or hazardous substance spill
  - Gas leak / atmospheric hazardous substance
  - Flood
  - Snakes
  
- **‘Full lockdown’** for situations that involve serious threats such as:
  - Potentially dangerous unwanted or uninvited intruder
  - Potentially dangerous person due to intoxication or substance abuse
  - Receiving an emergency services warning about a reported incident or civil disturbance

Lockdown means that all windows and external doors are locked, and where possible internal doors are locked, and blinds closed.

For a *‘Shelter-in-place’* or *‘External threat’* lockdown, children are able to participate in the usual experiences and activities: However, for a *‘Full lockdown’* children and adults must be moved to a room/position that does not allow them to be viewed.

Where possible access should be maintained to a bathroom and enough space should be available for children to be comfortably involved in quiet activities. It is therefore vital that appropriate spaces have been identified and displayed on an **Emergency Lockdown Procedure**. This information can be displayed on the back of the Evacuation Plan, which can then be quickly taken from the wall when required. This act will ensure that in a situation involving unwanted visitors, *or* previous visitors that have now returned with malicious intent, that the plan is not visible or available.

#### **MANAGEMENT OR NOMINATED SUPERVISOR WILL:**

- develop, and review annually, a risk assessment to identify potential emergencies that may require SMCELC to go into lockdown
- engage relevant stakeholders/authorities to improve risk mitigation strategies for lockdown situations as part of our Emergency Management Plan (police, fire, parents/families)
- ensure capacity to lock internal doors



- consider procedures for non-ambulant children and staff implications in the event of a lockdown (especially for a multi-story setting)
- ensure new staff, volunteers and students are provided with information and training about lockdown procedures upon induction
- ensure emergency evacuation plans and procedures are displayed in prominent positions near each exit and in the indoor and outdoor learning environments (Lockdown information should be displayed on the back of this plan)
- nominate the person/people with authority to manage the lockdown
- determine communication channels- ensure all educators and staff have access to an operating telephone or means of communication (Emergency Mobile Phones) - consider use of communication apps for silent group communication among staff members (Messenger)
- determine how the different type of lockdown alert signal will be given
- contact emergency services as soon as practicable- provide essential information to police depending on the type of lockdown- (e.g.: description of the intruder, threat, weapons)
- develop an effective strategy for checking the attendance roll and communicating with children, educators, families, and visitors of SMCELC
- document roles and responsibilities of staff and educators
- plan to maintain children's safety and wellbeing
- ensure all children, staff, families, and visitors of SMCELC remain inside
- ensure lockdown drills are practiced *every three months* at different times to ensure all staff and children have the opportunity to participate
- document emergency lockdown rehearsals including the responsible person who is present at the time of the rehearsal
- ensure lockdown drills are reviewed and reflected upon each time they occur and are adequately documented including any improvements
- communicate with families about lockdown procedures and drills
- complete a serious incident notification to the regulatory authority within 24 hours when there has been an emergency that has posed a risk to the safety and wellbeing of the children

#### IN THE EVENT OF A LOCKDOWN, EDUCATORS WILL:

- direct children to shelter in place indoors, where doors can be locked or barricaded securely (as per plan)



- ensure all children are accounted for (check daily sign on sheet/app)
- collect first aid/emergency kit
- immediately lock doors and windows
- close all blinds/curtains
- ensure all children remain inside the indoor learning space (or are accompanied by an educator/staff member if going to the bathroom)
- ensure children remain in a confined area, (or out of sight for a 'full lockdown' – see below) during the lockdown period
- ensure children remain calm: except for 'full lockdown', arrange activities to engage them
- remain in lockdown until the all-clear signal is given
- ensure all families are notified of the incident as soon as practicable after the lockdown has ended

**ADDITIONALLY, DURING A SHELTER-IN-PLACE LOCKDOWN, EDUCATORS WILL:**

- use any available linen to block gaps around doors or window to minimise the entry of smoke/hazardous chemicals

**ADDITIONALLY, DURING A FULL LOCKDOWN, MANAGEMENT, NOMINATED SUPERVISORS WILL:**

- implement lockdown procedure
- alert staff using agreed signal for immediate lockdown
- contact emergency services (000) for assistance
- remove the evacuation plan from the walls of SMCELC
- move infants and children to a secure designated lockdown location
- lock external doors, window and close blinds and turn off lights
- clear any room/hallway that cannot be secured
- silence televisions and radios/CD players
- silence mobile devices such as phones
- ensure all children remain low away from doors and windows
- encourage all children to remain quiet: Have books ready for children to look at to assist with engaging them during the lockdown
- ensure all children and persons in the room remain out of sight of external windows and glass doors, and internal viewing windows



- ensure all families are notified of the incident as soon as practicable after the lockdown has ended
- complete a serious incident notification to the regulatory authority within 24 hours when there has been an emergency that has posed a risk to the safety and wellbeing of the children
- provide opportunities for debriefing and counselling to families and children and staff.

## RESOURCE

*Emergency lockdown rehearsal record- Childcare Centre Desktop*

## SOURCE

ADT. (2019). Best practices for campus and school lockdown procedures  
 Australian Government Department of Education, Skills and Employment (2020). Help in an emergency  
[Education and Care Services National Regulations](#). (2011).  
 Guide to the Education and Care Services National Law and the Education and Care Services National  
 Regulations. (2017).  
 Guide to the National Quality Framework. (2018). (Amended 2020)  
 Kearns, K. (2017). *The Business of Childcare* (4<sup>th</sup> Ed.).  
 Queensland Government Natural disaster resources  
 Revised National Quality Standard. (2018)  
 Victoria State Government Department of Education and Training (2018). *Responding to Intruder Threat  
 Guidelines for Early Childhood Services and Schools*.



## LOCKDOWN PROCEDURE

SMCELC is committed to the ongoing safety and wellbeing of children, staff, families and visitors. To achieve this, we will implement a clear plan to manage all emergency situations, including a plan for emergencies that may require SMCELC to go into lockdown and ensure our educators and staff are well equipped with the knowledge and expertise to respond effectively when required.

Working in conjunction with the *Emergency Evacuation Policy* and *Lockdown Policy*, this procedure provides detailed steps for educators to follow if there has been an identified external or imminent danger to the children and a lockdown is required.

*Education and Care Services National Law or Regulations (R.97, 98 and 168) NQS QA 2: Element 2.1.2 and 2.2.2 Health practices and procedures*  
*Related Policies: Emergency Evacuation Policy and Lockdown Policy*

LOCK DOWN PROCEDURE		
1	The Approved Provider and Nominated Supervisor will review and update SMCELC's <i>Emergency and Evacuation Policy, Lockdown Policy and Emergency Management Plan (EMP)</i> each year to ensure appropriate response strategies are in place in the event of an emergency	
2	The person who finds the emergency situation sounds the alarm by using the 'Lockdown Code' and notifies the Nominated Supervisor or Responsible Person	
3	The Nominated Supervisor/ Responsible Person will identify if the lockdown is an <b>external threat or shelter-in-place</b> lockdown and implement SMCELC's <i>Emergency Management Plan</i>	
4	The Nominated Supervisor/ Responsible Person will communicate with all educators and staff members by using face to face communication or emergency phones provided	
5	Lead Educators will direct children to shelter indoors as quickly as possible if safe to do so	
6	Lead Educators will lock external doors, windows and close blinds or curtains where possible and turn off lights.	
7	All available educators and staff will assist with moving babies, younger children and non-ambulant children to the designated assembly point, which should be out of sight where possible	
8	Educators will ensure children remain in a confined area, or out of sight for a 'full lockdown'	
9	Educators will remove the evacuation plans from the walls of SMCELC	
10	For a ' <i>shelter in place</i> ' lockdown, designated educators will use available linen to block gaps around doors and windows	



11	The Nominated Supervisor/Responsible Person will notify emergency services by calling 000 stating the name and address of SMCELC, the nearest cross street, the nature of the emergency and which entrance to use	
12	The Lead Educator/first aid officer will collect the emergency evacuation bag which should have an updated and current emergency contact list for all children and any medication required	
13	The lead educator will collect the staff sign in and visitor register and children's attendance records	
14	The Nominated Supervisor/Responsible Person/Lead Educator will check attendance rolls to ensure all children, educators, staff and visitors are accounted for	
15	Delegated first aid officer will administer first aid if necessary	
16	From the assembly point, the Nominated Supervisor/ Responsible Person will continue to liaise with emergency services and other relevant agencies	
17	Remain in lockdown until given the all-clear by emergency services	
18	If advised by emergency services, educators are to implement SMCELC's Emergency Evacuation Procedure	
19	A delegated educator/Responsible Person will contact families or emergency contacts to notify them of the emergency situation. If advised by emergency services, they will arrange for the child/ren's collection from SMCELC.	
20	The Director/Nominated Supervisor will complete a serious incident notification to the regulatory authority within 24 hours <a href="#">NQA IT System</a>	

#### ADDITIONAL STEPS FOR A FULL LOCK DOWN PROCEDURE

1	The Nominated Supervisor/ Responsible Person will communicate with educators and staff that a full lockdown is to be implemented face to face, if not possible, communicate via the emergency phones provided	
2	The Nominated Supervisor/ Responsible Person will contact emergency services for immediate assistance	
3	Educators and staff will move all children into designated lockdown location All available educators and staff will assist with moving babies, younger children and non-ambulant children	
4	Educators are to remove evacuation plans from the walls of SMCELC	
5	Educators are to lock external doors, windows and close blinds and turn off lights	



6	Educators are to silence televisions and radios/CD players and mobile phones	
7	Educators will ensure children remain in a low position out of sight of external windows and glass doors, and internal viewing windows	
8	Educators are to encourage children to remain as quiet as possible during the lockdown	
9	Educators are to remain in full lock-down until emergency services provide the all-clear signal	
10	A delegated educator/ Responsible Person will contact families or emergency contacts to notify them of the emergency situation as soon as the lockdown has ended	
11	The Director/Nominated Supervisor will complete a serious incident notification to the regulatory authority within 24 hours - <a href="#">NQA IT System</a>	
12	The Director/Nominated Supervisor will organise opportunities for debriefing and counselling for children, staff and families.	



## MANAGEMENT COMMITTEE POLICY (IN REVIEW)

SMCELC is managed and governed by a Management Committee. The Management Committee oversees all aspects of the operation of SMCELC. The Management Committee is the legal entity and takes on the role of employer and all responsibilities of the Approved Provider under the Education and Care Services National Law 2010, Education and Care Services National Regulations 2010, Family Assistance Law and other relevant legislation as required. The Nominated Supervisor oversees the day-to-day management.

### NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service.
7.1.1	Service philosophy and purposes	A statement of philosophy guides all aspects of SMCELC's operations.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision making and operation of SMCELC.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.1	Continuous improvement	There is an effective self-assessment and quality improvement process in place.
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
Part 2.1	Provider approvals
55	Quality Improvement Plans
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed





171	Policies and procedures to be kept available
172	Notification of change to policies or procedures

## RELATED LEGISLATION

Child Care Subsidy Secretary’s Rules 2017	Family Law Act 1975
A New Tax System (Family Assistance) Act 1999	Family Assistance Law – Incorporating all related legislation as identified Provider Handbook in Appendix G <a href="https://www.education.gov.au/child-care-package/child-care-provider-handbook">https://www.education.gov.au/child-care-package/child-care-provider-handbook</a>

## RELATED POLICIES

Child Safe Environment Policy	Privacy and Confidentiality Policy
Code of Conduct Policy	Probation, Induction and Orientation Policy
Dealing with Complaints Policy (Family)	Recruitment Policy
Dealing with Complaints Policy (Staff)	Social Media Policy
Dealing with Complaints Policy Governance	Staffing Arrangements Policy
Policy	Work Health & Safety Policy
	Writing and Reviewing and Maintaining Policies

## PURPOSE

We are committed to providing a strong Management Committee team who are aware of their roles and responsibilities to SMCELC, children, families, educators, and community. The Management Committee will adhere to Education and Care Services National Law and National Regulations, the National Quality Standard, Family Assistance Law and other relevant legislation as required by an employer. The Management Committee will always maintain their professionalism, performing in an ethical manner, which is reflective of SMCELC’s philosophy.

## SCOPE

This policy applies to educators, Approved Provider, Nominated Supervisor, staff, families and visitors of SMCELC.

## IMPLEMENTATION



This *Management Committee Policy* is to be used in conjunction with the *Governance Policy*.

The Management Committee is elected each year at our Annual General Meeting (AGM). All family members of children who attend SMCELC are invited to join the Management Committee. Within the Management Committee is an executive team. The executive team may include Persons with management or control of the service (PMC) as defined by ACECQA. Persons with management or control may *participate in executive or financial decision-making or have authority or responsibility for, or significant influence over, the planning, direction or control of the activities or the delivery of the education and care service* (ACECQA 2023). All members of the committee, including general members and executive team members have equal decision-making powers and contribute to all decisions. The members of the committee may include: Executive Committee (President, Vice President, Treasurer, and Secretary, Public Officer), General Committee (Nominated Supervisor/Director, parent representatives, two community representatives and two staff representatives).

The Management Committee has an overall responsibility for the sustainability and relevance of SMCELC. The Committee provides effective governance to support the operation of our quality education and care Service and actively supports families to meaningfully engage with SMCELC philosophy, policies and procedures and provide feedback to ensure continual improvement.

SMCELC operates under SMCELC Constitution which guides the governance and functioning of the organisation and management committee. The Constitution guides governance rules while providing direction and purpose of the organisation's decision-making processes. The Management Committee will ensure SMCELC Constitution is reviewed **every 3 years**. SMCELC Constitution states the Management Committee must operate with the following minimum positions filled; President, Secretary, Treasurer and Public Officer. Executive team committee members will be elected as per SMCELC Constitution and positions renewed every 12 months.

Our Service embeds the National Child Safe Principles into our organisational leadership, governance and culture. We implement a child safe culture and are committed to child safety and wellbeing. Our Code of Conduct sets out the behaviours that are expected by all members of the Management Committee when interacting with children and young people. [\[or Child Safe Standards applicable to your state/territory\]](#).



## FUNCTIONS OF THE MANAGEMENT COMMITTEE

The Management Committee sets the strategic direction of SMCELC and is responsible for the overall operation and governance as the Approved Provider of SMCELC. The Management Committee is to oversee service operations to ensure all requirements of the Education and Care National Law and Regulations are always met.

Essentially, the Management Committee has five vital functions and Committee members contribute to one or more of these functions, depending on their interests, experience and skills:

- **Finance:** day to day finances, administration issues, employee duties, general organisation; annual budget, financial statements; legal requirements; insurance policies; reporting requirements to Government bodies- (CCS); fundraising
- **Communication:** Publicity and public relations, keeping SMCELC's community informed of Committee decisions, new policies, events, etc.
- **Future planning:** Being actively involved in SMCELC's Quality Improvement Plan (QIP), Strategic Plan and the Professional Development Plan for Service staff
- **Policy development:** Formulating, review, updating and approval of SMCELC's policies, procedures, and philosophy as required, in conjunction with the Nominated Supervisor, staff, and families
- **Recruitment:** Ensure a suitably qualified and experience Nominated Supervisor is appointed to oversee day to day operations of SMCELC.

## SUB-COMMITTEE

At times the Management Committee may organise separate sub-committees to assist with the operation and governance of SMCELC. Sub-committees may be set up long term or for a short-term period to assist the committee to focus on a particular responsibility or task. Examples of sub-committees include staffing committee, WH&S committee, fundraising committee, and policy committee. The Management Committee may delegate decision making powers to the sub-committee group or they may be required to report back to the Management Committee. Prior to a sub-committee being formed a Terms of Reference will be defined including roles, responsibilities and decision-making authorities.

## NEW COMMITTEE MEMBERS



All new Management Committee Members will complete a Declaration of fitness and propriety form (PA02), which is submitted to the Australian Children’s Education & Care Quality Authority (ACECQA) to provide evidence they are deemed a fit and proper person as per the Education and Care Services National Law Act 2010 Section 12.

All Committee Members are to hold a valid Working with Children/ Vulnerable Person Check which has been verified.

New Committee Members will undertake an induction to their role, including completion of the *New Committee Member Induction Checklist* (see: Appendix 1). New Committee Members who are appointed as an executive Management Committee Member are encouraged to undertake formal training for the role (President, Secretary, Treasurer, Public Officer). New Committee members will be provided a copy of SMCELC Constitution, Service Strategic Plan and Quality Improvement Plan upon appointment.

New Committee Members who take on an executive role within the committee will be required to complete the background checks as identified below (See Authorised Personnel). The regulatory authority will be notified within 14 days of any changes to the executive committee or Persons with management or control.

See Appendix 2 regarding roles and responsibilities of executive management committee positions

## AUTHORISED PERSONNEL

The Management Committee will ensure all executive members who identify as Persons with Management and Control of the Provider as Provider (as per National Quality Framework and Child Care Subsidy (CCS) requirements) undertake fit and proper check as per National Regulations and Family Assistance Law requirements.. All Persons with Management and Control are required to register with PRODA and have their identity verified and background checks conducted.

Fit and Proper checks for Persons with Management and Control:

- Australian National Police Criminal History Check (performed within the last 6 months)
- Working With Children Check
- National Personal Insolvency Index check



- Current and Historical personal name extract search (performed within the last 6 months)
- ASIC Search, evidence the person does not appear on the Banned and Disqualified register (performed within the last 3 months)

The Management Committee will ensure all members registered with PRODA remain fit and proper in accordance with Section 55 of the Child Care Subsidy Minister's Rules 2017.

## NOTIFICATIONS OF CHANGES TO MANAGEMENT

The Management Committee will ensure any changes, including the appointment or removal of committee members, to the Management Committee or Persons with management or control, are reported to the regulatory authority within 14 days. New Committee Members are required to complete a Declaration of fitness and propriety form (PA02) which is submitted to the regulatory authority as evidence of fit and proper persons.

The Management Committee will notify the Department of Education of changes within the Management Committee or Persons with management or control, as per obligations within the required timeframe as outlined within the Childcare Provider Handbook. If a Person with management or control or executive committee member is no longer deemed fit and proper the service will notify the regulatory authority within 7 days.

## CONFIDENTIALITY

SMCELC has an ethical and legal responsibility to protect the privacy and confidentiality of children. All Management Committee Members are required to read, understand and follow the *Privacy and Confidentiality Policy and Procedure* for SMCELC. Previous minutes or documentation of items or issues discussed at Management Committee meetings may be confidential in nature. Previous minutes may be requested; however, items may be removed if confidential in nature.

## DECISION MAKING

SMCELC Constitution set out the requirements regarding how decisions are made, the constitution will advise the structure and positions that must be held within the Management Committee. SMCELC Constitution will provide guidance on the number of members required to be present for each meeting to go ahead, a quorum is required to determine the number of voting members who are to be present when business decisions are made during the meeting. Committee Members are required



to disclose any conflicts of interest, whether actual, potential or perceived when voting on business decisions.

## COMPLAINT MANAGEMENT

The Management Committee members will follow SMCELCs *Dealing with Complaints Policy and Procedure*. The Management Committee will ensure staff, families, visitors or community members are encouraged to follow the *Dealing with Complaints Policy and Procedure* in the event they are notified of a complaint or grievance. Any complaint that alleges a breach of the *National Law and National Regulations*, National Quality Standard or alleges that the health, safety or wellbeing of a child at SMCELC may have been compromised, must be reported by the Approved Provider or Nominated Supervisor to the Regulatory Authority within 24 hours of the complaint being made.

## RECRUITMENT

The Management Committee is responsible for the recruitment of all staff and employees. The Management Committee will follow SMCELCs *Recruitment Policy*. The Management Committee will ensure a suitably qualified and experienced Nominated Supervisor/ Director oversees the day to day running of SMCELC. The Management Committee will delegate responsibilities to the Nominated Supervisor/ Director as per the *Job Description* for the position. The Management Committee will be responsible for ensuring the Nominated Supervisor/ Director meets the responsibilities for the role and position. *Performance Management* will be initiated by the Management Committee as required following any concerns regarding performance of the Nominated Supervisor/Director. The Management Committee is responsible for implementation of the Probation and Induction procedure for new Directors as per the *Probation, Induction and Orientation Policy*.

The Management Committee may organise a sub-committee (Staffing Sub-Committee) to support the Director in the role of recruitment of all staff and employees. The Management Committee may delegate authority of recruitment to the Staffing Sub-Committee to authorise appointment of staff and employees.

SMCELC is committed to be a child safe Education and Care Service and embeds the National [Child Safe Principles](#) as recommended by the National Office for Child Safety. Our robust recruitment processes play a vital role in protecting children from harm. Ref child safe standards NSW



## IN RELATION TO SMCELC:

- committee members must ensure they take their role and responsibilities seriously
- all members must adhere to SMCELC's *Code of Conduct* and *Privacy and Confidentiality Policy*
- all members of the Management Committee must have a valid Working with Children Check/Vulnerable Person check or Criminal History check (where relevant)
- each new Committee member will receive an induction as per the *New Committee Member Induction Checklist* (see: *Appendix 1*)
- Service management will email details of Committee meeting schedules to all families who request this information
- the Management Committee will be involved in conjunction with families and Educators in the development, approval and review process for all policies and procedures
- the Management Committee will reflect upon and provide feedback on the Quality Improvement Plan (QIP) documenting continuous improvement
- the Management Committee will ensure all ideas and concerns are recognised and addressed in a professional and timely manner
- SMCELC management will encourage family participation in the Management Committee to represent the family body of SMCELC
- written information regarding SMCELC's management structure will be available to families at all times
- the Management Committee will ensure a suitably qualified and experienced Nominated Supervisor/ Director oversees the day to day running of SMCELC
- whilst the Nominated Supervisor is responsible for the day to day running of SMCELC, it is to be in accordance with the decisions of the Management Committee providing they comply with all regulations and standards
- members of the Management Committee will formally declare any conflicts of interest, whether actual, potential or perceived
- the executive members of the Management Committee are elected by those families who attend SMCELC. Families may join the committee at any time throughout the year.
- all families are encouraged to attend the Management Committee meetings and may vote on motions
- meetings are held monthly on the first Wednesday of the month from 6:30pm to 7:30pm
- meetings will be recorded, including agendas and minutes and decisions made during the meeting



- notices and agendas of forthcoming meetings are posted for families to view in Xplor Home and emailed to committee members
- the Management Committee will be made aware of SMCELC's *Dealing with Complaints Policy and Procedure*.

## CONTINUOUS IMPROVEMENT/REFLECTION

Our *Management Committee Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

## CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

### SOURCE

- Australian Children's Education & Care Quality Authority. (2014).
- Australia Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).
- Australian Children's Education & Care Quality Authority. (2023). [Identifying persons with management or control of a service from 1 July 2023 – Existing Providers - Information sheet](#)
- Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#). V2.0, 2022
- Australian Government Department of Education. Child Care Provider Handbook. (2022). <https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>
- Australian Government Department of Education. (2023). [Persons with management or control obligations](#)
- Australian Government Department of Education. (2009) *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*.
- Australian Government Department of Education Child Care Provider Handbook. (2022). <https://www.education.gov.au/child-care-package/child-care-provider-handbook>
- Australian Government Department of Education Child Care Subsidy (CCS) Specified Personnel Roles (2022). <https://www.education.gov.au/child-care-package/child-care-provider-handbook/applying-become-approved-provider/specified-personnel>
- Australian Human Rights Commission (2020). *Child Safe Organisations*. <https://childsafe.humanrights.gov.au/>
- Early Childhood Australia Code of Ethics. (2016).
- Education and Care Services National Regulations. (2011).
- Education and Care Services National Law Act 2010. (Amended 2018).
- Guide to the National Quality Standard. (2017).
- Government of Western Australia. Department of Mines, Industry Relation and Safety. The management committee** <https://www.commerce.wa.gov.au/books/inc-guide-incorporated-associations-western-australia/role-and-duties-management-committee>
- NSW Department of Education. Roles and responsibilities, Your responsibilities as a person with Management or control <https://education.nsw.gov.au/content/dam/main-education/en/home/early-childhood-education/operating-an-early-childhood-education-service0/Your-Responsibilities-as-a-Person-with-Management-or-Control.PDF>
- NSW Department of Fair Trading. Management committee meetings. <https://www.fairtrading.nsw.gov.au/associations-and-co-operatives/associations/running-an-association/management-committee/management-committee-meetings>





Revised National Quality Standard. (2018).



## MEDICAL CONDITIONS POLICY

To support children’s wellbeing and manage specific healthcare needs, allergy or relevant medical condition, SMCELC will work in accordance with the Education and Care Services National Regulations to ensure health related policies and procedures are implemented. We aim to take every reasonable precaution to protect children’s health and safety by explicitly adhering to individual medical management and risk management plans and responding to any emergency situation should they arise.

### NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN’S HEALTH AND SAFETY		
2.1	Health	Each child’s health and physical activity is supported and promoted.
2.1.1	Wellbeing and comfort	Each child’s wellbeing and comfort is provided for, including appropriate opportunities to meet each child’s needs for sleep, rest and relaxation.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
12	Meaning of a serious incident
85	Incident, injury, trauma and illness policy
86	Notification to parent of incident, injury, trauma or illness
87	Incident, injury, trauma and illness record
89	First aid kits
90	Medical Conditions Policy
90(1)(iv)	Medical Conditions Communication Plan
91	Medical conditions policy to be provided to parents
92	Medication record



93	Administration of medication
94	Exception to authorisation requirement—anaphylaxis or asthma emergency
95	Procedure for administration of medication
136	First Aid qualifications
162(c) and (d)	Health information to be kept in enrolment record
168	Education and care services must have policies and procedures
170	Policies and procedures are to be followed
173(2)(f)	Prescribed information to be displayed- a notice stating that a child who has been diagnosed as at risk of anaphylaxis is enrolled at SMCELC
174	Time to notify certain circumstances to Regulatory Authority

## RELATED POLICIES

Acceptance and Refusal of Authorisations Policy Administration of Medication Policy Child Safe Environment Policy Enrolment Policy	Health and Safety Policy Incident, Injury, Trauma and Illness Policy Nutrition Food Safety Policy Privacy and Confidentiality Policy Sick Children Policy Supervision Policy Work Health and Safety Policy
---	--

## PURPOSE

The *Education and Care Services National Regulations* requires approved providers to ensure services have policies and procedures in place for medical conditions. We aim to efficiently respond to and manage the medical conditions, health care needs or allergies of children and staff ensuring the safety and wellbeing of all children, staff, families, and visitors at SMCELC.

## SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor and visitors of SMCELC.

## DUTY OF CARE

SMCELC has a legal responsibility to take reasonable steps to ensure the health needs of children enrolled in SMCELC are met. This includes our responsibility to provide:



- a. a safe environment for children free of foreseeable harm *and*
- b. adequate supervision of children at all times.

## IMPLEMENTATION

We will involve all educators, families and children in regular discussions about medical conditions and general health and wellbeing throughout our curriculum. SMCELC is committed to adhering to privacy and confidentiality procedures when dealing with individual health care needs, allergies or relevant medical conditions including having families provide written permission to display the child's medical management plan in prominent positions within SMCELC.

There are a number of concerns that must be considered when a child with a diagnosed health care need, allergy, or medical condition is enrolled at SMCELC. Key procedures and strategies must be in place prior to the child commencing at SMCELC to ensure their individual health, safety and wellbeing.

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

### The Approved Provider /Nominated Supervisor / Management will ensure:

- all enrolment forms are reviewed to identify any specific health care need, allergy or medical condition
- existing enrolment forms are reviewed, and parents contacted to confirm if the existing diagnosed health care need, allergy or relevant medical condition still applies and whether any new needs have been diagnosed
- parents are provided with a copy of SMCELC's *Medical Conditions Policy* and any other relevant medical conditions policy
- a child is not enrolled at, nor will attend SMCELC without a medical management plan and prescribed medication by their medical practitioner. In particular, medication for life-threatening conditions such as asthma, anaphylaxis or diabetes must be provided at SMCELC each day [e.g. asthma inhalers, adrenaline auto injection devices or insulin]
- educators, staff and volunteers have knowledge and access to this policy and relevant health management policies (*Asthma Management Policy/ Anaphylaxis Management Policy/Diabetes Management Policy*)



- educators, staff and volunteers have a clear understanding of children’s individual health care needs, allergy or relevant medical condition that may be ongoing or acute/short term in nature
- new staff members are provided with induction and ongoing training to assist managers, educators and other staff effectively and children with medical management plans are clearly identified
- all aspects of operation of SMCELC must be considered to ensure inclusion of each child into the program
- a communication plan is developed in collaboration with the Nominated Supervisor/Responsible Person and lead educators to ensure communication between families and educators is on-going and effective
- at least one staff member or nominated supervisor is in attendance at all times with a current accredited first aid certificate, emergency asthma management and emergency anaphylaxis management certificate (as approved by ACECQA)
- educators and staff have a clear understanding about their role and responsibilities when caring for children with a diagnosed health care need, allergy or relevant medical condition
- families provide required information on their child’s health care need, allergy or relevant medical condition, including:
  - medication requirements
  - allergies
  - medical practitioner contact details
  - medical management plan
- a medical management plan has been developed in consultation with parents and the child’s medical practitioner and provided to SMCELC and/or
  - an individual Asthma or Anaphylaxis Action Plan is developed in consultation with parents and the child’s medical practitioner e.g: (ASCIA) or National Asthma Council of Australia
  - an individual Diabetes Management Plan is developed in consultation with parents and the child’s medical practitioner
- a risk minimisation plan has been developed in consultation with parents and management prior to the child commencing at SMCELC
- educators and staff will be informed immediately about any changes to a child’s medical management plan and risk management plan



- to record any prescribed health information and retain copies of a medical management plan, anaphylaxis management plan or asthma management plan and risk minimisation plan in the child's enrolment folder
- educators have access to emergency contact information for the child
- casual staff are informed of children and staff members who have specific medical conditions, food allergies, the type of condition or allergies they have, and SMCELC's procedures for dealing with emergencies involving allergies and anaphylaxis
- a copy of the child's medical management plan is visibly displayed (in an area not generally available to families and visitors) but known to all staff and volunteers in SMCELC
- procedures are adhered to regarding the administration of medication at all times
- administration of medication record is accurately completed and signed by the educator and witness
- copies of children's medical management plans and medication are taken on any excursion or emergency evacuation from SMCELC
- a notice is displayed prominently in the main entrance of SMCELC stating that a child diagnosed at risk of anaphylaxis is being cared for or educated at SMCELC, and providing details of the allergen/s (regulation 173)
- information regarding the health and wellbeing of a child or staff member is not shared with others unless consent is provided in writing, or provided the disclosure is required or authorised by law under relevant state/territory legislation (including Victoria- Child Information Sharing Scheme (CISS) or the Family Violence Information Sharing Scheme (FVISS)). See *Child Protection Policy* for further information regarding legal obligations to sharing of information as per CISS or FIVSS schemes.)

#### The Approved Provider/Nominated Supervisor/Responsible Person/educators will ensure:

- in the event that of a high-risk scenario where a child suffers from an allergic reaction, incident, situation, or event related to a medical condition SMCELC and staff will follow the child's emergency medical management plan as per Regulation 90(1)(c)(ii)
- the first aid responder will commence first aid measures immediately as per the child's medical management plan
- urgent medical attention from a registered medical practitioner is contacted if required
- an ambulance is called by dialling 000 if the child does not respond to initial treatment



- the nominated supervisor will contact the child's parent/guardian or emergency contact when practicable, but as soon as possible
- the Director/Nominated Supervisor will ensure the *Incident, Injury, Trauma and Illness Record* is completed in its entirety
- the Director/Nominated Supervisor will notify the regulatory authority (within 24 hours) in the event of a serious incident.

#### Families will ensure:

- they provide management with accurate information about their child's health needs, allergies, medical conditions and medication requirements on the enrolment form
- SMCELC enrolment form is completed in its entirety providing specific details about the child's medical condition
- they acknowledge they have received/or are provided access to SMCELC's *Medical Conditions Policy and Administration of Medication Policy* at time of enrolment
- they provide SMCELC with a medical management plan prior to enrolment of their child
- they consult with management to develop a risk minimisation plan and communication plan
- they notify SMCELC if any changes are to occur to the medical management plan through the communication plan and/or meetings with the nominated supervisor
- they provide adequate supplies of the required medication and medical authorisation on *Administration of Medication Record*
- they provide an updated copy of the child's medical management plan **annually** or evidence from a medical practitioner to confirm the plan remains unchanged
- they provide enrolment documentation of any medical condition annually
- they provide written consent for their child's medical management plan to be displayed in SMCELC.

#### MEDICAL MANAGEMENT PLAN

Any medical management plan provided by a child's parents and/or registered medical practitioner should include the following:

- specific details of the diagnosed health care need, allergy or relevant medication condition
- supporting documentation (if required)



- a recent photo of the child
- current medication and dosage prescribed for the child
- if relevant, state what triggers the allergy or medical condition
- first aid/emergency response that may be required from SMCELC
- any medication that may be required to be administered in case of an emergency
- further treatment or response if the child does not respond to the initial treatment
- when to contact an ambulance for assistance
- contact details of the medical practitioner who signed the plan
- the date of when the plan should be reviewed
- a copy of the medical management plan will be displayed for educators and staff to see to ensure the safety and wellbeing of the child, whilst ensuring the child’s privacy by displaying only in an area generally only available to staff of SMCELC
- SMCELC must ensure the medical management plan remains current at all times
- educators and staff are updated immediately about any changes to a child’s medical management plan

### **RISK MINIMISATION PLAN**

All children with a diagnosed health care need, allergy or relevant medical condition must have a risk minimisation plan in place. (regulation 90(1)(c))

The Approved Provider/Nominated Supervisor will arrange a meeting with the parents/guardian as soon as SMCELC has been advised of the diagnosed health care need, allergy or medical condition.

During this meeting, a risk minimisation plan will be developed in consultation with the parent/guardian to ensure:

- that the risks relating to the child’s specific health care need, allergy, or medical condition are assessed and minimised
- that practices and procedures in relation to the safe handling, preparation, serving and consumption of food are developed and implemented
- that the parents/families are notified of any known allergens that pose a risk to a child and strategies for minimising the risk are developed and implemented
- practices are developed and implemented to ensure that all staff members and volunteers can identify the child, the child’s medical management plan and the location of the child’s medication





- that the child does not attend SMCELC without medication prescribed by the child’s medical practitioner in relation to the child’s specific health need, allergy or medical condition
- risk minimisation plan(s) are reviewed at least annually and/or revised with each change in the medical management plan in conjunction with parents/guardians
- all relevant information pertaining to the child’s health and medical condition is communicated to parents at the end of each day by educators
- parents are notified by educators in advance of any special activities taking place such as celebrations, sporting events or excursions so plans of safe inclusion can be developed
- appropriate hygiene practices are followed by educators when managing medical conditions in accordance with the *Dealing with Infectious Diseases Policy*.
- Risk Management Plans are found in the Medication Folder in each room.

## COMMUNICATION PLAN

The Nominated Supervisor/Director will update the Medical Conditions List and ensure all relevant plans are available in each room. For new children this information will be advised directly to Lead Educators and staff upon enrolment.

## RESOURCES

[ASCIA anaphylaxis e-training for schools and early childhood education/care](#)

[ASCIA plans for Anaphylaxis](#)

[Coeliac Australia](#)

[Cystic Fibrosis Australia](#)

[Diabetes Australia](#)

[Epilepsy Foundation](#)

[National Asthma Australia](#)

[National Allergy Strategy](#)

## SOURCE

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

Australian Children’s Education & Care Quality Authority (ACECQA). 2020. Policy and Procedure Guidelines. *Dealing with Medicals in Children Policy Guidelines*.

Australian society of clinical immunology and allergy. ASCIA. <https://www.allergy.org.au/hp/anaphylaxis/ascia-action-plan-for-anaphylaxis>

Early Childhood Australia Code of Ethics. (2016).



Education and Care Services National Law Act 2010. (Amended 2023).  
[Education and Care Services National Regulations](#). (Amended 2023).  
Federal Register of Legislation *Privacy Act 1988*.  
Guide to the National Quality Framework. (2017). (Amended 2023).  
National Health and Medical Research Council. (2013). *Staying Healthy: Preventing infectious diseases in early childhood education and care services* (5th Ed.). Australia: Commonwealth of Australia. NSW Government. (n.d.).  
*Occupational Health and Safety Act 2004*.  
Revised National Quality Standard. (2018).  
Department of Education Victoria *Meeting children's health needs* (2020).  
[Western Australian Education and Care Services National Regulations](#)



## MISSING CHILD PROCEDURE

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

Educators are to follow the *Supervision Policy* and conduct regular attendance monitoring throughout the day to ensure all children are accounted for at all times of the day where education and care is provided. Working in conjunction with the *Supervision Policy* and *Delivery of Children to, and collection from Education and Care Service Premises Policy*, this procedure provides detailed steps for educators to follow if a child appears missing or unaccounted for while attending SMCELC.

**IMPORTANT:** Although researched the steps listed below are a guide only. Please ensure you adjust to your own circumstances and physical environment and then assess these before application at SMCELC.

*Education and Care Services National Law or Regulations (R. 12, 99, 101, 115, 121, 122 and 168) NQS QA 2: Element 2.1.2 and 2.2.2 Health practices and procedures*  
*Related Policies: Supervision Policy, Delivery of children to, and collection from EEC Service Policy, Lockdown Policy*

MISSING CHILD PROCEDURE		
1	The educator who has made the discovery of the missing child is to remain calm and notify the Nominated Supervisor/ Responsible Person (Moira McAspurn, Director – 0459 531 705)	
2	The Nominated Supervisor/ Responsible Person will notify all educators and staff of the missing child	
3	Educators are to implement the <i>Lockdown Policy</i> to ensure all children are accounted for and to maintain supervision for other children.	
4	Lead Educators are to confirm the number of children in attendance to the Nominated Supervisor/ Responsible Person and check sign out register to ensure the child has not been collected by a parent/authorised person	
5	The Lead Educator is to confirm with the Nominated Supervisor/ Responsible Person the name of the child who is missing	
6	Ensure one educator (consider ratios) is to remain with each group of children maintaining supervision by leading a group activity (reading a story etc.)	



7	<p>The remaining educators and staff, along with Management are to conduct a comprehensive, coordinated search of SMCELC, ensuring the following areas are searched:</p> <ul style="list-style-type: none"> <li>• Storerooms</li> <li>• Cupboards</li> <li>• Play Equipment</li> <li>• Fixed Play Equipment</li> <li>• Cubby Houses</li> <li>• Hidden or Obstructed Areas in the indoor and outdoor environment</li> <li>• Ensure all exit doors and gates are closed and locked</li> </ul>	
8	If the missing child has not be located within 10 minutes, the Nominated Supervisor/ Responsible Person will notify the Police by calling 000	
9	The Nominated Supervisor will contact the child’s parents as soon as possible	
10	The Director/ Nominated Supervisor will notify the regulatory authority within 24 hours of becoming aware of a serious incident	
11	Relevant educators and staff in the missing child’s room are to complete a detailed statement, explaining the incident that has occurred. This must be done on the same day and include the date and time along with signature of person who has written the statement.	
12	The Director/ Nominated Supervisor will conduct a risk assessment of the incident.	



# NAPPY CHANGE AND TOILETING POLICY

SMCELC aims to meet the needs of children by providing a clean, safe, and hygienic place for nappy changes and toileting. We believe that nappy-changing and toileting rituals provided in a caring and responsive manner are valuable opportunities to promote children’s learning, meet individual needs, and to develop strong relationships with children.

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN’S HEALTH AND SAFETY		
2.1	Health	Each child’s health and physical activity is supported and promoted.
2.1.1	Wellbeing and comfort	Each child’s wellbeing and comfort is provided for, including appropriate opportunities to meet each child’s needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
103	Premises, furniture and equipment to be safe, clean and in good repair
105	Furniture, materials and equipment
106	Laundry and hygiene facilities
109	Toilet and hygiene facilities
112	Nappy change facilities
115	Premises designed to facilitate supervision
120	Educators who are under 18 to be supervised



155	Interactions with children
156	Relationships in groups

#### RELATED POLICIES

Dealing with Infectious Diseases Policy	Hand Washing Policy
Interactions with Children, Families and Staff Policy	Health and Safety Policy
	Supervision Policy

#### PURPOSE

We aim to ensure best practice guidelines are adhered to for nappy changing and toileting, ensuring that children’s bathrooms and nappy change areas are maintained in a hygienic state in order to eliminate or reduce the spread of infectious disease. SMCELC will also ensure that nappy change and toileting routines are used as an opportunity for one-on-one interactions between the educator and child.

#### SCOPE

This policy applies to children, families, staff, management students, volunteers, and visitors of SMCELC.

#### IMPLEMENTATION

Nappy changes and toileting routines are incorporated into our routine, both at designated times and throughout the day to meet children’s individual needs. Educators will communicate with parents to develop continuity between SMCELC and home in regard to their child’s nappy change and toileting practices. We will develop a toileting plan in consultation with parents to develop a consistent approach to toilet training. Educators must be responsive to special requirements related to culture, religion, or privacy.

Toileting and nappy changing will be carried out at frequent intervals throughout the day. Children who are in nappies will have each nappy change recorded in the **Nappy Change Register** within the **Playground Application** by educators and this notifies families. Educators will monitor the progress of a child’s toilet training and provide information to parents of how many times the child actually sat on the toilet or managed to use the toilet in a day.



Having their needs met quickly and in a caring responsive way builds children's sense of trust and security. It is also important to remember that the way that early childhood educators react to soiled or wet nappies, toileting needs, and toileting accidents give children powerful messages about themselves and their bodies.

Nappy changing and toileting routines are an excellent opportunity for educators to:

- conduct one-to-one interactions with babies, toddlers, and children, giving them undivided attention
- build trusting and caring relationships with babies, toddlers, and children
- support children's agency to develop an understanding and control of their own bodily functions
- interact with babies and toddlers using verbal and non-verbal communication and respond to children's communication
- participate in age-appropriate activities with children, such as singing, saying rhymes
- build children's understanding of what is happening by inviting them to the bathroom and supporting their ability to predict what will happen next in the routine
- help children begin to develop and extend their self-help skills, which includes handwashing and dressing, and encouraging children to identify the feeling of accomplishment and pride that come with this.

All educators will carry out nappy changing; however, at times if a student is required to carry out this as part of their practical requirements, they will be under the constant supervision of a qualified educator. Where possible, the infant/child's primary educator will change nappies for consistency and building trust. Educators under the age of 18 will be directly supervised by an educator over the age of 18 at all times. [Reg.120]

Parents are not to enter the bathroom if children are using the facilities, or a baby is being changed. Staff are to take any nappies etc from parents and place them into their baskets. If parents come and need help with their child in regard to toileting or nappy changing then a staff member will make sure that no other children are using the bathroom this is protect children's rights to privacy.



Appropriate hygiene practices must be maintained, and procedures followed to minimise any risk of infection at all times. Educators will continuously role-model and promote healthy hygiene practices and hand washing procedures, encouraging and supporting the children to follow these practices. Child safety is paramount in our Service. To ensure children's safety, health and wellbeing, parents or guardians are not permitted to use or enter the children's bathroom/toilet area with their child unless there are no other children using the facilities. This is to ensure the safety of other children and protect the rights and dignity of children.

Staff must direct children to use other bathrooms/toilets in the Service.

#### THE APPROVED PROVIDER NOMINATED SUPERVISOR WILL:

- provide adequate and appropriate hygienic facilities for nappy changing
- ensure nappy change facilities are designed and located in a way that prevents unsupervised access by children
- ensure that the nappy change facilities are designed and maintained in a way that facilitates supervision of children at all times, having regard to the need to maintain the rights and dignity of the children using the facilities
- provide adequate supplies for nappy changing and toileting at all times
- ensure that adult and children's hand washing facilities are located within the nappy change area
- ensure handwashing posters are displayed in bathrooms and nappy change areas
- consult the Building Code of Australia to ensure nappy change benches are compliant (Centre-based services)
- ensure nappy bins have a 'hands-free' lid
- ensure nappy bins are located out of children's reach
- ensure nappy change procedures remain compliant and current
- ensure nappy bins are emptied once during the day and at the end of each day, or more regularly as required
- develop systems with educators to ensure that soiled clothing and soiled nappies are disposed of or stored in a location that children cannot access
- implement policies, procedures, and training with educators to ensure nappy change procedures support children's safety, protection, relationships, and learning
- ensure documentation to record information about nappy changing and toileting is consistent and monitored within the Playground App on iPads





- ensure nappy change table/mats are hygienically cleaned and kept in excellent condition at all times to reduce the spread of infection- no holes, cracks, creases
- ensure children’s nappies are changed at scheduled regular intervals at a minimum
- ensure educators check nappies throughout the day to ensure children are not susceptible to nappy rash and discomfort. A system to record this routine will be maintained for reporting purposes.
- ensure nappy change and hand washing procedures are displayed visually and in community languages as appropriate in children’s bathrooms and the nappy change area
- request families to provide additional change of clothes for children who are toilet training
- provide information to families at time of enrolment about:
  - use of disposable nappies
  - procedures if their child develops or presents with nappy rash
  - Administration of Medication authorisation for application of products to treat nappy rash including prescription treatments or over the counter creams
  - requests to provide adequate supplies of clothes for children who are toilet training
  - the importance of ongoing and open communication between educators and families about nappy changing and toilet training with their child implement policies, procedures, and training with educators to ensure nappy change procedures support children’s safety, protection, relationships, and learning
- develop systems with educators to ensure that soiled clothing and soiled nappies are disposed of or stored in a location that children cannot access
- ensure children’s nappies are changed at scheduled regular intervals every 2 hours
- ensure educators check nappies throughout the day to ensure children are not susceptible to nappy rash and discomfort. A system to record this routine will be maintained for reporting purposes.
- ensure nappy change and hand washing procedures are displayed visually and in community languages as appropriate in children’s bathrooms and the nappy change area
- ensure nappy bins are emptied once during the day and at the end of each day, or more regularly as required
- request families to provide additional change of clothes for children who are toilet training

#### EDUCATORS WILL:

- discuss children’s individual needs with families to ensure practices are reflective of their home



environment and are culturally sensitive

- provide information to families regarding children’s nappy changes and toileting progress
- utilise nappy change times to interact with children, toddlers, and babies on an individual basis. The nappy change time will allow educators to converse, sing, play, and generally interact with the child. This time is a particularly good time for supporting language skills.
- organise the nappy change area to promote positive interactions and promote positive learning experiences. For example, place pictures or mobiles to stimulate children’s interactions and to encourage learning and language development.
- ensure physical contact and direct supervision with babies and toddlers throughout the nappy change experience
- ensure no child is left alone on a nappy change mat or bench
- keep nappy change areas fully stocked with all required materials at all times
- ensure that nappy change and toileting supplies are readily accessible to staff to ensure efficiency and the health and safety of each child
- encourage mobile children to walk to the nappy change area
- assist the mobile baby or toddler to walk up the steps onto the nappy change bench to minimise lifting by educators and to promote children’s agency. Where a child is not walking, educators will follow manual handling practices to lift and carry the baby to the nappy change mat.
- always follow Service’s documentation requirements for nappy changing and toileting and communicating with families. (see Nappy changing procedure below)
- only apply nappy cream to a child if authorisation is provided in an Administration of Medication form

### Toilet Training

Toileting occurs at any time of the day and is specific to individual needs. Educators will communicate with parents/guardians to develop consistency between home and SMCELC regarding their child’s toileting habits. Educators must be aware of and consider any special requirements related to culture, religion, or privacy needs.

Decisions about when to begin toilet training will be made by families or may occur through shared decision making between families and educators at the SMCELC. This decision is based on mutual respect and open communication, which is crucial for a successful outcome. Families may have strong



views and preferences about when and how their child learns to use the toilet, which may come from their cultural background or individual preferences, which must be respected by educators and staff.

The priority of the individual child's wellbeing is paramount, and the decision to begin assisting the child to learn to use the toilet should be based on signs of readiness from the child and discussion with families.

Early signs of readiness may start to appear when children are around two years old, but generally appear closer to the child's third birthday showing interest in the toilet, including having an interest in others using the toilet. These signs may include:

- indicating a need to go to the toilet either before, or while they are passing urine or faeces.
- staying dryer for longer periods of time
- beginning to dislike wearing a nappy and perhaps trying to pull it off when it's wet or soiled.
- indicating a desire to sit on the toilet.

It is important to keep the process subdued and not place unnecessary attention and pressure on the child to perform. Acknowledging children's successes, no matter how infrequent or small is vital for their self-esteem and confidence. Families and educators can expect accidents, which should be treated respectfully, without fuss, and in a supportive manner.

Educators and families will communicate with each other regarding how the toilet learning is progressing, both in care and at home. This will support children to become more familiar and comfortable with the toilet training process. Children will be given the opportunity to complete the toileting procedure, such as toileting, flushing the toilet, and washing and drying their hands, but will always be supervised and assisted if required.

During this milestone, children should be empowered and encouraged to be successful. Toilet training varies for individual children. As educators we can take advantage of the child being in a group and the many opportunities that provides for learning from each other. Educators and families need to remember that comparing children is inappropriate as there will always be individual differences and variables.



### EDUCATORS WILL:

- request parents to supply adequate clean changes of clothing for children who are toilet training
- discuss the needs and beliefs of the family in relation to toilet training to ensure continuity e.g rewards system, etc...
- regularly discuss the child's toilet training progress with families
- assist the child to use the toilet
- assist the child to get dressed (and if required, change into dry clothes)
- encourage children, especially girls, to wipe front to back to reduce introducing bowel bacteria to the urinary tract
- encourage children to flush the toilet
- encourage and assist children to wash and dry their hands thoroughly as per *Handwashing Policy*

If the child has soiled or wet their clothes:

- place soiled clothes in a plastic bag and put name of child and date. Place bag in lidded bin. Place notification for parents in the child's locker. Staff member to retrieve soiled clothes and give to parents at pick up time.
- wash their own hands after helping children use the toilet
- wear disposable gloves, use paper towel, or disposable cloths, with detergent and bleach if necessary when dealing with spills- such as urine, faeces or vomit

CLOTHES THAT ARE SOILED THROUGH WATER PLAY CAN BE BAGGED AND PUT INTO THE CHILD'S LOCKER OR PUT OUT TO DRY IN THE SUN.

### CONTINUOUS IMPROVEMENT/REFLECTION

The *Nappy Change and Toileting Policy* will be reviewed on an annual basis in conjunction with children, families, educators and staff.



## SOURCE

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

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework.](#)

Australian Children's Education & Care Quality Authority. National Quality Standard Information Sheet. (2023)  
*Toileting and Nappy Changing Principles and Practices.*

Early Childhood Australia Code of Ethics . (Amended 2023).

[Education and Care Services National Regulations](#) . (Amended 2023).

[Family & Community Services. \(2019\). Babies and toddlers: Toilet training;](#)

<https://www.facs.nsw.gov.au/families/parenting/caring-for/toddlers>

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

Guide to the National Quality Framework. (2017). (amended 2020).

National Health and Medical Research Council. (2013). *Staying Healthy: Preventing infectious diseases in early childhood education and care services* (5th Ed.). Australia: Commonwealth of Australia. NSW Government.

Raising Children Network (2018) Nappy rash <https://raisingchildren.net.au/newborns/health-daily-care/poos-wees-nappies/nappy-rash>

Revised National Quality Standard. (2018).

The NSW Work Health and Safety Act 2011



## NAPPY CHANGING PROCEDURE

### Preparation

1. Before changing a child's nappy, make sure you have everything you need within reach e.g.:  
disposable gloves, nappies, wipes, paper towel
2. Wash your hands with soap and water and dry thoroughly with paper towel
3. Place paper towel/sheet on nappy change mat
4. Put on disposable gloves on both hands

### Changing

5. Lie child down on the change table
6. **Always keep a hand on the child to prevent falling**
7. Remove child's nappy and any other clothing with urine/faeces. (The child may urinate, so have a spare cloth handy).
8. Use the front of the nappy to wipe off any faeces
9. Use the tabs of the nappy to fold the nappy together in order to stop leakage and put in a hands-free lidded bin, if soiled with faeces place in a plastic nappy bag
10. Place any soiled clothes (including a cloth nappy) in a plastic bag
11. Using wipes, clean the child's bottom and genital area
12. Hold child's legs up with your fingers between the ankles and gently lift the child's bottom, wiping front to back
13. Remove the paper towel/mat and put in a hands-free lidded bin, if soiled place in plastic nappy bag
14. Remove your gloves turning them inside out and dispose in the bin (Do not let your skin touch the outer contaminated gloves)
15. If nappy cream is required due to nappy rash, place on a new glove (check *Administration of Medication* form for authorisation)
16. Administer child's nappy cream using your gloved finger to apply generously
17. Dispose of glove
18. Open a clean nappy, with fastening tabs towards the top. Lift child's ankles and slip the nappy beneath their bottom



19. Fold the front flap up, tuck it firmly around baby's waist and secure each tab. Ensure not to make the nappy too tight.
20. Dress the child
21. Remove child from the change table
22. Wash your hands and the child's hands
23. Encourage the child to go and play with the other children

### **Cleaning**

24. After each nappy change, clean the change table with detergent and warm water, rubbing with paper towel or a cloth, then rinse and dry
25. Dispose of paper towel
26. Wash and dry your hands thoroughly with soap and water
27. At the end of each day, thoroughly wash the nappy change mat and nappy change area with soap and water. Allow the change mat to dry, preferably in the sun.
28. Disinfect area with bleach solution in the event of spills (urine/faeces/vomit). Additional hygiene measures must be implemented to reduce spread of diseases such as gastroenteritis

**IMPORTANT: Never leave a child unattended on a change table**



# NUTRITION AND FOOD SAFETY POLICY

As per Education and *Care Services National Law and Regulations*, SMCELC has a nutritional and food safety policy and procedures in place to ensure quality practices relating to nutrition, food and beverages and dietary requirements are followed at all times.

SMCELC recognises the importance of safe food handling and healthy eating to promote the growth and development of young children and is committed to supporting the healthy food and drink choices of children in our care. We acknowledge that the early childhood setting has an important role in supporting families in healthy eating. SMCELC therefore recognises the importance of supporting families to provide healthy food and drink to their children.

We are committed to implementing the healthy eating key messages outlined in the Australian Dietary Guidelines and the Australian Guide to Healthy Eating. We support and promote the NSW Health initiative *Munch & Move* and utilise the Australian Government's *Get Up & Grow-Healthy Eating and Physical Activity for Early Childhood* and *Eat for Health* resources.

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented
2.1.3	Healthy lifestyles	Healthy eating and physical activity are promoted and appropriate for each child

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
77	Health, hygiene and safe food practices
78	Food and beverages
79	Service providing food and beverages
80	Weekly menu
90	Medical conditions policy
91	Medical conditions policy to be provided to parents
160	Child enrolment records to be kept by approved provider and family day care educator
162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures





170	Policies and Procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures

## RELATED POLICIES

Administration of First Aid Policy Bottle Safety and Preparation Policy Breastfeeding Policy Child Safe Environment Policy Dealing with Infectious Diseases Policy Enrolment Policy Excursions / Incursions Policy	Governance Policy Health and Safety Policy Incident, Injury, Trauma and Illness Policy Medical Conditions Policy Multicultural Policy
--	---

## PURPOSE

Early childhood education and care (ECEC) Services are required by legislation to ensure the provision of healthy foods and drinks that meet the requirements for children according to the *Australian Dietary Guidelines*. It is essential that SMCELC partners with families to provide education about nutrition and promote healthy eating habits for young children to positively influence their health and wellbeing. Dietary and healthy eating habits formed in the early years are shown to continue into adulthood and can reduce the risk factors associated with chronic adult conditions such as obesity, type 2 diabetes and cardiovascular disease.

SMCELC recognises the importance of healthy eating for the growth, development, and wellbeing of young children and is committed to promoting and supporting healthy food and drink choices for children in our care. This policy affirms our position on the provision of healthy food and drink while children are in our care and the promotion and education of healthy choices for optimum nutrition.

We believe in providing a positive eating environment that reflects dietary requirements, cultural and family values, and promotes lifelong learning for children, as we commit to implementing and embedding the healthy eating key messages outlined in the NSW Health's *Munch & Move* program into our curriculum and to support the *National Healthy Eating Guidelines for Early Childhood Settings* outlined in the *Get Up & Grow* resources.

SMCELC is also committed to ensuring consistently high standards of food preparation and food storage and transportation are adhered to.

## SCOPE

This policy applies to children, families, staff, educators, visitors, and management of SMCELC.



## IMPLEMENTATION

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

All food prepared by SMCELC or families will endeavour to be consistent with the Australian Dietary Guidelines and provide children with 50% of the recommended dietary intake for all nutrients. Food will be served at various times throughout the day to cater for all children's nutritional needs. Mealtimes reflect a relaxed and pleasant environment where educators engage in meaningful conversations with children. This assists in creating a positive and enjoyable eating environment. Food will be prepared in accordance with the Food Safety Program. All kitchens and food preparation areas will comply with Food Standards Australia and New Zealand (FSANZ) and any relevant local jurisdictional requirements (i.e., local council registrations and inspections). All staff involved in the stages of food handling have the skills and knowledge to ensure food safety is a priority.

## NUTRITION

### Encourage and support breastfeeding and appropriate introduction of solid foods

SMCELC will:

- provide a suitable place within SMCELC where mothers can breastfeed their babies or express breast milk
- support mothers to continue breastfeeding until babies are at least 12 months of age while offering appropriate complementary foods from around 6 months of age
- ensure the safe handling of breast milk and infant formula including transporting, storing, thawing, warming, preparing, and bottle feeding
- in consultation with families, offer cooled pre-boiled water as an additional drink from around 6 months of age
- where breastfeeding is discontinued before 12 months of age, substitute with a commercial infant formula
- always bottle-feed babies by holding baby in a semi-upright position
- ensure appropriate foods (type and texture) are introduced around 6 months of age
- adjust the texture of foods offered between 6 and 12 months of age to match the baby's developmental stage
- offer a variety of foods to babies from all the food groups
- always supervise babies while drinking and eating, ensuring safe bottle-feeding and eating practices at all times.

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

Where food is brought from home SMCELC will:

- provide information to families on the types of foods and drinks recommended for children and that are suitable for children's lunchboxes



- provide information to families on how to read the *Nutritional Information Panel* on food and drink labels
- encourage children to eat the more nutritious foods provided in their lunchbox, such as sandwiches, fruit, cheese and yoghurt, before eating any less nutritious food provided
- strongly discourage the provision of highly processed snack foods high in fat, salt, and/or sugar, and low in essential nutrients in children’s lunchboxes. Examples of these foods include sweet biscuits, some muesli bars, breakfast bars and fruit filled bars, and chips.
- food items that should not be brought to SMCELC include confectionary (lollies, sweets, chocolate, jelly), deep fried foods (chicken nuggets, fish fingers) and sugary drinks (cordial, energy drinks).

**APPROVED PROVIDER/ MANAGEMENT/ NOMINATED SUPERVISOR WILL:**

- ensure educators and staff are aware of their responsibilities and obligations under the Education and Care Services National Law and National Regulations in relation to this policy and relevant procedures to ensure awareness of safe food handling practices while promoting healthy eating
- ensure new staff and educators are aware of food practices and procedures as outlined in this policy during induction and orientation
- ensure water is readily available for children to drink throughout the day in both the indoor and outdoor environment
- ensure food and beverages are offered to children regularly during the day
- ensure enrolment forms include information relating to child’s food preferences, allergies, intolerances, cultural or religious considerations or medical conditions which involve food or food practices
- consult with families on enrolment to develop individual management plans, including completing Risk Minimisation Plans for children with medical conditions involving food allergies, food intolerances and special dietary requirements as per *Medical Conditions Policy*
- ensure children’s individual dietary requirements as per enrolment information or medical condition plans are communicated to all staff and food handlers
- ensure any changes to children’s individual dietary requirements are recorded and communicated to all staff and food handlers
- ensure all staff and food handlers attend basic safe food handling training, including an appropriate Food Safety and Food Hygiene Certificate
- ensure the weekly menu is displayed in an accessible and prominent area for parents to view
- ensure the weekly menu is accurate and describes the food and beverages provided each day of the week
- ensure SMCELC menu is reviewed on a regular basis, every 6 months. Amendments made to SMCELC menu will be recorded.
- encourage and provide opportunities for staff and educators to undertake regular professional development to maintain and enhance their knowledge about early childhood nutrition and food safety practices



## EDUCATORS/ FOOD HANDLERS WILL:

- ensure water is readily available for children to drink throughout the day in both the indoor and outdoor environment
- be aware of children with food allergies, food intolerances, and special dietary requirements and consult with families and management to ensure individual management plans are developed and implemented, including completing Risk Minimisation Plans for children with medical conditions involving food as per *Medical Conditions Policy*
- ensure young children do not have access to foods that may cause choking
- ensure all children remain seated while eating and drinking
- ensure all children are always supervised children whilst eating and drinking
- participate in regular professional development to maintain and enhance knowledge about early childhood nutrition and food safety practices
- participate in safe food handling training on a regular basis, every 12 months, including the completion of an appropriate Food Safety and Food Hygiene Certificate
- consult with children, families, educators and dietitians regarding the review of SMCELC menu
- follow the guidelines for serving different types of food and the serving sizes in the guidelines
- use the Australian Government “eat for health” calculator- [www.eatforhealth.gov.au](http://www.eatforhealth.gov.au)
- display nutritional information for families and keep them regularly updated
- consider the needs of various age groups at SMCELC- meal times may be offered progressively or at different times
- ensure food is presented attractively
- ensure infants are fed individually by educators
- ensure age and developmentally appropriately utensils and furniture are provided for each child
- not allow food to be used as a form of punishment or to be used as a reward or bribe
- not allow the children to be force fed or being required to eat food they do not like or more than they want to eat
- encourage toddlers to be independent and develop social skills at mealtimes
- establish healthy eating habits in the children by incorporating nutritional information into our program
- talk to families about their child’s food intake and voice any concerns about their child’s eating
- encourage parents to the best of our ability to continue our healthy eating message in their homes
- ensure pets or animals are not present within the kitchen or food preparation areas

## FOOD HYGIENE

Food poisoning is caused by bacteria, viruses, or other toxins being present in food and can cause extremely unpleasant symptoms such as diarrhoea, vomiting, stomach cramps, and fevers. Children under five years of age are considered a high-risk group as their immune systems are still developing and they produce less of the stomach acid required to kill harmful bacteria than older children or adults (Foodsafety.gov. 2019).

SMCELC will strictly adhere to food hygiene standards to prevent the risk of food poisoning.



## Buying and transporting food

SMCELC will:

- ensure food supplies have been ordered in a timely manner
- always check labels for the 'use by' and 'best before' dates, understanding that 'use by' dates apply to perishable foods that could potentially cause food poisoning if out of date, whilst 'best before' dates refer to food items with long shelf life but quality could be compromised
- avoid buying food items in damaged, swollen, leaking or dented packaging
- always check eggs within cartons: Never buy dirty or cracked eggs.
- never buy any food item if unsure about its quality
- ensure fresh meat, chicken, or fish products cannot leak on to other food items
- ensure chilled, frozen, and hot food items are kept out of the 'danger zone' (5 °C to 60 °C) on the trip back to SMCELC by:
  - not getting chilled frozen, or hot food items until the end of the shopping.
  - placing these items in an insulated shopping bag or cooler
  - immediately unpacking and storing these items upon the return to SMCELC

## Storing food

SMCELC will:

- ensure the refrigerator and freezer has a thermometer and that the refrigerator is maintained at 5 °C or below and the freezer is maintained at -17 °C or below
- ensure fridge and freezer temperatures are checked daily
- store raw foods below cooked foods in the refrigerator to avoid cross contamination by foods dripping onto other foods
- ensure fresh meat is not stored in the fridge for more than 3 days
- ensure that all foods stored in the refrigerator are stored in strong food-safe containers with either a tight-fitting lid, or tightly applied plastic wrap or foil
- ensure that all foods not stored in their original packaging are labelled with:
  - the name of the food
  - the 'use by' date
  - the date the food was opened
  - details of any allergens present in the food
- transfer the contents of opened cans into appropriate containers
- ensure all bottles and jars are refrigerated after opening
- place 'left-over' hot food in an appropriate sealed container in the refrigerator as soon as the steam has stopped rising. Food can be cooled quickly to this point by placing in smaller quantities in shallow containers, reducing the amount of time sitting in the 'danger zone'.
- not reuse disposable containers (e.g., Chinese food containers).
- store dry foods in labelled and sealed, air-tight containers if not in original packaging
- store dry foods in cupboards or if in a walk-in pantry, on shelving no lower than 30cm from the floor



- not place anything on the floor of a walk-in pantry (as containers of any type create easy access to shelves for mice and rats)
- store bulk dry foods only in food-safe and airtight containers
- use the FIFO (first in, first out) rule for all foods (dry, chilled, and frozen) to ensure rotation of stock so that older stock is used first
- store cleaning supplies and chemicals separate to food items
- ensure breastmilk or infant formula is stored within the main section of the fridge and clearly labelled with the child's name and date of preparation.

## Cleaning

SMCELC will:

- ensure that food preparation areas and surfaces are cleaned both before, after, and during any food preparation
- ensure that all cooking and serving utensils are cleaned and sanitised before use
- ensure that all dishwashing sponges, brushes, and scourers are cleaned after each use and allowed to air dry or placed in the dishwasher
- ensure the food storage area is clean, ventilated, dry, pest free, and not in direct sunlight
- ensure refrigerators and freezers are cleaned regularly and door seals checked and replaced if not in good repair
- prevent pest infestations by cleaning spills as quickly as possible and ensuring rubbish and food scraps are disposed of frequently
- ensure that floor mops are thoroughly cleaned and air dried after each use
- replace any cleaning equipment that shows signs of wear or permanent soiling.

## Personal hygiene for food handlers

SMCELC will ensure:

- clean clothing is worn by food handlers (such as an apron or appropriate jacket)
- long hair is tied back or covered with a net (hairspray may be used for fringes to secure hair).
- hand and wrist jewellery are not worn while preparing food (e.g. rings and bracelets)
- nails are kept short and clean and no nail polish is worn (as it can chip into food and hide dirt under the nails)
- strict hand-washing hygiene is adhered to, including washing hands each time they return to the kitchen before continuing with food preparation duties
- wounds or cuts are covered with a brightly coloured, waterproof dressing (that will easily be seen if it falls off), and gloves will be worn over any dressings
- staff who are not well will not prepare or handle food.

All staff handling food will:

- ensure children and staff wash and dry their hands (using soap, running water, and single use disposable towels or individual hand towels) before handling food or eating meals and snacks
- ensure gloves (and food tongs) are used by all staff handling 'ready to eat' foods.



- ensure food is stored and served at safe temperatures (below 5°C or above 60°C), with consideration to the safe eating temperature requirements of children
- ensure separate cutting boards are used for raw meat and chicken, fruit and vegetables, and utensils and hands are washed before touching other foods
- discourage children from handling other children's food and utensils
- ensure food-handling staff members attend relevant training courses and pass relevant information on to the rest of the staff.

### Creating a positive learning environment

SMCELC will:

- ensure that educators sit with the children at meal and snack times to role-model healthy food and drink choices and actively engage children in conversations about the food and drink provided
- choose water as a preferred drink
- endeavour to recognise, nurture and celebrate the dietary differences of children from culturally and linguistically diverse backgrounds
- create a relaxed atmosphere at mealtimes where children have enough time to eat and enjoy their food as well as enjoying the social interactions with educators and other children
- encourage older toddlers and pre-schoolers to assist to set and clear the table and serve their own food and drink, providing opportunities for them to develop independence and self-esteem while promoting children's agency and decision-making
- respect each child's appetite. If a child is not hungry or is satisfied, do not insist he/she eats.
- be patient with messy or slow eaters
- encourage children to try different foods but do not force them to eat
- not use food as a reward or withhold food from children for disciplinary purposes
- role-model and discuss safe food handling with children

### Service Program

SMCELC will:

- foster awareness and understanding of healthy food and drink choices through including in the children's program a range of learning experiences encouraging children's healthy eating
- encourage children to participate in a variety of 'hands-on' food preparation experiences
- provide opportunities for children to engage in discovery learning and discussion about healthy food and drink choices
- embed the importance of healthy eating and physical activity in everyday activities and experiences.

### Cooking with children

Cooking can help develop children's knowledge and skills regarding healthy eating habits. Cooking is a great, fun activity and provides opportunities for children to be exposed to new foods, sharing of recipes and cooking skills. On these occasions participating educators will be vigilant to ensure that the experience remains safe, and relevant food hygiene practices are adhered to.



## Communicating with families

SMCELC will:

- provide a copy of the *Nutrition and Food Safety Policy* to all families upon orientation at SMCELC
- provide opportunities for families to contribute to the review and development of the policy
- request that details of any food allergies or intolerances or specific dietary requirements be provided to SMCELC and work in partnership with families to develop an appropriate response so that children's individual dietary needs are met
- communicate regularly with families about food and nutrition related experiences within SMCELC and provide up to date information to assist families to provide healthy food choices at home
- communicate regularly with families and provide information and advice on appropriate food and drink to be included in children's lunchboxes. This information may be provided to families in a variety of ways including factsheets, newsletters, during orientation, information sessions and informal discussion.
- discuss discretionary choices- (food and beverages which are not necessary as part of a balanced diet) with families and if necessary, remove items from children's lunch boxes. Alternative healthy food will be offered to children.

## Source

Australian Breast-Feeding Association Guidelines: <https://www.breastfeeding.asn.au/>

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

Australian Children's Education & Care Quality Authority. (2021). *Nutrition, food and beverages, dietary requirements Policy Guidelines*.

Australian Government Department of Education, Skills and Employment. *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*. (2009).

Australian Government Department of Health *Eat for Health The Australian Dietary Guidelines*

<https://www.eatforhealth.gov.au/guidelines>

Education and Care Services National Law Act 2010. (Amended 2018).

[Education and Care Services National Regulations](#). (2011).

*Food Act 2003*

*Food Regulation 2015*

Food Safety Standards (Australia only). (2015):

<http://www.foodstandards.gov.au/industry/safetystandards/Pages/default.aspx>

*Food Standards Australia and New Zealand Act 1991*

Food Standards Australia New Zealand. (2016). Safe Food Australia – A guide to the food safety standard (3<sup>rd</sup>

Ed.): <http://www.foodstandards.gov.au/publications/Pages/safefoodaustralia3rd16.aspx>

Food Standards Australia New Zealand: <http://www.foodstandards.gov.au/Pages/default.aspx>

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

Guide to the National Quality Framework. (2017). (amended 2020).

National Health and Medical Research Council. Australian Dietary Guidelines 2013):

<https://www.nhmrc.gov.au/about-us/publications/australian-dietary-guidelines>





National Health and Medical Research Council. Department of Health and Ageing. Infant Feeding Guidelines. (2013):  
[https://www.eatforhealth.gov.au/sites/default/files/files/the\\_guidelines/n56b\\_infant\\_feeding\\_summary\\_130808.pdf](https://www.eatforhealth.gov.au/sites/default/files/files/the_guidelines/n56b_infant_feeding_summary_130808.pdf)

National Health and Medical Research Council. Eat for health: <https://www.eatforhealth.gov.au/>

NSW Food Authority: <http://www.foodauthority.nsw.gov.au/>

NSW Government. Healthy Kids. (2019). Munch and Move: <https://www.healthykids.nsw.gov.au/campaigns-programs/about-munch-move.aspx>

Revised National Quality Standard. (2018).

The Australian Dental Association: <https://www.ada.org.au/Home>

The Department of Health. Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood – Staff/Carers Book: [https://www.health.gov.au/resources/collections/get-up-grow-resource-collection?utm\\_source=health.gov.au&utm\\_medium=callout-auto-custom&utm\\_campaign=digital\\_transformation](https://www.health.gov.au/resources/collections/get-up-grow-resource-collection?utm_source=health.gov.au&utm_medium=callout-auto-custom&utm_campaign=digital_transformation)

Victoria State Government Education and Training Nutrition Australia *Healthy eating in the National Quality Standard A guide for early childhood education and care services*

*Work Health and Safety Act 2011*

Work Health and Safety Regulations 2011.



## ORIENTATION OF FAMILIES

Enrolment and orientation to any Early Education and Care Service is an exciting and sometimes, an emotional time for children and families. It is important to manage this time with sensitivity and support, building partnerships between families and SMCELC and importantly, trust with the child. Such partnerships enable SMCELC and families to work toward the common goal of promoting consistent quality outcomes for individual children and SMCELC.

### NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with SMCELC	Families are supported from enrolment to be involved in their service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about SMCELC and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.3	Community and engagement	SMCELC builds relationships and engages with its community.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
160	Child enrolment records to be kept by approved provider and family day care educator
161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record
177	Prescribed enrolment and other documents to be kept by approved provider
181	Confidentiality of records kept by approved provider
183	Storage of records and other documents



## RELATED POLICIES

Delivery of Children to, and collection from Education and Care Service Premises Policy Administration of Medication Policy Child Safe Environment Policy Code of Conduct Policy	Enrolment Policy Incident, Injury, Trauma and Illness Policy Payment of Fees Policy Safe Arrival of Children Policy Privacy and Confidentiality Policy Sick Children Policy
--	--

## PURPOSE

We aim to ensure children and families are provided with an orientation procedure that allows the family to transition into SMCELC positively and well-informed, meeting the children and families' individual needs. We strive to establish respectful and supportive relationships between families and SMCELC to promote positive outcomes for children whilst adhering to legislative requirements.

## SCOPE

This policy applies to children, families, staff, management, Approved Provider, Nominated Supervisor and visitors of SMCELC.

## IMPLEMENTATION

Orientation is an important process for children, families and educators to gain vital information about the individual child's needs, interests and strengths. To enable children to feel safe and secure, and to set the foundations for a trusting partnership, we feel that it is necessary for the family to attend an orientation visit. This visit, or visits, assist the child to adjust to a new setting and helps to make the transition from home to SMCELC a smooth and positive experience.

During orientation, educators will discuss the following in order to gain a better understanding in supporting the family through our Collaborative Partnerships with Families Form regarding the following:

- the cultural and/or linguistic background for families from non-English speaking backgrounds (external support may be required)
- the family's needs in relation to work or other commitments
- days and times child care is required
- the family's previous knowledge or experience of other children's services
- any additional needs of the child and/or their family
- any court orders, parenting orders that are applicable to the child
- service philosophy and curriculum
- the child's interests
- family goals and expectations
- any allergies or dietary needs for the child
- emergency or health care plans for the child if relevant



- SMCELC and room routines.

#### THE APPROVED PROVIDER/NOMINATED SUPERVISOR/MANAGEMENT WILL ENSURE:

- educators, staff, students and volunteers have knowledge of and adhere to this policy
- families are aware of this *Orientation of Families Policy*
- the orientation process is well organised, flexible, and informative
- the child and family visit SMCELC and familiarise themselves with the environment. The child may participate in the activities and experiences if they feel comfortable.
- the family and child/children are introduced to the educators in the room
- to create a welcoming environment and interact positively with the child and family
- the child and family are respected at all times, acknowledging the individuality of each parenting style
- families are encouraged to ring, email, or visit SMCELC as often as they like when their child has commenced care
- the child is allocated a focus educator
- families are reassured that if the child is distressed over a long period of time the educators will contact them
- support agencies are contacted for children with additional needs
- families know how to provide feedback
- families are informed that critical information from their child's enrolment form is communicated with educators- (emergency contacts, authorised nominees, court orders, immunisation status, medical and health conditions where relevant)

#### EDUCATORS WILL:

- greet children and families upon arrival
- create a welcoming and inviting environment
- discuss with families the best transition process for their child
- encourage families to stay as long as they need to in order to reassure their child
- encourage families to say good-bye to the child when dropping off
- phone families if the child remains distressed
- seek information about the child and family throughout the orientation process

#### DURING THE ORIENTATION OF SMCELC, FAMILIES WILL BE:

- provided with SMCELC enrolment form to be completed (assistance to complete this form is available if required)
- partnerships with families form to be completed
- provided with an outline of SMCELC policies, which will include payment of fees, sun safety, incident, injury, trauma and illness and medical authorisation.
- advised of the enrolment fee and bond (if applicable)
- provided with information about Child Care Subsidy (CCS) and myGov website



- provided with a Family Handbook
- asked to provide their child's immunisation history statement when enrolling their child- Australian Childhood Immunisation Register
- shown the signing in/out process
- provided with information about the software apps SMCELC uses and receive relevant invites for CCS, communication with parents, observations and documentation
- advised of appropriate clothing for the child to wear to SMCELC, including appropriate closed toed shoes
- advised of what the child will be required to bring each day (water bottle, hat, change of clothes)
- informed about policies regarding children bringing in toys from home
- informed about wearing sun safe hats and application of sunscreen
- introduced to the child's educators
- taken on a tour around SMCELC by the Director
- shown where children's belongings will be kept each day
- informed about meals, snacks and drinks provided by SMCELC
- required to discuss medical management plans and allergies (if applicable)
- advised about documentation available through Xplor Home
- introduced to the room routine and Service program. This includes portfolios (if applicable) and the observation cycle.
- informed about communication methods including meetings, interviews, newsletters, emails etc.
- invited to set family goals for their child
- asked to confirm their preferred method of communication.

### ROOM TRANSITION- Moving up and moving on

When children transition to a new age group or room at the end of the year, SMCELC ensures we provide information to parents and families and opportunities for the child to become orientated to their new educators, environments and peers towards the end of the year.

We encourage parents and families to ask questions to support their child's transition and overcome any potential anxiety and complete a Partnership with Families form.

- Children will only be transitioned when they are ready in all aspects of their development and in accordance with their age
- Room transitions will occur when there is a vacant position for the child
- Management will consult with families when a child is transitioning to the next room, discussing their expectations and requirement to ensure the child settles into their new environment.
- Management and educators aim to ensure the transition between rooms is positive and smooth, communicating with families about how the transition is progressing.
- Management will invite families to information evenings/sessions to discuss room transitions at key times in the year.

### EVALUATION AND FOLLOW UP

Once the child has attended SMCELC for a few days, educators will ensure they:



- speak directly with the family to ask how their child and the family has settled into the routine of childcare
- welcome any questions or concerns the family may have
- provide information to the family of how their child has settled in these early days (interests, friends, songs they like to sing, craft activities etc.)
- request families to offer suggestions of how SMCELC could improve the orientation process (provide families with an Orientation Survey to complete).

### CONTINUOUS IMPROVEMENT/REFLECTION

Our *Orientation of Families Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

### SOURCE

Australia Children’s Education & Care Quality Authority. (2014).

Australia Children’s Education & Care Quality Authority. (2023). [\*Guide to the National Quality Framework.\*](#)

Australian Government Department of Education. [\*Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0, 2022\*](#)

Revised National Quality Standard (2018).

The Australian parenting website Raising children

<https://raisingchildren.net.au/preschoolers/play-learning/preschool/starting-preschool>

[Western Australian Education and Care Services National Regulations](#)



## PAYMENT OF FEES POLICY

Under the *Education and Care Services National Regulations*, an approved provider must ensure that policies and procedures are in place for the payment of fees and the provision of a statement of fees charged by SMCELC and take reasonable steps to ensure policies and procedures are followed. (ACECQA, 2021).

Quality early education and care provides the foundation for children’s development and social engagement whilst supporting workforce participation of parents and carers. SMCELC is committed to providing quality education and care to all children at an affordable fee for families.

As an approved childcare service, Child Care Subsidy (CCS) is available to reduce fees to eligible families. Our fee structure is based on our ability to provide the requirements of the Education and Care National Law and National Regulations, Family Assistance Law, the Australian Taxation Office and guidelines contained in the Child Care Provider Handbook.

### NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined, and understood and support effective decision making and operation of SMCELC

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies and procedures

### RELATED LEGISLATION

Child Care Subsidy Secretary’s Rules 2017 A New Tax System (Family Assistance) Act 1999	Family Law Act 1975 Family Assistance Law – Incorporating all related legislation for Child Care Provider Handbook in Appendix G
--	---



	<a href="https://www.dese.gov.au/resources-child-care-providers/resources/child-care-provider-handbook">https://www.dese.gov.au/resources-child-care-providers/resources/child-care-provider-handbook</a>
--	---

## RELATED POLICIES

Delivery of Children to, and collection from Education and Care Service Premises Policy Child Care Subsidy (CCS) Governance Policy Dealing with Complaints Policy Enrolment Policy	Fraud Prevention Policy (BEING CREATED) Governance Policy Orientation of Families Policy Privacy and Confidentiality Policy Termination of Enrolment Policy
--	---

## PURPOSE

For parents to gain a clear understanding of SMCELC fee structure, payment requirements and Child Care Subsidy benefits prior to enrolment. This policy explains process of fee payment and the necessity of ensuring children’s fees are paid on time and consequences for failure to pay fees on time.

## SCOPE

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

## IMPLEMENTATION

SMCELC aims to ensure families understand the fee schedule and payment process required for education and care to be provided for their child. We are committed to meet our obligations to maintain financial integrity and comply with all Child Care Subsidy legislative requirements. We have effective compliance systems in place to ensure childcare funding is administered appropriately. SMCELC ensures the confidentiality and privacy of all personal information provided to SMCELC about the enrolled child and family.

Our fee structure includes:

### Enrolment Fee and Levy’s

- Enrolment Fee - \$30 per child or \$50.00 per family. This is charged upon confirmation of enrolment. This fee must be paid prior to commencement at SMCELC. This is an annual fee and is charged with re enrolment each consecutive year.
- Resource and strategic plan levy - \$60 per child/family. This is charged on the first day of May annually. The fee contributes towards purchasing high quality educational resources for SMCELC.
- Working Bee Levy - \$70 per child/family. This is charged on the first day of November annually. During the year families can choose to participate in a working bee held by SMCELC. The working bee levy will then be waived for those families.





## General Fees

- Session Fees:
  - 0-2 years - \$116 per day
  - 2-5 years - \$116 per day
- Fees are charged for each session of care and vary depending on the age of the child in care and the family's eligibility for Child Care Subsidy (CCS).
- 2 weeks fees are to be paid in advance at the time of accepting your Childs enrolment to hold their position at SMCELC.
  - Parent/guardians will be directed to accept the CWA in Xplor Home.
  - Once accepted your Childs enrolment will be sent through to Centrelink.
  - This must be completed within 24hrs of receiving the instructional email from the Administration Manager.
  - Parents/guardians must then accept the Centrelink enrolment within 24hrs of it being released by Centrelink.
  - Once all steps are completed Centrelink will update SMCELC with your Childs CCS entitlements.
  - The Administration Manager will then email your two week 'gap' that is required to be paid to SMCELC to hold your Childs place.
  - Payment of gap will be required within one week of 'gap' email being sent.
- CCS is paid directly to SMCELC and this is used as a fee reduction (visible on a family's statement).
- Families are required to pay the difference between the fee charged and the subsidy amount- the 'gap' amount
- Fees must be kept a minimum of 2 weeks in advance of a child's attendance.
- Receipts of payment are provided on the statement of account issued fortnightly.
- Fees are charged for full sessions only (10hrs) regardless of the actual attendance hours during the day.
- Casual days may be offered to families if available and charged at the daily session cost.
- Fees are payable 2 weeks in advance for every session that a child is enrolled at SMCELC. This includes any staff development day, sick days, and family holidays but excludes the period when SMCELC is closed for the yearly Christmas / New Year 2-week break.
- SMCELC closes for all NSW Public Holidays. If a session of care falls on a public holiday, families are required to pay normal fees. CCS may be paid for sessions that fall on public holidays.
- SMCELC may be directed to close for periods of time due to local emergencies for example, a pandemic, or Extreme Weather Days such as heavy snow, bushfire or floods.
- Families are allowed two (2) pre-paid 'Extreme Weather Days' per year.
- When SMCELC receives 2 weeks' notice of the cancellation of the child's enrolment, the 2 weeks held in advance will be used towards the child's final fortnight in care or for any outstanding amount owing in the child's account.



## Child Care Subsidy (CCS)

- Parents/guardians are required to register for CCS through their [myGov](#) account linked to Centrelink and provide documentation to support the CCS payment
- Basic requirements that must be satisfied for an individual to be eligible to receive Child Care Subsidy. The child must:
  - be a 'Family Tax Benefit child' or 'regular care child' and
  - be 13 or under and not attending secondary school and
  - meet immunisation requirements
- The person claiming the Child Care Subsidy, or their partner must:
  - meet residency requirements and
  - be liable to pay for care provided under a Complying Written Arrangement (their written agreement) with their childcare provider
- Childcare must be provided by an approved provider
- Families level of Child Care Subsidy will be determined by:
  - combined family income
  - activity test of parents
  - type of early learning and childcare Service.
- Child Care Subsidy will be provided directly to SMCELC and this amount deducted from the parent/family account.
- Families must regularly check their details are correct and report a change in circumstance to Centrelink (family income, activity levels, relationship changes or any other changes to their circumstances).
- Any disputes with CCS payments is the responsibility of the family. The family will be referred to contact Centrelink directly for any enquiries regarding CCS payments.
- Discounts will only be offered as outlined in the CCS Handbook. Any discounts will be offered on the full rate of care before CCS has been calculated.

## Payment of fees

- Fees are to be paid fortnightly, in advance, by bank transfer to the bank account listed on statements. If families wish to pay fees on a monthly basis, it is a requirement that the family pay in advance and not in arrears.
- Administration will advise you of your fortnightly 'gap' amount once your child's Centrelink enrolment has been confirmed and subsidy has been applied to your child's enrolment.
- Families will be issued with a Statement of Entitlement on a fortnightly basis in accordance with the fee payment and Regulatory requirements
- The Statement of Entitlement will include details of the sessions of care provided and the resulting fee reduction amounts
- The Statement of Entitlement is generated using our CCS Software which meets all requirements as per Family Assistance Law legislation

## Absences from Service

- Families are requested to contact SMCELC if their child is unable to attend a particular session



- Families must still pay the 'gap' fee to SMCELC if their child is unable to attend
- Under the Child Care Subsidy families are allowed 42 absence days per child, per financial year and may be entitled to additional absence days in certain circumstances. (See Child Care Subsidy Handbook)
- Additional absences can be claimed for the specified reasons as defined by the Family Assistance Law
- Records and evidence will be kept by SMCELC for each additional absence, where required
- Families can view their absence count through their Centrelink online account via [myGov](#).
- In a period of local emergency, such as a pandemic, and SMCELC is temporarily shut down on public health advice, families *may* be provided with additional absence days as per Family Assistance Law legislation.
- If SMCELC is forced to close because of a public health directive, due to a pandemic or infectious disease, we may waive gap fees, when we are given permission by the Government to do so.
- Absences due to Extreme Weather, families are allowed two (2) pre-paid absences per year.

### Financial Difficulties

- If a family is experiencing financial difficulties, a suitable payment plan may be arranged with authorisation of the Approved Provider.
- Families can apply for Additional Child Care Subsidy (ACCS) through Centrelink for additional fee assistance.
- There are four different payments under Additional Child Care Subsidy:
  - **Additional Child Care Subsidy (child wellbeing)**—to help children who are at risk of serious abuse or neglect. The approved provider is involved in determining children who may require additional support who are at risk of harm
  - **Additional Child Care Subsidy (grandparent)**—to help grandparents on income support who are the principal caregiver of their grandchildren. Families are required to contact Centrelink directly regarding this payment
  - **Additional Child Care Subsidy (temporary financial hardship)**—to help families experiencing financial hardship. Families are required to contact Centrelink directly regarding this payment
  - **Additional Child Care Subsidy (transition to work)**—to help low-income families transitioning from income support to work. Families are required to contact Centrelink directly regarding this payment

### Debt Recovery Procedure

- If a family fails to pay the required fees on time, a reminder letter will be issued after **one week** and then again, after **two weeks** if the fees are still outstanding.
- At any time of the debt recovery process the family will be encouraged to enter a debt agreement with SMCELC to repay outstanding fees. A written contract will be provided for the family to sign outlining repayment plan details. The repayment plan will provide information as to the duration and amount of the repayments as well as steps that will be taken if the repayment plan is not adhered to.



- A child's position will be terminated if payment has not been made after **three weeks**, for which the family will receive a final letter terminating the child's position. At this time SMCELC will initiate its debt collection process, following privacy and conditional requirements.

### Late Fees

- SMCELC is not licensed or insured to have children on the premises after hours. This is a breach in the Education and Care Regulations.
- It is unacceptable to pick children up late from SMCELC. A late fee will apply where children are not picked up prior to closing time.
- Currently, an additional late fee of \$20.00 for the first five minutes and then \$5 for each minute thereafter will be incurred by the family.
- A review of the child's enrolment will occur where families are consistently late with fee payment.

### Change of Fees

- Fees are subject to change at any time provided a minimum of **four weeks** written notice is given to all families.
- CCS hourly rate caps may be increased by the [CPI](#) at the commencement of each financial year, Any CCS hourly rate increases are governed by CCS and are automatically adjusted through our CCS Software.

### Termination of Enrolment

- Parents are to provide **two weeks** written notice of their intention to withdraw a child from the centre.
- If termination from SMCELC is required without notification, families may lose their Child Care Subsidy, resulting in the payment of requirement for full fees to be charged.
- In some circumstances CCS may not be paid for sessions if the child has not physically started care.
- Additionally, CCS may not be paid for absences submitted after a child's last physical day of care, unless conditions have been met as specified by Family Assistance Law.

### Responsibility of Management

The Nominated Supervisor is responsible for:

- ensuring all families are aware of our *Payment of Fees Policy*
- ensuring enrolments are submitted correctly with the appropriate enrolment information
- providing families with regular statement of fees payable
- notifying families of any overdue fees
- providing families with reminder letters as required
- terminating enrolment of children should fees not be paid
- discussing fee payment with families if required
- providing at least 4 weeks written notice to families of any fee increases or changes to the way fees are collected



## Responsibility of Families

- Provide SMCELC with the correct enrolment details to facilitate the CCS claim, if required, including:
  - Centrelink Reference Numbers for child and CCS claimant
  - Date of Birth for child and CCS claimant
- Ensure payment of fees as per policy
- Notify Centrelink of any changes that may affect their CCS entitlement
- Confirm their child's enrolment through the parents myGov account.

## Third Party Payments

Parents are generally liable to pay the co-contribution for childcare fees. Only state and territory governments (and their agencies) can contribute to the cost, in part or full, of childcare fees for families.

Where an agreement has been made between an employer or charity to assist in the contribution of fees the fees must be reduced accordingly before CCS has been applied.

SMCELC will record all documentation regarding any third party payments.

## Complaints relating to the administration of Child Care Subsidy

Families who wish to raise concerns regarding the management of Child Care Subsidy should speak with the Nominated Supervisor in the first instance. The Nominated Supervisor will follow the steps as outlined in this policy, including advising the Approved Provider of all grievances.

Families can raise concerns regarding management of the Child Care Subsidy to the dedicated Child Care Tip-Off Line either via phone or email:

Phone: 1800 664 231

Email: [tipoffline@dese.gov.au](mailto:tipoffline@dese.gov.au)

## Resources and information for families

[Child Care Subsidy](#)

[Centrelink Customer Reference Number](#)

[Absences from childcare- Australian Government](#)

## Source

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

Australian Children's Education & Care Quality Authority. (2021). Policy and procedure guidelines. *Payment of Service Fees and Provision of a Statement of Fees Charged by SMCELC*.

Australian Government Department of Education, Skills and Employment Child Care Provider Handbook

<https://www.dese.gov.au/resources-child-care-providers/child-care-provider-handbook>

Australian Government Department of Education, Skills and Employment *Early Childhood and Care*

<https://www.dese.gov.au/early-childhood>

Australian Government Department of Education, Skills and Employment *Information for child care providers when a period of local emergency occurs*

Education and Care Services National Law Act 2010. (Amended 2018).

[Education and Care Services National Regulations](#). (2011).



Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).  
Guide to the National Quality Framework. (2017). (Amended 2020).  
Kearns, K. (2017). *The Business of Childcare* (4<sup>th</sup> Ed.).  
Revised National Quality Standard. (2018)



# PERFORMANCE MANAGEMENT POLICY

SMCELC is committed to creating a work environment that maximises individual and team performance, values all staff members and helps to build our capacity to care and educate children enrolled in SMCELC. We believe that Performance Management has significant benefits for our childcare service, as it leads to inspired and enhanced performance from each educator, co-ordinator and staff member. Performance Review meetings are viewed as an opportunity for each staff member to plan proactively for the year ahead.

This policy will provide guidance for employers and management on how to monitor performance, plan and review work objectives and understand staff achievements. Where there is underperformance, we will work to resolve this promptly and effectively in accordance with an individual *Performance Improvement Plan* developed in conjunction with the employee.

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1	<b>Staffing arrangements</b>	Staffing arrangements enhance children's learning and development.
4.1.2	<b>Continuity of staff</b>	Every effort is made for children to experience continuity of educators at SMCELC.
4.2	<b>Professionalism</b>	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	<b>Professional collaboration</b>	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.3	<b>Roles and responsibilities</b>	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of SMCELC.
7.2	<b>Leadership</b>	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.3	<b>Development of professionals</b>	Educators, co-ordinators and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development.



EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
82	Tobacco, drug and alcohol-free environment
83	Staff members and family day care educators not to be affected by alcohol or drugs
84	Awareness of child protection law
117B	Minimum requirements for a person in day-to-day charge
117C	Minimum requirements for a nominated supervisor
1 68(2)(i)	Policies and procedures are required in relation to a code of conduct for staff members

## RELATED POLICIES

Child Protection Policy Child Safe Environment Policy Code of Conduct Policy Dealing with Complains (Staff) Interactions with Children, Family and Staff Policy Privacy and Confidentiality Policy	Probation and Induction Orientation Policy Professional Development Policy Responsible Persons Policy Staffing Arrangements Policy Work Health and Safety Policy
--	--

## PURPOSE

We aim to provide an effective Performance Management process to assist educators, coordinators and staff members to assess their work performance against their job description, whilst establishing a positive work culture and professional workplace.

## SCOPE

This policy applies to staff, educators, nominated supervisor and management at SMCELC.

## IMPLEMENTATION

Performance Management plays an important role in linking staff performance goals and expectations through balanced feedback and reviews and help meet organisational objectives.





Through the Performance Review, management can acknowledge and identify the individual strengths, talents and interests of each staff member whilst supporting the diverse knowledge and skills each person brings to the role and Service.

Each employee will participate in a Performance Review every 12 months. The review process will assist educators and staff develop an understanding and expectation of their role, reflect on achievements and challenges and plan goals that may assist in accomplishing performance outcomes and expectations in the future.

At all times of the Performance Management process, confidentiality and sensitivity shall be maintained to a high standard.

### Induction, Orientation and Probation program

Management will ensure each employee undertakes an induction and orientation program upon employment at SMCELC. Educators and staff will receive a job description as part of the appointment of employment and this will assist to set expectations and requirements of the position. Employees will participate in *Probationary Meetings* that are scheduled within the first week of employment and at the end of the three-month probationary period. Feedback will be provided to the employee regarding performance and management will provide support and opportunities for setting professional development goals.

### Staff Performance Review

Performance Reviews are best completed on a regular and systematic manner to allow management to provide feedback on an employee's work performance and for staff to reflect on their own performance. A *Performance Review* meeting will be conducted every 12 months with each staff member to review their work performance, outline expectations and responsibilities and set professional goals. The *Performance Review Form* can be used to assess employee's goals and objectives, areas of strength, responsibilities and discussion as to what extent these have been met.



## Managing Underperformance

Appropriate management of underperformance plays a key role of Performance Management. Should the manager/Nominated Supervisor identify any performance issues or concerns the *Underperformance Management Procedure* should be initiated including the implementation of a *Performance Improvement Plan* if required.

Indicators of poor or underperformance or unsatisfactory behaviour include:

- the employee not performing tasks associated with the role according to the job description
- the employee not carrying out the work to the standard as set by the job description
- the employee displaying unacceptable, disruptive or negative behaviour at work
- the employee not following policies and procedures of SMCELC.

Management will review past Performance Review reports to identify any previous concerns and review the employee's job description to identify any concerns or responsibilities that are not being met. Identification of the underperformance or unsatisfactory behaviour will consider the seriousness of the issue, how long the issue has existed and the employee's present performance and how this varies to what is expected of the employee.

A Performance Management Meeting will be arranged with the employee once underperformance or unsatisfactory behaviour has been clearly identified. Management will provide clear communication with employees to clarify:

- performance indicators (why there is an issue)
- expectations around ethics, values and behaviour
- how their underperformance or behaviour impacts the workplace environment and
- why there is a concern from management.

Employees will be informed of expectations and performance standards and requested to participate in a *Performance Improvement Plan* if required.

## Performance Improvement Plan



A *Performance Improvement Plan* will be developed with the employee outlining actions and goals to be implemented. Performance expectations and what is to be achieved over a specific period of time will be discussed and documented with the employee.

During the *Performance Improvement Plan* process the employee will be supported to address and resolve instances or patterns of underperformance or unsatisfactory behaviour.

If the employee has not taken reasonable steps to address or resolve their performance or unsatisfactory behaviour and the *Performance Improvement Plan* has not been followed, the employee will be advised of the next steps in the Performance Management process which may include:

- extension of the *Performance Improvement Plan* time frame
- provision of extra support, guidance or mentoring
- issuing of formal warnings and ultimately if the issue cannot be resolved, termination of employment.

A review of the *Performance Improvement Plan* is to be conducted to discuss the employee's progression and to provide feedback of the goals and outcomes set. If the employee is showing satisfactory improvement of the identified issue the *Performance Improvement Plan* will be resolved and processes implemented to ensure improvements will be maintained.

### Termination of employment

If an employee's performance or behaviour does not improve to the required standard, termination of their employment may be an option. An employee cannot be dismissed in circumstances that are 'harsh, unjust or unreasonable.' It is vital to be fair to employees, giving reasons for dismissal, and an opportunity to respond to those allegations. If the staff member's performance does not improve following formal Performance Management Meetings and the implementation and completion of a *Performance Improvement Plan*, then it may be appropriate to issue a formal warning or consider dismissal of employment.

Following a decision to terminate employment management will provide an employee with written notice of the day of termination when ending their employment. The written notice must provide details of the employee's last day and a reason why the employment was terminated.



Employment notice periods will be determined in accordance with the appropriate award. Please note the *Educational Services (Teachers) Award 2020* provides a greater minimum period notice than that required under the *National Employment Standards*.

### Serious Misconduct – Termination of employment

Employers are required to adhere to the Fair Work Act when terminating an employee's employment due to the engagement in 'serious misconduct'.

Serious misconduct involves an employee deliberately behaving in a way that is inconsistent with continuing their employment, it may include the following:

- causing serious and imminent risk to the health and safety of another person or to the reputation or profits of their employer's business
- theft, embezzlement, tax evasion
- fraud, misapplication, corruption
- assault, taking of bribes
- being intoxicated at work
- refusing to carry out a lawful and reasonable instruction that is part of the job
- criminally prosecutable offences directly related to employment (child abuse or neglect)

A meeting is to be arranged with the employee regarding the termination of employment due to serious misconduct. A support person should be offered to the employee for the meeting. The manager is to explain the reasons for the termination of employment and the employee provided with a letter explaining the terms of the termination of employment. (See: *Termination of Employment Procedure*).

### Management/Nominated Supervisor will:

- follow the *Performance Review Procedure* for regular and systematic review of work performance and behaviour
- ensure all staff comply with the *Code of Conduct* at all times
- provide educators, coordinators and staff with a comprehensive *Probation, Induction and Orientation program*
- provide all staff members with a clear and concise job description upon employment



- conduct Performance Review meetings with staff members every 12 months
- prepare accordingly before any Performance Review meeting with staff members
- provide time to discuss the process of the review meeting, duration of meeting and provide points for discussion which may include:
  - self-reflection of performance
  - identifying highlights during the year
  - achievement of professional development goals
  - personal characteristics
  - job knowledge and work output
  - motivation
  - leadership
  - family relationships
  - administration skills
  - people management skills
  - career aspirations
  - identifying challenges
- set a mutually convenient time to meet and conduct the *Performance Review*
- provide feedback to each staff member articulating areas of strength and weaknesses and identifying new goals and/or Quality Improvement Plan (QIP) areas to be a focus of the staff member during the next 12 months
- highlight and discuss any areas where underperformance is identified
- maintain confidentiality and uphold professional integrity at all times
- ensure the employee and manager signs the Performance Review document
- provide a copy of the document to the staff member

In the case of underperformance,

- provide staff member with 24 hours' notice of any Performance Management meeting and offer a silent support person to support the employee
- be specific with any concerns or issues to be raised during the Performance Management meeting
- document any Performance Management meetings using appropriate forms and templates
- develop and implement a *Performance Improvement Plan* with the individual employee and adhere to the *Managing Staff Underperformance Procedure* if required



- identify outcomes and appropriate goals to assist the educator to improve performance within an agreed timeline
- take appropriate action when performance does not meet the agreed outcomes and goals
- provide an *Official Performance Warning Letter* to the employee formally as part of the *Managing Staff Underperformance Procedure* as required
- adhere to the *Termination of Employment Procedure* when terminating employment of an educator, coordinator or staff member
- provide the employee with a *Termination of Employment letter* upon termination of employment
- adhere to the *Termination of Employment (serious misconduct) Procedure* when terminating employment of an employee due to serious misconduct
- provide the employee with a *Termination of Employment letter* upon termination of employment due to serious misconduct.

#### Educators, coordinators and staff members will:

- perform work to the standard as expected as identified within their job description
- participate collaboratively in annual *Performance Review* meetings as a condition of their employment
- reflect on any achievements or challenges that have occurred within the past 12 months to contribute to the *Performance Review*
- address any concerns or issues regarding work performance and highlight areas for improvement or development
- consider any circumstances or events that may have affected performance. e.g., periods of ill health, excessive workloads
- assist to develop goals and expectations during the *Performance Review* process
- complete any training or professional development identified as part of a *Performance Improvement Plan*.



## STAFF PERFORMANCE REVIEW PROCEDURE

Performance Reviews are best completed on a regular and systematic manner to allow management to provide feedback on an employee’s work performance and for staff to reflect on their own performance. A *Performance Review* meeting will be conducted every 12 months with each staff member to review their work performance, outline expectations and responsibilities and set professional goals. The *Performance Review Form* can be used to assess employee’s goals and objectives, areas of strength, responsibilities and discussion as to what extent these have been met.

Working in conjunction with the *Performance Management Policy*, this procedure assists managers to track performance management in a regular and systematic manner.

*Education and Care Services National Law or Regulations (R. 82, 84, 155 and 168) NQS QA 4 and 7: Element 4.1.1, 4.1.2, 4.2.1, 4.2.2, 7.1.1, and 7.1.3 Staffing practices and procedures*  
*Related Policies: Code of Conduct Policy Performance Management Policy*

STEP 1: INDUCTION, ORIENTATION AND PROBATION PROGRAM		
1	Ensure all employees receive a job description according to the position of held at the time of employment to set clear expectations and requirements of the position.	
2	Employees will participate in <i>Probationary Meetings</i> that are scheduled during the first week of their employment	
3	The probationary period will be a minimum of 3 months	
4	At the end of the probationary period, feedback will be provided regarding performance and management will provide support and opportunities for setting professional development goals	

STEP 2: STAFF PERFORMANCE REVIEWS		
1	Management will schedule regular and systematic Performance Reviews for each staff member every 12 months	
2	Performance Review meetings are held with each employee to review work performance and outline expectations and responsibilities, and set professional goals	
3	Management will record the employee’s progress and if required, make adjustments to their professional goals	
4	Employees are encouraged to speak with the Director/Nominated Supervisor at any time if they have concerns or questions about their work performance	



STEP 3: BEFORE THE PERFORMANCE REVIEW MEETING	
1	The Director/Nominated Supervisor will provide sufficient time to staff to prepare for the Performance Review meeting
2	The Director/Nominated Supervisor will provide each staff member with information about the Performance Review meeting structure and process and request the staff member to reflect on their professional goals and work performance over the previous 12 months. Points for discussion may include: <ul style="list-style-type: none"> <li>• self-reflection of performance</li> <li>• understanding of Code of Conduct</li> <li>• understanding and commitment to providing a child safe environment for all children (Child Protection, Mandatory Reporting, Child Safe Standards)</li> <li>• identifying highlight during the year</li> <li>• achievement of professional development</li> <li>• personal characteristics</li> <li>• job knowledge and work output</li> <li>• motivation</li> <li>• leadership opportunities</li> <li>• family relationships</li> <li>• administration skills</li> <li>• career aspirations</li> <li>• identification of challenges within the organisation/service</li> </ul>
3	The Director/Nominated Supervisor will schedule a mutually agreeable time for the Performance Review meeting
4	To prepare for each staff member, the Director/Nominated supervisor will retrieve any documentation/ professional learning goals or other information to ensure each review meeting is professional and reflective of the individual

STEP 4: DURING THE PERFORMANCE REVIEW MEETING	
1	The Director/Nominated Supervisor conducting the review will utilise a <i>Performance Review</i> form to record responses and complete a rating system to indicate the employee's level of performance or achievement. This form will be prepared prior to the scheduled meeting for each staff member
2	The Director/Nominated Supervisor will listen actively and respond appropriately to the employee's responses and reflections. Respect will be given to each employee and time allocated for discussion.
3	The Director/Nominated Supervisor will remain objective and balance constructive criticism with positive feedback towards achieving professional goals and job description.
4	The Director/Nominated Supervisor will complete all areas of the <i>Performance Review</i> form and initiate discussion about statements that have been highlighted as strengths.
5	The Director/Nominated Supervisor will facilitate further discussion of how both the staff member and management can build on these strengths in the future.
6	The Director/Nominated Supervisor will raise the areas of responsibility or behaviour that have not been met. Promote active listening and remain flexible to reverse any initial





	conclusions about the staff member, as they may raise influences not previously considered.	
7	Use Comments Box for relevant comments as required. As suggestions are made for future training or mentoring, add these to the Follow up and Support Box.	
8	Provide opportunities for the staff member to openly share opinions regarding management support and job satisfaction or identifying any challenges within SMCELC preventing continual improvement.	
9	Ensure the employee clearly understands their objectives and has a realistic picture of their career and pay prospects for the year ahead. Double check that they are satisfied they have been able to air any issues or concerns – the employee must leave the room feeling that they have been listened to.	
10	As confirmation that the staff member understands and agrees with all points and outcomes raised, ask them to sign the document in the space provided. Provide a copy of the Staff Performance Review form for the staff member and keep the original copy in the staff member's record.	

#### STEP 5: MANAGING UNDERPERFORMANCE

1	Should the Director/Nominated Supervisor identify any areas of performance issues or concerns during the Performance Review, the <i>Underperformance Management Procedure</i> should be implemented including the development of a <i>Performance Improvement Plan</i> if required.	
2	See: <i>Managing Staff Underperformance Procedure</i> for further information.	



## MANAGING STAFF UNDERPERFORMANCE PROCEDURE

Performance Management has significant benefits for SMCELC, as it leads to inspired and enhanced performance from each educator, co-ordinator and staff member. Where there is underperformance, we will work to resolve this promptly and effectively in accordance with an individual *Performance Improvement Plan* developed in conjunction with the employee.

Underperformance is not the same as misconduct. Misconduct is a serious offence such as theft or assault, which may warrant instant dismissal. In cases of misconduct employers will seek specific advice from the Fair Work Ombudsman, or professional legal advice about how to proceed before taking any action.

Working in conjunction with the *Performance Management Policy and Code of Conduct Policy*, this procedure assists managers to manage underperforming employees in a prompt and professional manner.

*Education and Care Services National Law or Regulations (R. 82, 83, 84, 155 and 168) NQS QA 4 and 7: Element 4.1.1, 4.1.2, 4.2.1, 4.2.2, 7.1.1, and 7.1.3 Staffing practices and procedures*  
*Related Policies: Code of Conduct Policy Performance Management Policy*

STEP 1: STAFF PERFORMANCE REVIEW	
1	The Approved Provider, Nominated Supervisor and educators will review and update SMCELC's <i>Performance Review Policy</i> each year to ensure an understanding of the performance review process
2	The Director/Nominated Supervisor will conduct <i>Performance Review</i> meetings with every staff member every 12 months to review work performance and outline further expectations and responsibilities and set professional goals.
3	A Performance Review form will be used to assess employee's goals and objectives and identify areas of strengths, responsibilities and discussion as to what extent these have or have not been met.
4	During the <i>Performance Review</i> meeting, the supervisor will complete a rating system to ascertain if the staff member is achieving an expected level of performance or achievement.
5	If any areas are identified as underperforming by the staff member, or unsatisfactory behaviour has been demonstrated, further action may be taken
6	Management will review past Performance Review reports to identify any previous concerns and review the employee's job description to identify any concerns or responsibilities that are not being met.
	See: Staff Performance Review Procedure



	<i>Performance Review Form- Staff (resource)</i>	
	<i>Performance Review Form- Cook (resource)</i>	

STEP 2: MANAGING STAFF UNDERPERFORMANCE		
1	Underperformance, or poor performance includes: <ul style="list-style-type: none"> <li>the employee not performing tasks associated with the role according to the job description</li> <li>the employee not carrying out the work to the standard as set by the job description</li> <li>the employee displaying unacceptable, disruptive or negative behaviour at work</li> <li>the employee not following policies and procedures of SMCELC</li> </ul>	
2	The Director/Nominated Supervisor will review past Performance Review reports to identify any previous concerns and review the employee's job description to identify any concerns or responsibilities that are not being met.	
3	The Director/Nominated Supervisor will Assess and analyse the issue by determining: <ul style="list-style-type: none"> <li>the seriousness of the issue</li> <li>how long the issue has existed</li> <li>the employee's present performance and how this varies to what is expected of the employee</li> </ul>	
	<i>See: Performance Discussion Plan- Prior to the meeting (resource)</i>	

STEP 3: PERFORMANCE MANAGEMENT MEETING		
1	The Director/Nominated Supervisor will advise the employee of the purpose of the meeting in advance so they can adequately prepare for the meeting	
2	Advise the employee of the date and time of the meeting- allow for at least 24 hours' notice of the meeting	
3	Advise the employee they are permitted to bring a support person of their choice or union representative to the meeting. Their role is to support the employee during the meeting- not speak or advocate for them.	
4	Arrange for the meeting to take place in a private and comfortable environment that is non-threatening, away from distractions and interruptions	
5	Management will provide clear communication with the employee to clarify: <ul style="list-style-type: none"> <li>performance indicators (why there is an issue)</li> <li>expectations around ethics, values and behaviour</li> <li>how their underperformance or behaviour impacts the workplace environment and</li> <li>why there is a concern from management.</li> </ul>	
6	Management will clearly articulate the outcome they wish to achieve from the meeting	
7	Management will provide the employee with the opportunity to have their point of view heard and duly considered	



8	Management will listen to the employee about the issue or to any comments the employee makes	
9	Management will summarise their understanding of the meeting to the employee	
10	Management will clearly explain that more serious actions may need to be taken if the employee's performance does not improve. This may include, further mentoring, counselling, issuing formal warnings and ultimately if the issue cannot be resolved, termination of employment	
11	Minutes from this meeting will be documented accurately and verified by the employee and/or support person	
	See: <i>Performance Management- Meeting Minutes</i> (resource)	

#### STEP 4: PERFORMANCE IMPROVEMENT PLAN

1	A <i>Performance Improvement Plan</i> will be developed in consultation with the employee outlining actions and goals to be implemented.	
2	The employee is requested to contribute to the development of the Performance Improvement Plan to help resolve the issue. <ul style="list-style-type: none"> <li>• Explore ideas by asking open ended questions</li> <li>• Emphasise common ground</li> <li>• Keep on track</li> <li>• Focus on positive possibilities</li> <li>• Offer assistance such as professional development, redefining role and responsibilities etc.</li> </ul>	
3	Performance expectations and what is to be achieved over a specific period of time will be discussed and documented with the employee.	
4	The employee's job description will be used to review the role and responsibilities of the employee	
5	Management will identify and document any areas for professional development that can be implemented as part of the <i>Performance Improvement Plan</i> .	
6	Dates for follow up meetings and monitoring of the plan will be established in consultation with the employee	
7	The <i>Performance Improvement Plan</i> will be finalised and signed by management and the employee. A copy will be provided to the employee and a copy placed in the employee's file.	
	See: <i>Performance Improvement Plan</i> (resource)	

#### STEP 5: PERFORMANCE PLAN REVIEW

1	Management will monitor the employee's performance and continue to provide feedback and encouragement	
2	Management will work with the employee to ensure that performance improvements are sustained	



3	Management will conduct a review meeting- 6-8 weeks following the initial meeting and implementation of the <i>Performance Improvement Plan</i>	
4	Management will discuss how the employee believes they have performed against the set goals developed within the <i>Performance Improvement Plan</i> and review goals, strategies or make adjustments if required	
5	Timeframes of the <i>Performance Improvement Plan</i> may need to be extended or further support offered to assist the employee	
6	Management will provide meeting minutes to the employee and a copy of any amendments to the <i>Performance Improvement Plan</i>	
	See: <i>Performance Management Follow Up- Meeting Minutes (resource)</i>	

#### STEP 6: OFFICIAL WARNING

1	Management should provide the employee with an opportunity to 'fix' any performance issue before providing a warning.	
2	Management will provide an employee an official warning in writing before ending their employment	
3	If a warning is given to an employee, management will: <ul style="list-style-type: none"> <li>• be clear about the reason for the warning</li> <li>• provide written clarification</li> <li>• set clear expectations about what actions need to be demonstrated to resolve the issue</li> <li>• ensure the warning is fair and reasonable in the circumstances</li> </ul>	
	See- <i>Official Warning Letter (resource)</i>	

#### STEP 7: TERMINATION OF EMPLOYMENT

1	If an employee's performance does not improve to an acceptable standard, termination of their employment may be an option.	
2	Employers cannot dismiss their employees in circumstances that are "harsh, unjust or unreasonable". What is harsh, unjust or unreasonable will depend on the circumstances of each case. However, it is important to be fair to employees particularly when it comes to termination of employment. They should be given reasons for dismissal and an opportunity to respond to those reasons. (Fair Work Ombudsman 2013)	
3	An employer must provide an employee with written notice of the day of termination when ending their employment. The written notice must provide details of the employee's last day and a reason why the employment was terminated	
4	Management must provide the employee with their entitlements such as their notice of termination and any annual leave that they have accrued. For more information on the	



	entitlements owed after termination visit <a href="http://www.fairwork.gov.au">www.fairwork.gov.au</a> or contact the Fair Work Infoline on 13 13 94.	
5	The employer must keep records of when an employee leaves SMCELC, including the name of the person who terminated the employment, and details of how the termination took place (notice given by employee, termination by employer, etc.).	
6	The employer will meet with the employee to provide the letter of employment and/or Separation Certificate and keep a copy for Service records.	
	<i>See- Termination of Employment Procedure Termination of Employment Letter (resource)</i>	

#### STEP 8: TERMINATION OF EMPLOYMENT (SERIOUS MISCONDUCT)

1	<p>Management will ensure all staff members are made fully aware that the identified breaches of the <i>Code of Conduct</i> and role responsibilities may lead to termination of employment.</p> <p>An employer can instantly terminate an employee’s employment, where the employee has engaged in ‘serious misconduct’.</p>	
2	<p>Prior to making final decisions to terminate an employee because of serious misconduct, the employer must take the following steps:</p> <ul style="list-style-type: none"> <li>• immediately arrange a meeting with the employee, and advise them that they are able to have a support person present at the meeting</li> <li>• arrange to have a witness present at the meeting</li> <li>• identify the serious misconduct and present any facts or evidence that surrounds the alleged misconduct</li> <li>• allow the employee to respond to the allegations</li> <li>• consider termination options</li> <li>• if after considering the options, including any statements provided by witnesses, provide a letter of termination of employment to the employee</li> <li>• the letter will include the reasons for the termination of employment and the date the employment will end.</li> </ul> <p>(When an employee is terminated on the grounds of serious misconduct, the employer does not have to provide any notice of termination)</p>	
3	Management will ensure that the employee is provided with any entitlements such as payment for time worked, annual leave or long service leave that they have accrued.	
4	The employer must keep records of when an employee leaves SMCELC, including the name of the person who terminated the employment, and details of how the termination took place (notice given by employee, termination by employer, etc.).	
	<i>See: Termination of Employment (Serious Misconduct) Procedure Termination of Employment Letter (resource)</i>	



For further assistance and support for understanding the performance and development framework for Early Childhood Teachers (ECT) use the Australian Professional Standards for Teachers. These Standards relate to teaching practice: Professional Knowledge, Professional Practice and Professional Engagement. See: <https://www.aitsl.edu.au> for further information.

## SOURCE

Early Childhood Australia Code of Ethics. (2016).  
[Education and Care Services National Regulations](#). (2011).  
Fair Work Ombudsman: Best Practice Guide: [Managing underperformance Best Practice Guide \(2020\)](#)  
Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).  
Guide to the National Quality Framework. (2017). (Amended 2020).  
Revised National Quality Standard. (2018).  
Work Place Law <https://www.workplacelaw.com.au/posts/better-safe-than-sorry-best-practice-dealing-poor-performance>  
*Workplace Relations Act 1996* (Cth).  
Victoria Government. Business Victoria. (2020). Review staff performance <https://business.vic.gov.au/business-information/staff-and-hr/staff-management/review-staff-performance>



# PHOTOGRAPH POLICY

SMCELC is committed to creating and maintaining a child safe environment where children are safe and feel safe and their voices are heard about decisions that affect their lives. Child safety is embedded in our organisational leadership, governance, policies and procedures and culture. Children have the right to be protected from the misuse of photographic and video images whilst at SMCELC. To ensure the privacy of children and families is respected, SMCELC will only use photographs of children to support their learning, to record individual developmental progress AND social media avenues with authorisation from parents/guardians within our enrolment process.

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.

## EDUCATION AND CARE SERVICES NATIONAL REGULATIONS

160	Child enrolment records to be kept by approved provider and family day care educator
181	Confidentiality of records kept by approved provider
181-184	Confidentiality and storage of records

## RELATED POLICIES

Child Safe Environment Policy Child Protection Policy Code of Conduct Policy Dealing with Complaints Policy (Families)	Educational Program & Planning Policy Enrolment Policy Privacy and Confidentiality Policy Respect for Children Policy
---	--





## PURPOSE

We aim to ensure the collection and use of photographs or video of children complies with privacy laws and related legislation. We are committed to creating and maintaining a child safe environment by adhering to the Child Safe Standards.

## SCOPE

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

## IMPLEMENTATION

The displaying of photos provides children and families with a sense of belonging. Photographs allow children to see themselves at play, are a topic of conversation for children and parents, allow families to see their child at play, and convey the message to children that what they are doing is important. However, it is fundamental to respect the rights of all children and families to privacy and ensure child safety is embedded in our policies and procedures.

### The Approved Provider, Nominated Supervisor, Responsible Person will ensure:

- we are maintaining children's safety and respecting their right to privacy
- families provide written permission/consent for photographing or recording video of their child by SMCELC (see: Enrolment form)
- processes are in place to ensure families who speak languages other than English understand the requirements within this policy and the enrolment form
- every child in our care is protected from any exploitation of photographic and video images of themselves taken whilst they attend SMCELC
- children participate in decisions affecting them including permission to have photographs taken of them
- personal information about the child's surname, age or any other information that reveals their identity is not published
- that photographs taken by educators support the children's learning and record children's individual progress
- photographs recorded at SMCELC as part of a normal day are taken using a service owned electronic device and are only taken by members of the staff team, or by practicum students with written parental permission
- at no time are staff permitted to bring in a device from home or use their mobile phone to take photographs, videos, or audio recordings of children whilst being educated and cared for
- that SMCELC seeks written permission from families for their child to be photographed when an outside photographer/agency is contracted to take photographs for marketing purposes or to take individual and group photos once a year. Only children who have written permission from their parent/guardian will be included in any photography
- the enrolment form also seeks permission of parents for the purposes of taking photographs to be used on SMCELC's website, social media or advertising flyers/brochure, parent handbook (Media Consent)



- parents are aware that photographs or images may be taken of their children by other parents at various times of the year (e.g. during an end-of-year production or other event). Should parents **not** want their child photographed at any time, they must provide written notification to the Approved Provider or Nominated Supervisor at time of enrolment or if their decision for consent changes
- a record of all children who are NOT to be photographed will be developed, maintained and shared with educators and staff
- this record will remain private and confidential to staff only
- that the children of parents/carers who do not wish their child to be photographed or videoed are provided with other activities when an outside photographer/agency is engaged
- parents/carers have the choice to withdraw consent for their child to be photographed or filmed in certain circumstances
- photographs, video or other recordings of children are securely stored and disposed of when the child is no longer enrolled at SMCELC
- photographs/videos are taken to:
  - support the individual learning of each child for their formal record
  - record children's work and activities within SMCELC environment.

#### Families (Parents/carers):

- will complete SMCELC's enrolment form at time of enrolment and provide written notification (Yes/No) to the Nominated Supervisor/Responsible Person if they do **NOT** want their child to be photographed or their photo published in any form. The Nominated Supervisor/Responsible Person will keep a record of children who are not to be photographed and notify relevant educators/staff
- will be invited to record their child's inclusion in group events and celebrations through the use of photographs or video on the understanding that they will not publish any material on the Internet, including on their personal social media, as SMCELC has no control over these images once they are in the public domain.
- will be requested to provide written permission/consent for educators, students or volunteers to take photos of their child/ren for assignments as part of their children services/university course
- will be requested to provide written permission/consent for individuals visiting SMCELC to take photographs of their child/ren (e.g. professional photography for marketing, school photos etc.)
- are aware they have the choice to withdraw consent for their child to be photographed or filmed in certain circumstances
- written notification is required if parents/families do **NOT** want their child included in photography opportunities which may include:
  - photographs taken to be used in each child's portfolios as these may contain other children
  - video of children taken for the children to be able to watch themselves at play. These videos may be made available to all families to view at various times.
  - when children/families are provided with a photo of their child to take home- these may include images of other children in the photo



- when children are invited to take photographs or video either with digital cameras or tablets with story-making apps to support language and literacy development. Hard copies of these may be printed and made into a book produced by children. These will remain within SMCELC but may be viewed by families and visitors.
- be provided with clear information about how to make a complaint and our complaints handling processes.

## SOURCE

Byrnes, J., & Wasik, B. (2009). Picture this: Using photography as a learning tool in early childhood classrooms. *Childhood Education, 85*.

*Child Protection Act, 1998*.

Education and Care Services National Regulations. (2011).

Guide to the National Quality Framework. (2017). (Amended 2020).

Guide to the National Quality Standard. (2017).

NSW Government. Office of the Children's Guardian *Child Safe Standards* (2020).

*Privacy Act 1988*

Revised National Quality Standards. (2018).

Victoria State Government Department of Education and Training (2020). *Child Safe Standards: Creating a safe environment*



## PHYSICAL ENVIRONMENT POLICY

The physical environment can contribute to children’s wellbeing, happiness, and creativity as well as promoting the development of independence. It can contribute to and make visible the quality of children’s learning and involvement in experiences. The choices made in an education and care service about resources, materials, spaces, layout, air, and light in combination with access to a range of experiences in the indoor and outdoor areas, have a direct impact on the quality of learning opportunities available to children.

### NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN’S HEALTH AND SAFETY		
2.1	Health	Each child’s health and physical activity is supported and promoted.
2.1.1	Wellbeing and comfort	Each child’s wellbeing and comfort is provided for, including appropriate opportunities to meet each child’s needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.1.3	Healthy Lifestyles	Healthy eating and physical activity are promoted and appropriate for each child.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1.1	Fit for Purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.



EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
73	Educational programs
74	Documenting of child assessments or evaluations for delivery of educational program
75	Information about the educational program to be kept available
76	Information about educational program to be given to parents
80	Weekly menu
82	Tobacco, drug and alcohol -free environment
84A	Sleep and rest
86	Notification to parents of incident, injury, trauma and illness
98	Telephone or other communication equipment
99	Children leaving the education and care service premises
102	Authorisation for excursions
103	Premises, furniture and equipment to be safe, clean and in good repair
104	Fencing and security
105	Furniture, materials and equipment
106	Laundry and hygiene facilities
107	Space requirements—indoor
108	Space requirements—outdoor space
109	Toilet and hygiene facilities
110	Ventilation and natural light
111	Administrative space
112	Nappy change facilities
113	Outdoor space—natural environment
114	Outdoor space—shade
115	Premises designed to facilitate supervision
123	Educator to child ratios- centre based services
156	Relationships in groups



168	Education and care service must have policies and procedures
171	Policies and procedures to be kept available

## RELATED POLICIES

Animal and Pet Policy Child Safe Environment Policy Educational Program Policy Environmentally Responsible Policy Health and Safety Policy	Road Safety Policy Safe Storage of Hazardous Chemicals Policy Sleep and Rest Policy Sun Safety Policy Water Safety Policy Work Health and Safety Policy
--	--

## PURPOSE

Our Service will ensure the environment is safe, stimulating, clean, and well maintained for children, families, educators, and visitors. Children’s awareness of the environment and sustainable practice will be supported through daily practices, resources and interactions. The physical environment will support children’s participation and engagement, development, learning, and safety, and will provide supervised access to positive experiences and inclusive relationships. Our Service provides an environment free from the use of tobacco, alcohol and illicit drugs.

## SCOPE

This policy applies to children, families, educators, staff, approved provider, nominated supervisor, students, volunteers, visitors and management of the Service.

## IMPLEMENTATION

Our Service is committed to providing an environment that promotes safety and enhances children’s learning and development.

## THE APPROVED PROVIDER, NOMINATED SUPERVISOR AND EDUCATORS’ RESPONSIBILITIES INCLUDE THE FOLLOWING.

### ENSURE THE PHYSICAL ENVIRONMENT IS DESIGNED TO:

- maximise children’s engagement and positive experiences



- provide space where children can experience quality care in a safe and healthy environment
- meet licensing requirements for buildings, space requirements, fencing, light, ventilation, firefighting equipment, emergency evacuation exits and safety glass for National Regulations, the Building Code of Australia (BCA), NSW Department of Planning and Environment, local councils and regulatory authorities
- provide adequate storage to meet the needs and requirements of the Service
- provide sufficient and accessible handwashing, toileting, eating, and sleeping facilities
- ensure toileting and hand-washing facilities are accessible from both the indoor and outdoor environments
- ensure adequate and appropriate hygienic facilities for nappy changing are provided, which are soundly constructed ensuring children's safety (Reg 112)
- provide appropriate areas for food preparation
- provide a separate indoor space for children who are under two years of age
- provide an area for managerial purposes, consultation with children's parents and for private conversations to occur (Reg. 111)
- incorporate natural and artificial lighting, appropriate ventilation, heating, cooling and fresh air into the building/premises (Reg. 110)
- facilitate adequate supervision of children at all times including toilets and nappy change facilities
- ensure safety and minimal disruption for children whilst playing
- ensure immediate communication is available at all times to and from parents and emergency services (Reg. 98)
- provide different types of play to occur both in the indoor and outdoor areas (e.g., quiet play areas and loud play areas)
- provide adequate shade for children in accordance with the recommendations of relevant authorities
- provide shade in the form of trees or physical shade structures
- provide a natural environment for children to explore and experience which may include plants, trees, gardens, rock, mud and/or water
- ensure all required fencing is compliant with current regulations and is maintained to ensure it is in good condition (including self-closing gates with safety locking mechanisms and boundary fencing)
- provide a variety of indoor and outdoor experiences, catering for children's interests and abilities



- provide a developmentally appropriate environment where children can explore, solve problems, create, construct and engage in critical thinking
- provide an environment that permits children to participate in activities independently or in small groups, and access resources autonomously
- ensure safety of children at all times. Non-fixed play equipment in the Service grounds can be no more than one metre high and must be supervised at all times by an educator.
- power points not in use have safety caps, all double adaptors and power-boards are out of reach of children, and all electrical cords are secured and not dangling.

### CHOOSE APPROPRIATE RESOURCES AND EQUIPMENT:

- appropriately sized furniture and equipment will be provided in both the indoor and outdoor environment for the age ranges represented in the Service
- children will be supported to access appropriate furniture, resources, materials, toys and equipment that encourage appropriate challenges and risk taking in accordance with their individual developmental level
- resources will be adequate in number for the number of children attending our Service and be developmentally appropriate
- specific equipment requirements of children with additional needs will be catered for to ensure an inclusive environment
- resources and equipment will be chosen to reflect the cultural diversity of the Service's community and the cultural diversity of contemporary Australia, including the incorporation of the Aboriginal and Torres Strait Islander community
- large purchases of equipment will be the responsibility of the approved provider
- the nominated supervisor is responsible for consumables and the daily running purchases of the service
- educators will provide ideas for equipment and materials purchase based on the needs and interests of children in their particular room
- educators will complete a log for the nominated supervisor of equipment that needs maintenance on a prioritised basis (*see Equipment and Maintenance Record*)
- children's ideas and suggestions in planning the indoor and outdoor environments will be facilitated
- children will be encouraged to make decisions about the use of equipment and resources





- the Service will actively seek the input of parents/guardians regarding current interests of their children so as to purchase appropriate toys and equipment
- climbing equipment will be installed according to manufacturers' recommendations and compliant with Australian Safety Standards. For example, incorporating soft fall materials wherever climbing equipment is set up
- incorporate commercial, natural, recycled, homemade, and real resources that can be used in a variety of ways to encourage children's learning and creativity
- all equipment and resources including cots, highchairs, car seats, booster seats, etc. meet relevant Australian Standards and educators are trained in correct maintenance and assembly
- families are provided with the latest safety information on items such as cots, highchairs, car seats etc.
- educators discuss the safety characteristics of using toys and equipment with children
- educators will participate in on-going professional development in order to enhance children's learning and ensuring a safe and educational environment
- a maintenance log and register of toys and equipment is maintained by educators and the nominated supervisor.

#### LAUNDERING OF SOILED ITEMS:

- laundry and hygienic facilities are located and maintained in a way that do not pose a risk to children
- adequate storage is provided
- soiled clothing will be returned to a child's home for laundering
- educators will remove soiled content and place into a plastic bag. Items will be stored securely in a sealed container or double-bagged before being placed in the child's bag and parents will collect at the end of the day when child collected.

#### REARRANGING, ADDING OR REMOVING FURNITURE:

- maintain a record of any changes that are made to the physical environment of the Service is maintained, such as rearranging of rooms, to show continuous improvement [see: Record of Service Modifications]
- links between the arrangements and choice of resources and equipment, and the children's learning in the program will be documented.



### SLEEP/REST ENVIRONMENT:

- educators and staff will strictly adhere to the *Sleep and Rest Policy* and procedures
- all cots must meet the mandatory Australian Standard for Cots- (AS/NZS 2172)
- mattresses should be in good condition- clean, firm and flat and fit the cot base with no more than 20mm gap between the mattress sides and ends
- cots and beds will be positioned to encourage a calm and relaxing environment. There will be a minimum space of 300mm between each cot to reduce the possibility of cross infection.
- cots and beds will be regularly checked to ensure all bolts and fittings are secure and safe
- beds will be located in an area that is easy to access for all educators and other staff
- beds will be stored in a dry area
- educators will ensure to use correct manual handling techniques when moving the beds
- beds should not be placed on high shelves or in unstable or difficult to reach stacks
- light bedding will be used for cots and beds
- checks will be made to identify any hazards to ensure a safe environment
- hanging cords, strings from blinds, curtains or electrical devices will be away from cots and mattresses

### ONGOING MAINTENANCE:

- the Service will continuously reflect on its environment and put in place a plan to ensure that the environment reflects our ideology of providing an environment that is safe, stimulating, and engaging for all who interact within it
- frequent risk assessments of the indoor and outdoor environment will be conducted in order to minimise risk and hazards
- educators will complete an *Outdoor Environment and Playground Safety Audit* at least every six (6) months
- the nominated supervisor will document required maintenance in a maintenance plan/log for the Service as required. Repairs and maintenance will be conducted throughout the year according to priority including, hazard removal, safety precautions and any relevant policies.
- the approved provider/nominated supervisor is responsible for engaging an external expert to complete a building safety checklist of the Service and its grounds bi-annually and ensure any work deemed necessary is completed to Australian Standards



- the approved provider/nominated supervisor will stay up to date with banned/recalled products and remove these immediately from the Service if required
- the Service will have regular pest inspections carried out by an accredited pest control company. Documentation of these inspections will be kept and any further recommended treatments as a result of the findings from the pest control check will be carried out in a timely manner
- stay up to date with banned/recalled products and remove these immediately from the Service if required.

### GROUPING OF CHILDREN:

- our Service groups the children according to their age and/or developmental stage. within that space, there are a variety of different learning areas and opportunities for play experiences
- each age group has different legally required adult to child ratios, which are adhered to at all times in both the indoor and outdoor environment
- our indoor and outdoor environment provides opportunities for developmentally appropriate planned experiences, intentional teaching, and spontaneous play throughout the day.

### DAILY SAFETY CHECKS

A daily inspection of the premises will be undertaken before children begin to arrive. The *Opening/Closing Checklist and Outdoor Cleaning/Safety Checklist* will be used as the procedure to conduct these safety checks. A record of these will be kept by the Service. The approved provider/nominated supervisor will make the appropriate arrangements to have any identified repairs carried out as soon as possible. [See resources section of policy].

This inspection will include the:

- service perimeters
- fences/fence line
- gates
- paths
- buildings
- all rooms accessible by children
- fixed equipment
- sand pit
- mud pit



This must be completed in order to identify any dangerous objects in the grounds ranging from sharps to poisonous or dangerous plants and animals. In the event of a sharp object being found (for example a syringe) educators will wear gloves and use tongs to pick up the object and place it in the 'sharp object box'. This box will be disposed of as per the recommendations of our local council.

Similarly, trees in the grounds must be checked regularly for overhanging, dead, or dangerous looking branches as well as checked for any infestations.

The approved provider must ensure all fences and barriers that enclose outdoor spaces used by children are of a height and design that children cannot go through, over or under. (Reg. 104).

## CLEANING OF BUILDINGS, PREMISES, FURNITURE AND EQUIPMENT

### GENERAL CLEANING

- the Service will use structured cleaning schedules to ensure that all cleaning is carried out regularly and thoroughly
- educators will clean the Service at the end of each day and throughout the day as needed
- accidents and spills will be cleaned up as quickly as possible to ensure that the Service always maintains a high level of cleanliness and hygiene
- educators and staff will adhere to our *Health and Safety Policy*.

### WHEN PURCHASING, STORING AND/OR USING ANY DANGEROUS CHEMICALS, SUBSTANCES, MEDICINES OR EQUIPMENT, OUR SERVICE WILL:

- ensure all procedures are followed to maintain a safe environment
- adhere to the Service's *Safe Storage of Hazardous Chemicals Policy*
- adhere at all times to manufacturer's advice and instructions when using products to clean furniture and equipment at the service
- keep a register of all hazardous chemicals, substances and equipment used at the Service. Information recorded should include where they are stored, their use, any risks, and first aid instructions and the current SDS. The register will be readily accessible.

## CHILDREN'S BATHROOM



- clear supervision is provided to children when in use (having regard to the need to maintain the rights and dignity of children)
- educators and other staff will encourage children to follow appropriate hygiene practices- hand washing, toileting
- bathrooms will be cleaned at least twice a day and at other times as required (see: bathroom and nappy change Cleaning Checklist)
- bathroom floors will be mopped at least daily (by the cleaner in the evening – 5 days a week)
- signage is to be used after mopping to ensure that children, educators and other staff and families are aware that the floor is wet
- educators are to ensure they follow the bathroom and toilet cleaning procedure
- educators will complete the *Bathroom Safety Audit* [every 6 months]

### MAINTENANCE OF FIRE EQUIPMENT

- all fire equipment at our Service will be maintained as per the legal standards
- external agencies will be employed to assist the service with this maintenance (if no currently employed staff or educators are qualified to complete the maintenance checks)
- ensure batteries in smoke alarms are replaced annually

### SUN PROTECTION

- educators and staff at the Service will adhere to our *Sun Safety Policy* and procedures at all times
- a combination of sun protection measures will be implemented whenever UV Index levels reach 3 and above
- educators will continue to check the UV rating prior to going outdoors and as the heat increases throughout the day (see *Sun Safety Policy* for further information)
- temperature of outdoor equipment and surfaces will be monitored during the day to ensure the area and equipment is safe for children to play (see: *Daily Playground Surface Temperature Check*)

### WATER SAFETY

Regulations state that services in NSW are not permitted to have pools unless they existed on the premises before 6 November 1996. However, to stop accidents and illnesses relating to swimming pools, wading pools, water troughs and other water situations our Service will:



- 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, and any shrubs or overhanging trees
- make sure no child swims or plays in any water without:
  - risk assessments being completed and approved by the approved provider
  - written permission from family member to learn water safety and swimming
  - appropriate educator/child ratios in place
  - having sufficient numbers of educators present who have first aid or recognised water safety and rescue procedures
- at all times children near water are closely supervised. A child will never be left unattended near any water
- staff will ensure that all water containers are made inaccessible to children and also make sure children's play areas are safely fenced off from water hazards such as rivers, dams, creeks, lakes, irrigation channels, wells etc.
- all wading pools/water troughs etc. will be immediately emptied after every use: storage will prevent the collection of water e.g., upright/inverted. The grounds will also be checked after rain or watering and water that has collected in holes or containers will be emptied/removed
- wading/water troughs are hygienically cleaned, disinfected, and chlorinated appropriately:
  - on a daily basis remove leaves and debris, hose away surface dirt and scrub inside with disinfectant
  - wash away disinfectant before filling trough.

## SERVICE CLOSURE

- two educators must close the Service each night
- both educators are to check the entire premises to ensure that all children and families have departed by checking sign in and out sheets for all rooms AND physically checking all rooms and areas
- educators are to follow Service-closing procedures each night (see: *Opening/Closing Checklist*)
- In the case where a parent has omitted to sign their child out, and the educators did not witness the child leave the service, the educators must take every step to get in contact with the parent to ensure the child has safely left the Service
- if unable to contact the family, the educators are to contact other educators present on that day for confirmation that the child has been collected. The Nominated Supervisor is to then be notified before leaving the Service



- individuals visiting our Service must also sign in when they arrive at the Service, and sign out when they leave (see: Visitor sign in/sign out record)
- details of absences during the day must also be recorded.

## CONTINUOUS IMPROVEMENT/REFLECTION

The *Physical Environment Policy* will be reviewed on an annual basis in conjunction with children, families, educators, staff and management.

## CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Bathroom and Nappy Change Cleaning Checklist	Outdoor Environment and Playground Safety Audit
Bathroom Safety Audit	Outdoor Cleaning/Safety Checklist
Daily Playground Surface Temperature Check	Physical Environment Audit
Equipment and Maintenance Record	Record of Service Modifications
Equipment and Resource Audit	Safe Sleep Record
Hazardous Substances Register	Visitor sign in/sign out record
Opening/Closing Checklist	

## SOURCES

- Australian Children’s Education & Care Quality Authority. (2014).
- Australian Children’s Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).
- Cancer Council NSW: <https://www.cancerCouncil.com.au>
- Cancer Council Australia. Be SunSmart. <https://www.cancer.org.au/cancer-information/causes-and-prevention/sun-safety/be-sunsmart>
- Education and Care Services National Law Act 2010. (Amended 2023).
- [Education and Care Services National Regulations](#). (Amended 2023).
- KidSafe Australia: <https://kidsafe.com.au>
- National Health and Medical Research Council. (2013). *Staying healthy: Preventing infectious diseases in early childhood education and care services*.
- NSW Government *Kids and Traffic Early Childhood Road Safety Education Program*
- Red nose Safe environment <https://rednose.org.au/section/safe-environment>
- Revised National Quality Standard. (2018).
- Swimming Pools Act 1992 (NSW)*
- Work Health and Safety Act 2011*
- [Western Australian Education and Care Services National Regulations](#)



# PRIVACY AND CONFIDENTIALITY POLICY

Privacy is acknowledged as a fundamental human right. SMCELC has an ethical and legal responsibility to protect the privacy and confidentiality of children, individuals and families as outlined in Early Childhood Code of Ethics, Education and Care Services National Regulations and the Privacy Act 1988 (Cth). The right to privacy of all children, their families, and educators and staff of SMCELC will be upheld and respected, whilst ensuring that all children have access to high quality early years care and education. All staff members will maintain confidentiality of personal and sensitive information to foster positive trusting relationships with families.

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service
7.1.1	Service philosophy and purposes	A statement of philosophy guides all aspects of SMCELC's operations.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision-making and operation of SMCELC.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
168	Education and care services must have policies and procedures
181	Confidentiality of records kept by approved provider
181-184	Confidentiality and storage of records

## RELATED LEGISLATION

Child Care Subsidy Secretary's Rules 2017	Family Law Act 1975
A New Tax System (Family Assistance) Act 1999	Family Assistance Law – Incorporating all related legislation for Child Care Provider Handbook in Appendix G <a href="https://www.dese.gov.au/resources-child-care-providers/resources/child-care-provider-handbook">https://www.dese.gov.au/resources-child-care-providers/resources/child-care-provider-handbook</a>





## RELATED POLICIES

CCS Account Policy	Interaction with Children, Family and Staff Policy
CCS Governance Policy	Management Committee Policy
Cyber Safety Policy	Orientation of Families Policy
Dealing with Complaints Policy	Payment of Fees Policy
Enrolment Policy	Photograph Policy
Governance Policy	Record Keeping and Retention Policy
	Writing Reviewing and Maintaining Policies

## PURPOSE

To ensure that the confidentiality of information and files relating to the children, families, staff, and visitors using SMCELC is upheld at all times. We aim to protect the privacy and confidentiality of all information and records about individual children, families, educators, staff and management by ensuring continuous review and improvement on our current systems, storage, and methods of disposal of records. We will ensure that all records and information are held in a secure place and are only retrieved by or released to people who have a legal right to access this information. SMCELC takes data integrity very seriously, we strive to assure all records and data is protected from unauthorised access and that it is available to authorised persons when needed. This policy provides procedures to ensure data is stored, used and accessed in accordance with relevant policies and procedures, example enrolment policy, CCS Account policy.

## SCOPE

This policy applies to children, families, educators, staff, management, approved provider, nominated supervisor and visitors of SMCELC.

## IMPLEMENTATION

Under National Law, Section 263, Early Childhood Services are required to comply with Australian privacy law which includes the *Privacy Act 1988* (the Act) aimed at protecting the privacy of individuals. Schedule 1 of the *Privacy Act* (1988) includes 13 Australian Privacy Principles (APPs) which all services are required to apply. The APPs set out the standards, rights and legal obligations in relation to collecting, handling, holding and accessing personal information.

The Notifiable Data Breaches (NDB) scheme requires Early Childhood Services, Family Day Care Services, and Out of School Hours Care Services to provide notice to the Office of the Australian Information Commissioner (formerly known as the Privacy Commissioner) and affected individuals of any data breaches that are 'likely' to result in 'serious harm'. Businesses that suspect an eligible data breach may have occurred, must undertake a reasonable and expeditious assessment to determine if the data breach is likely to result in serious harm to any individual affected. A breach of an Australian Privacy Principle is viewed as an '*interference with the privacy of an individual*' and can lead to regulatory action and penalties.



(Source: OAIC Australian Privacy Principles)

Further information about the APPs is included in Appendix 1 of this policy.

#### The Approved Provider/Nominated Supervisor/Management will:

- Ensure SMCELC acts in accordance with the requirements of the Australian Privacy Principles and *Privacy Act 1988* by developing, reviewing, and implementing procedures and practices that identify:
  - the name and contact details of SMCELC
  - what information SMCELC collects and the source of information
  - why the information is collected
  - who will have access to information
  - collection, storage, use, disclosure, and disposal of personal information collected by SMCELC
  - any law that requires the particular information to be collected
  - adequate and appropriate storage for personal information collected by SMCELC
  - protection of personal information from unauthorised access.
  
- ensure educators, staff, students and volunteers have knowledge of and adhere to this policy
- ensure families are aware of the privacy and confidentiality policy
- provide staff and educators with relevant information regarding changes to Australian privacy law and Service policy
- ensure all relevant staff understand the requirements under Australia's privacy law and Notifiable Data Breaches (NDB) scheme
- maintain currency with the Australian Privacy Principles (this may include delegating a staff member to oversee all privacy-related activities to ensure compliance).
- ensure personal information is protected in accordance with our obligations under the Privacy Act 1988 and Privacy Amendments (Enhancing Privacy Protection) Act 2012
- ensure all records and documents are maintained and stored in accordance with Education and Care Service National Regulations
- regularly back-up personal and sensitive data from computers to protect personal information collected
- ensure all computers are password protected and install security software- antivirus protection
- ensure families are notified of the time particular records are required to be retained as per Education and Care Services National Regulations [regulation 183 (2)]
- ensure the appropriate and permitted use of images of children, including obtaining written consent from parents and/or guardian of children who will be photographed or videoed by SMCELC
- ensure all employees, students, volunteers, and families are provided with a copy of this policy
- deal with privacy complaints promptly and in a consistent manner, following SMCELC's Dealing with Complaints Policy and procedures
- ensure families only have access to the files and records of their own children



- ensure information given to educators will be treated with respect and in a professional and confidential manner
- ensure only necessary information regarding the children’s day-to-day health and wellbeing is given to non-primary contact educators. For example, food allergy information
- ensure individual child and staff files are stored in a locked and secure cabinet
- ensure information relating to staff employment will remain confidential and available only to the people directly involved with making personnel decisions
- ensure that information shared with SMCELC by the family will be treated as confidential unless told otherwise
- ensure information regarding the health and wellbeing of a child or staff member is not shared with others unless consent has been provided, in writing, or provided the disclosure is required or authorised by law under relevant state/territory legislation, [including Child Information Sharing Scheme \(CISS\)](#). [See Child Protection Policy for further information regarding legal obligations to sharing information as per CISS.](#)
- complete a Privacy Audit every 12 months or following a breach of data to ensure SMCELC meets lawful obligations, identifies areas for improvement and to detect potential areas of breach in privacy law
- follow the Data Breach Response Procedure and complete a Data Breach Response Template following any breaches in data at SMCELC.

**A Nominated Supervisor and/or Responsible Person will:**

- adhere to Service’s policies and procedures at all times
- ensure educators, staff, volunteers, and families are aware of the Privacy and Confidentiality Policy
- ensure SMCELC obtains written consent from parents and/or guardian of children who will be photographed or videoed by SMCELC
- ensure families only have access to the files and records of their own children
- ensure that information given to Educators will be treated with respect and in a confidential and professional manner
- ensure only necessary information regarding the children’s day-to-day health and wellbeing is given to non-primary contact educators. For example, food allergy information.
- not discuss individual children with people other than the family of that child, except for the purposes of curriculum planning or group management. Communication in other settings must be approved by the family beforehand
- ensure that information shared with us by the family will be treated as confidential unless told otherwise
- ensure information regarding the health and wellbeing of a child or staff member is not shared with others unless consent has been provided, in writing, or provided the disclosure is required or authorised by law under relevant state/territory legislation



### Educators and staff will:

- read and adhere to the Privacy and Confidentiality Policy at all times
- ensure documented information and photographs of children are kept secure but may be accessed at any time by the child's parents or guardian
- ensure families only have access to the files and records of their own children
- treat private and confidential information with respect in a professional manner
- not discuss individual children with people other than the family of that child, except for the purposes of curriculum planning or group management. Communication in other settings must be approved by the family beforehand.
- ensure that information shared with SMCELC by the family will be treated as confidential unless told otherwise
- maintain individual and Service information and store documentation according to this policy at all times
- not share information about the individual or service, management information, or other staff as per legislative authority.

### Australian Privacy Principles- Personal Information

Snowy Mountains Care & Early Learning Centre (ABN 42 896 590 979) is committed to protecting personal information in accordance with our obligations under the *Privacy Act 1988* and *Privacy Amendments (Enhancing Privacy Protection) Act 2012*.

Personal information includes a broad range of information, or an opinion, that could identify an individual.

Sensitive information is personal information that includes information or an opinion about a range of personal information that has a higher level of privacy protection than other personal information.

(Source: OAIC-Australian Privacy Laws, Privacy Act 1988)

Personal information will be collected and held securely and confidentially about you and your child to assist SMCELC provide quality education and care to your child whilst promoting and maintaining a child safe environment for all stakeholders.

### Personal information SMCELC may request regarding enrolled children:

- Child's name
- Gender
- Date of birth
- Address
- Birth Certificate
- Religion
- Language spoken at home



- Emergency contact details and persons authorised to collect individual children
- Children’s health requirements
- Immunisation records- (Immunisation History Statement)
- Developmental records and summaries
- External agency information
- Custodial arrangements or parenting orders
- Incident reports
- Medication reports
- Child Care Subsidy information
- Medical records
- Permission forms – including permission to take and publish photographs, video, work samples
- Doctor’s contact information
- Centrelink Customer Reference number (CRN)
- Dietary requirements

#### Personal information SMCELC may request regarding parents and caregivers

- Parent/s full name
- Address
- Phone number (mobile & work)
- Email address
- Bank account or credit card detail for payments
- Centrelink Customer Reference number (CRN)
- Custody arrangements or parental agreement

#### Personal information SMCELC may request regarding staff and volunteers

- Personal details
- Tax information
- Banking details
- Working contract
- Emergency contact details
- Medical details
- Immunisation details
- Working With Children Check verification
- Educational Qualifications
- Medical history
- Resume
- Superannuation details
- Child Protection qualifications



- First Aid, Asthma and Anaphylaxis certificates
- Professional Development certificates
- PRODA related documents such as RA number and related background checks

### Method of Collection

Information is generally collected using standard forms at the time of enrolment or employment. Additional information may be provided to SMCELC through email, surveys, telephone calls or other written communication.

Information may be collected online through the use of software such as CCS software or program software such as Xplor Home and Cognito Forms.

### How we protect your personal information

To protect your personal and sensitive information, we maintain physical, technical and administrative safeguards.

All hard copies of information are stored in children's individual files or staff individual files in a locked cupboard.

All computers used to store personal information are password protected. Each staff member will be provided with a unique username and password for access to CCS software and program software. Staff will be advised not to share usernames and passwords.

Access to personal and sensitive information is restricted to key personnel only.

Security software is installed on all computers and updated automatically when patches are released.

Data is regularly backed up on external drive and/or through a cloud storage solution.

Any notifiable breach to data is reported.

All staff are aware of the importance of confidentiality and maintaining the privacy and security of all your information.

Procedures are in place to ensure information is communicated to intended recipients only, example invoices and payment enquiries.

### Access to personal and sensitive information

Personal and sensitive information about staff, families and children will be stored securely at all times.

Families who have access to enrolment or program information online will be provided with a unique username and password. Families will be advised not to share username and passwords.

The Approved Provider will ensure that information kept in a child's 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.



## Disclosing personal and sensitive information

SMCELC will only disclose personal or sensitive information to:

- a third-party provider with parent permission (for example CCS software provider)
- Child Protection Agency- Office of the Children’s Guardian and Regulatory Authority as per our *Child Protection and Child Safe Environment Policies*
- as part of the purchase of our business asset with parental permission
- authorised officers (for example public health officer)
- the regulatory authority or an authorised officer
- as expressly authorised, permitted or required to be given by or required to be given by or under any Act or Law
- with the written consent of the person who provided the information.

## Complaints and Grievances

If a parent, employee or volunteer has a complaint or concern about SMCELC, or they believe there has been a data breach of the Australian Privacy Principles, they are requested to contact the Approved Provider so reasonable steps to investigate the complaint can be made and a response provided. [See: *Dealing with Complaints Policy*]

If there are further concerns about how the matter has been handled, please contact the Office of Australian Information Commissioner on 1300 363 992 or:

[https://forms.business.gov.au/smartforms/landing.htm?formCode=APC\\_PC](https://forms.business.gov.au/smartforms/landing.htm?formCode=APC_PC)

For any other general concerns, please contact the Approved Provider directly on:

0401 870 129 (Olivia Belshaw)

## APPENDIX

### The Australian Privacy Principles (APPs) outline:

- The open and transparent management of personal information, including having a privacy policy
- An individual having the option of transacting anonymously or using a pseudonym where practicable
- The collection of solicited personal information and receipt of unsolicited personal information including giving notice about collection
- How personal information can be used and disclosed (including overseas)
- Maintaining the quality of personal information
- Keeping personal information secure
- Right for individuals to access and correct their personal information

The APPs place more stringent obligations on APP entities when they handle ‘sensitive information’. Sensitive information is a type of personal information and includes information about an individual's:



- Health (including predictive genetic information)
- Racial or ethnic origin
- Political opinions
- Membership of a political association, professional or trade association or trade union
- Religious beliefs or affiliations
- Philosophical beliefs
- Sexual orientation or practices
- Criminal record
- Biometric information that is to be used for certain purposes

## Australian Privacy Principles (APPs)

### APP 1 – Open and transparent management of personal information

Ensures that **APP** entities manage personal information in an open and transparent way. This includes having a clearly expressed and up to date **APP** privacy policy.

### APP 2 – Anonymity and Pseudonymity

Requires **APP** entities to give individuals the option of not identifying themselves, or of using a pseudonym. Limited exceptions apply.

### APP 3 – Collection of solicited personal information

Outlines when an **APP** entity can collect personal information that is solicited. It applies higher standards to the collection of ‘sensitive’ information.

### APP 4 – Dealing with unsolicited personal information

Outlines how **APP** entities must deal with unsolicited personal information.

### APP 5 – Notification of the collection of personal information

Outlines when and in what circumstances an **APP** entity that collects personal information must notify an individual of certain matters.

### APP 6 – Use or disclosure of personal information

Outlines the circumstances in which an **APP** entity may use or disclose personal information that it holds.

### APP 7 – Direct marketing

An organisation may only use or disclose personal information for direct marketing purposes if certain conditions are met.

### APP 8 – Cross-order disclosure of personal information

Outlines the steps an **APP** entity must take to protect personal information before it is disclosed overseas.

### APP 9 – Adoption, use or disclosure of government related identifiers





Outlines the limited circumstances when an organisation may adopt a government related identifier of an individual as its own identifier or use or disclose a government related identifier of an individual.

#### APP 10 – Quality of personal information

An APP entity must take reasonable steps to ensure the personal information it collects is accurate, up to date and complete. An entity must also take reasonable steps to ensure the personal information it uses or discloses is accurate, up to date, complete and relevant, having regard to the purpose of the use or disclosure.

#### APP 11 – Security of personal information

An APP entity must take reasonable steps to protect personal information it holds from misuse, interference and loss, and from unauthorised access, modification or disclosure. An entity has obligations to destroy or de-identify personal information in certain circumstances.

#### APP 12 – Access to personal information

Outlines an APP entity’s obligations when an individual request to be given access to personal information held about them by the entity. This includes a requirement to provide access unless a specific exception applies.

#### APP 13 – Correction of personal information

Outlines an APP entity’s obligations in relation to correcting the personal information it holds about individuals.

## PRIVACY & CONFIDENTIALITY AGREEMENT

I have read and understood SMCELC’s <i>Privacy &amp; Confidentiality Policy</i> and agree to abide by the provisions set out in the policy at all times. Failure to do so may lead to disciplinary action or dismissal.			
NAME		SIGNATURE	
POSITION		DATE	

Source: Australian Government Office of the Australian Information Commissioner (OAIC)

<https://www.oaic.gov.au/privacy/>

### Source

Australian Childcare Alliance. (2019). Changes to Australia’s privacy law: What ECEC services need to know:

<https://childcarealliance.org.au/blog/115-changes-to-australia-s-privacy-law-what-ecec-services-need-to-know>

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

Australian Government Department of Education, Skills and Employment. *Child Care Provider Handbook* (2018)



<https://www.dese.gov.au/resources-child-care-providers/resources/child-care-provider-handbook>

Australian Government Office of the Australian Information Commission – Australian Privacy Principles:

<https://www.oaic.gov.au/privacy-law/privacy-act/australian-privacy-principles>

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2018).

[Education and Care Services National Regulations](#). (2011).

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

Guide to the National Quality Framework. (2017). (Amended 2020).

*Privacy Act 1988*.

Revised National Quality Standard. (2018).

UN General Assembly (1989) United Nations Convention of the Rights of a child



# PROBATION AND INDUCTION ORIENTATION POLICY

SMCELC aims to implement a probation and induction orientation program to ensure employees are aware of their roles and responsibilities to enable effective performance within their employment at Snowy Mountains Care & Early Learning Centre. A formal induction and orientation program provides an opportunity for new employees to have an understanding of the values and organisational culture within SMCELC.

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1	Staffing arrangements	Staffing arrangements enhance children’s learning and development.
4.1.1	Organisation of educators	The organisation of educators across SMCELC supports children's learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at SMCELC.
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other’s strengths and skills.
4.2.2	Professional Standards	Professional standards guide practice, interactions and relationships.
QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision making and operation of SMCELC.
7.2.3	Development of professionals	Educators, co-ordinators and staff members’ performance is regularly evaluated, and individual plans are in place to support learning and development.



EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
4	Definitions
84	Awareness of child protection law
90	Medical Conditions Policy
Part 4.4	Staffing Arrangements
Division 7	Approval and determination of qualifications
Division 9	Staff and educator records—centre-based services
Division 10	Register of family day care educators, co-ordinators and assistants and records of family day care service

#### RELATED LEGISLATION

<b>NSW Anti-Discrimination Act 1977</b>	Fair Work Act 2009
Federal and State Occupational Safety and Health Legislation	Federal and State Equal Opportunity Legislation and any other relevant industrial awards
Education and Care Services National Law Act 2010	Children and Young Persons Act 1998
Sex Discrimination Act	
Child Care Subsidy Secretary's Rules 2017	Family Law Act 1975
A New Tax System (Family Assistance) Act 1999	Child Care Subsidy Minister's Rules 2017
Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook in <a href="https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook">https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook</a>	
<b>NSW Anti-Discrimination Act 1977</b>	Fair Work Act 2009
Federal and State Occupational Safety and Health Legislation	Federal and State Equal Opportunity Legislation and any other relevant industrial awards
Education and Care Services National Law Act 2010	Children and Young Persons Act 1998
Sex Discrimination Act	

#### RELATED POLICIES

CCS Governance Policy CCS Personnel Policy Child Protection Policy	Dealing with Complaints Policy Privacy and Confidentiality Policy Recruitment Policy
--	--



Child Safe Environment Policy Code of Conduct Policy	Staffing Arrangements Policy Student, Volunteer and Visitor's Policy
Child Protection Policy Child Safe Environment Policy Code of Conduct Policy	Dealing with Complaints Policy Privacy and Confidentiality Policy

## PURPOSE

We aim to ensure the most suitably qualified, experienced and reliable staff are employed at SMCELC. We are committed to ensuring we meet all legislative and regulatory requirements including the Education and Care Services National Law and National Regulations, Children and Young Persons Act, Fair Work Act, Family Assistance Law and Anti-Discrimination Act. The National Quality Framework states that a comprehensive induction process plays a critical role in creating and maintaining a positive and professional culture. By providing an efficient and effective induction and orientation program we aim to ensure employees have the skills and knowledge to perform their roles confidently.

An effective induction and orientation program provides a formal process to provide new employees, students and volunteers with information regarding service policies, procedures and practices. An induction and orientation program are available for all new employees and employees returning to work after a period of absence to ensure a smooth integration into our Service.

## SCOPE

This policy applies to staff, educators, approved provider, nominated supervisor, volunteers, students and management of the Service.

## CHILD SAFE STANDARDS

SMCELC is committed to be a child safe Education and Care Service embeds the National Child Safe Principles. Our robust recruitment, probation and induction/orientation processes play a vital role in protecting children from harm.

## PROBATIONARY PERIOD

All new employees are subject to a probationary period of **three (3) months**. This ensures assessment for both the employee and service to ensure suitability of the role for the employee.

The probationary period is a condition of employment for all new employees. During this time employees will receive advice, training and guidance to help them become familiar with and competent in, performing the work they have been appointed to do. The appointment is subject to



the satisfactory completion of the probationary period which itself is subject to termination during any stage, by either party, upon notice in writing, or by payment in lieu of notice.

During the probationary period an induction and orientation program will be initiated with the new employee. This allows the new employee an opportunity to understand the expectations and standard of conduct required to pass the probationary period.

Probationary meetings will be scheduled within the first week of employment and at the end of the probationary period, feedback will be provided to the employee regarding performance. The probation meeting is also an opportunity for the new employee to ask any questions or raise any concerns. A Probationary Meeting checklist and record will be completed to document the meeting and placed into the staff file.

The probationary period may be extended at the end of three (3) months for an additional three (3) months if any conduct or performance concerns are identified. If concerns are raised during the probationary period, they will be addressed during the probationary meeting and documented. If a decision to end the employee's employment within the employment period is made, the employee will receive the appropriate notice as per employment contract and receive the termination of employment in writing.

The employee may terminate employment within the probationary period by providing the appropriate notice in writing as per employment contract. The employer may terminate employment within the probationary period by providing the appropriate notice as per employment contract. A termination of employment letter will state the reason of termination, notice period and the date of the employees last day of employment.

At the end of the probationary period, the Approved Provider or appointed nominee will advise if the employee has successfully completed the probationary period and provide a letter confirming their ongoing employment.

Employees, full time and part time, will accrue and are eligible to access paid leave entitlements during the probationary period such as annual leave and sick leave. If an employee does not pass their probation period any unused annual leave entitlements will be paid out.

## INDUCTION AND ORIENTATION

SMCELC is committed to providing a comprehensive induction program to ensure the smooth integration of new employees, students and volunteers. The Approved Provider or assigned nominee will support the new employee and help them to understand the organisational structure, how decisions are made and communicated and what role they will have in the decision-making process.

An induction checklist will be used to support this process, which explains an employee's responsibility to know the policies, procedures and practices within SMCELC and their duty of care obligations to ensure the safety and wellbeing of all children.



Induction will include relevant information on child safe practices adhering to the Child Safe Standards, Code of Conduct, Child Information Sharing Schemes (CISS) and strategies that identify, assess and minimise risks to children and mandatory reporting procedures including Reportable Conduct Scheme.

On the first day of employment the Approved Provider or assigned nominee will ensure the new employee has completed all relevant paperwork as per New Employee Documentation checklist.

The *New Educator Orientation resources* are available to ensure all areas of SMCELC are covered in the first week. The new employee will be encouraged to complete the *Educator Orientation Survey* at the end of their probation period. (See *New Educator Orientation – Before Day One, New Educator Orientation – The Critical First Week and Educator Orientation Survey*).

The induction and orientation program will work alongside the probation period. It is expected the induction and orientation program will be performed during the three (3) month probation period.

The new employee will be required to read and become familiar with key Service policies and procedures as part of the induction and orientation program. These include, but are not limited to, the following key policies:

- Child Protection Policy
- Child Safe Environment Policy
- Sick Staff Policy and Procedure
- Code of Conduct Policy
- Educational Program Policy
- Work Health and Safety Policy
- Privacy and Confidentiality Policy
- Emergency Evacuation Policy
- Medical Conditions Policy
- Incident, Injury, Trauma and Illness Policy
- Dealing with Complaints Policy

During the induction and orientation program, new employees will be advised of any children with a health care need, allergy or relevant medical condition. SMCELC Philosophy, Staff Handbook, Code of Conduct and the Early Childhood Code of Ethics will be shared with the new employee during the induction and orientation program.

All new employees will be appropriately trained and informed of workplace health and safety policies and procedures before commencing employment, such as hazard and incident forms and reporting procedures, use of PPE equipment, location of fire safety equipment, emergency and evacuations procedures (including lockdowns), location and use of Safety Data Sheets (SDS), any WorkCover information, security procedures and location of first aid kits as described in the *New Employee Induction Checklist*.

New employees (including the Nominated Supervisor and staff members), students and volunteers are to familiarise themselves with the *Child Protection Policy* to understand the Child Protection Law



and their obligations and mandatory reporting duties to ensure the safety and well-being of children at the service.

On the first day of employment the approved provider or assigned nominee will ensure the new employee has completed all relevant paperwork as per New Employee Documentation checklist (*See New Employee Documentation Checklist*).

The *New Educator Orientation resources* are available to ensure all areas of the service are covered in the first week. The new employee, student or volunteer will be encouraged to complete the *Educator Orientation Survey* at the end of their probation period. (*See New Educator Orientation – Before Day One, New Educator Orientation – The Critical First Week and Educator Orientation Survey*).

The induction and orientation program will work alongside the probation period. It is expected the induction and orientation program will be performed during the **three (3)** month probation period.

The new employee, student or volunteer will be required to read and become familiar with key Service policies and procedures as part of the induction and orientation program. These include, but are not limited to, the following key policies:

- Child Protection Policy
- Child Safe Environment Policy
- Sick Staff Policy and Procedure
- Code of Conduct Policy
- Behaviour Guidance Policy
- Educational Program Policy
- Work Health and Safety Policy
- Privacy and Confidentiality Policy
- Emergency Evacuation Policy
- Medical Conditions Policy
- Incident, Injury, Trauma and Illness Policy
- Dealing with Complaints Policy
- Safe Arrival of Children Policy (If applicable)
- Safe Transportation Policy (if applicable)





During the induction and orientation program, new employees, students and volunteers will be advised of any children with a health care need, allergy or relevant medical condition. The Service Philosophy, Staff Handbook, Code of Conduct and the Early Childhood Code of Ethics will be shared with the new employee, student or volunteer during the induction and orientation program.

All new employees will be appropriately trained and informed of workplace health and safety policies and procedures before commencing employment, such as hazard and incident forms and reporting procedures, use of PPE equipment, location of fire safety equipment, emergency and evacuations procedures (including lockdowns), location and use of Safety Data Sheets (SDS), any WorkCover information, security procedures and location of first aid kits as described in the *New Employee Induction Checklist*.

As part of the induction and orientation program, the Approved Provider or assigned nominee will provide opportunities for discussing and unpacking the following key documents, (including the location of these documents):

- o Education and Care Services National Law and National Regulations
- o The National Quality Standard
- o Service Policies and Procedure Folder
- o Belonging, Being and Becoming: The Early Years Learning Framework
- o My Time Our Place: Framework for School Age Care in Australia (as required)
- o Early Childhood Australia- Code of Ethics
- o National Principles Child Safe Organisations -Child Safe Standards-
- o Reportable Conduct Schemes
- o Child Information Sharing Scheme (CISS) and Family Violence Information Sharing Schemes (FVISS)

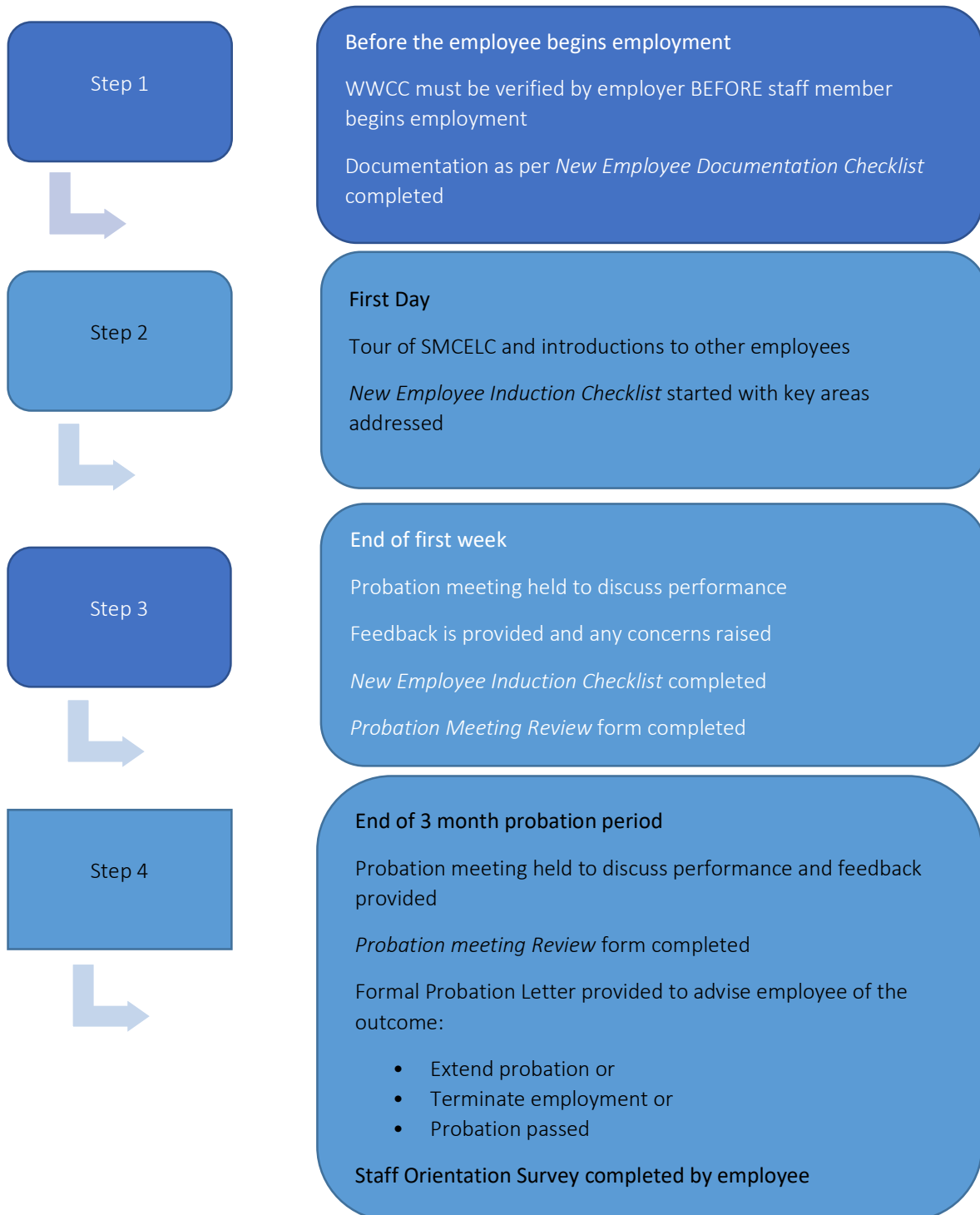


## CONTINUOUS IMPROVEMENT/REFLECTION

Our *Probation, Induction and Orientation Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.



## PROBATION, INDUCTION AND ORIENTATION OVERVIEW



## CHILDCARE CENTRE DESKTOP- RELATED HUMAN RESOURCES

Code of Conduct	New Educator Orientation Survey
New Employee Induction Checklist	Probation Meeting Review
New Educator Orientation - Before Day One	Staff Handbook
New Educator Orientation – The Critical First Week	

### SOURCE

Australian Government. Fair Work Ombudsman. (2020). Hiring employees <https://www.fairwork.gov.au/find-help-for/small-business/hiring-employees>

Australian Human Rights Commission. Child Safe Organisations. <https://humanrights.gov.au/our-work/childrens-rights/projects/child-safe-organisations>

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2018).

[Education and Care Services National Regulations](#). (2011).

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

NSW Government. (2020). Office of the Children’s Guardian: A guide to the Child Safe Standards <https://www.kidsguardian.nsw.gov.au/ArticleDocuments/838/ChildSafeStandardsGuide.pdf.aspx?Embed=Y>



## PROFESSIONAL DEVELOPMENT POLICY

*Professional development* is a term used which includes workshops, conferences, in-service training sessions, formal studying, readings, and professional research. The contribution of professional development to developing practice can be a source of deep professional satisfaction, for both individual practitioners and the early childhood education and care service collectively. A commitment by Early Childhood educators to ongoing professional development is the key to effective continuous improvement and the provision of quality childcare. Engaging in professional development helps to identify individual educator's areas of strengths and areas requiring improvement.

### NATIONAL QUALITY STANDARD (NQS)

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

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
84	Awareness of child protection law
118	Educational Leader
126	Centre-Based services – general educator qualifications
136	First Aid qualifications



138	Application for qualification to be assessed for inclusion on the list of approved qualifications
168	Education and care service must have policies and procedures.

#### RELATED LEGISLATION

Child Care Subsidy Secretary's Rules 2017	Family Law Act 1975
A New Tax System (Family Assistance) Act 1999	Family Assistance Law – Incorporating all related legislation for Child Care Provider Handbook in Appendix G <a href="https://www.dese.gov.au/resources-child-care-providers/resources/child-care-provider-handbook">https://www.dese.gov.au/resources-child-care-providers/resources/child-care-provider-handbook</a>

#### RELATED POLICIES

CCS Governance Policy CCS Personnel Policy Code of Conduct Policy Enrolment Policy First Aid Policy	Payment of Fees Policy Record Keeping and Retention Policy Recruitment Policy Staffing Arrangement Policy Work, Health and Safety Policy
---	--

#### PURPOSE

Professional development allows individuals to build and improve their knowledge and skills within the early childhood industry whilst keeping up to date with current research and recommended practice.

The Early Childhood Education sector continues to grow and change. These changes impact on licensing and assessment requirements as well as our interactions and documentation of individual children. To comply and improve we implement procedures for identifying areas in which our educators and staff can enhance skills and knowledge in the early childhood industry through relevant and effective professional development and training. We aim to review and update individual professional development plans based on performance appraisals detecting strengths, interests, and goals.

#### SCOPE



This policy applies to educators, staff, approved provider, nominated supervisor and management of SMCELC.

## IMPLEMENTATION

The Early Childhood Australia (ECA) Code of Ethics suggest that in relation to being professional, educators will take responsibility for reflecting on and assessing their professional values, knowledge and practice, and the positive contribution to the early childhood profession. Educators will engage in critical reflection, ongoing professional learning and support research that builds knowledge and that of the profession.

### Management will ensure:

- the nominated supervisor and administration staff are aware of Family Assistance Law legislation, enrolment processes and management of Child Care Subsidy as detailed in the *Child Care Provider Handbook*
- the roster supports at least one nominated supervisor and person in day-to-day charge of SMCELC, who holds the following qualifications is in attendance at all times at SMCELC when children are being educated and cared for and immediately available in an emergency:
  - ACECQA approved and current first aid qualification including CPR
  - ACECQA approved and current emergency asthma management training
  - ACECQA approved and current anaphylaxis management training
  - child protection training
- the Nominated Supervisor undertakes professional development in accordance with National Law and Regulations, Family Assistance Law, Child Care Subsidy and their individual professional development plan
- all educators and staff are provided with professional learning for the Child Safe Standards
- a budgeted amount is allocated and available to provide relevant training to educators and staff
- approval of all professional development prior to booking (for events which are paid for or subsidised by SMCELC). Only professional development which are beneficial to SMCELC and other educators will be approved for payment, at the discretion of the Educational Leader.
- all professional development completed by educators and staff is recorded in individual staff records via the *Professional Development Record* and relevant materials and information to enhance skills and knowledge is shared with colleagues
- a variety of professional development for educators and staff is provided



- professional development is linked to the Quality Improvement Plan
- educators and staff have the opportunity to experience different rooms. This will be achieved through rotation of educators and staff at the discretion of management but will not have adverse effects on the continuity of care experienced by children. Individual needs will be considered when rotation occurs, but the final decision should not hinder other staff members from the opportunity to develop their skills and knowledge.
- continuity of care for the children will be the primary consideration when moving staff to different rooms. Where possible, one person familiar to the children will remain in the room.
- mentoring programs and management support networks are implemented for educators and staff to receive guidance and inspiration
- opportunities are provided for educators to work closely with more experienced colleagues to assist skills in observations, questioning, critiquing and responding to children's experiences
- they are positive role models for educators and staff
- educators are supported to attend professional development by committing time and resources in order to develop new skills and knowledge that can be shared within SMCELC.

#### A Nominated Supervisor will:

- ensure Child Protection training is valid and updated every 12-24 months, and whenever significant changes are made to the child protection law or reporting requirements, to maintain skills and knowledge required by National Regulations and best practice
- keep up to date with changes and additions to the administration of Child Care Subsidy as detailed in the Child Care Providers Handbook (Australian Government Department of Education, Skills and Employment)
- hold a current ACECQA approved first aid, qualification and ACECQA approved emergency asthma and anaphylaxis management qualifications at all times
- ensure CPR refresher training is completed annually
- complete annual adrenaline auto injector training through ASCIA
- provide documentation of all qualifications to the Approved Provider
- attend a minimum of **4** professional development/ in-service training events over a 12-month period
- be a positive role model for educators and staff





- collaborate with the Educational Leader to identify training needs across SMCELC and source appropriate training and mentoring for educators
- ensure strategies are implemented by educators to make practical use of the information gained from professional development
- develop a culture of learning through reflective practice within SMCELC to drive continuous improvement
- review Job descriptions as part of the Professional Development Agenda before establishing the Professional Development Plan
- facilitate educators to complete the *Ambitions and Reflections Plan* to assist with allocation of training and development.
- once completed review *Ambitions and Reflections Plan* with Educational Leader to gain an understanding of each team members personal goals and aspirations.

#### The Educational Leader will:

- review the Professional Development cycle with Nominated Supervisor for SMCELC
- support educators to further their professional growth and achieve accreditation under the Australian Professional Standards for Teachers
- meet with educators and discuss outcomes of the *Ambitions and Reflections Plan*
- complete the simple SWOT analysis for each educator (Strengths, Opportunities, Weaknesses and Threats).
- maintain the Professional Development Record for each educator following the completion of training and workshops
- complete a Professional Development Plan with each educator and discuss with the Nominated Supervisor
- source and schedule in-services, webinars, workshops and other professional development opportunities as per educator Professional Development Plan taking into consideration SMCELC training budget
- facilitate educators to share new knowledge and skills learnt at training and workshops
- facilitate reflective practice as a form of ongoing professional learning for all staff
- support educators to undertake WHS training as a part of their in-service training.

#### Educators will:

- keep up to date with Child Protection '*refresher*' training ensuring currency and compliance



- hold a current ACECQA approved first aid qualification and ACECQA approved emergency asthma and anaphylaxis management qualifications (as required)
- ensure CPR refresher training is completed annually
- complete annual adrenaline auto injector training through ASCIA
- attend a minimum of **3** professional development/ in-services training over a 12-month period for full time staff
- seek assistance and direction from SMCELC’s Educational Leader regarding options for in-services and other professional learning opportunities
- participate in professional learning about Family Assistance Law and Child Care Subsidy if required
- engage in the Professional Development Plan activities with the Educational Leader as per the Professional Development Agenda, including completing the Ambitions and Reflections form, and completing in the Professional Development Plan with the Educational Leader
- following the attendance of training and workshops, complete a Professional Development Review form
- with the assistance of the Educational Leader, share skills and knowledge learnt from professional development with other team members.

### Examples of professional development and in-service opportunities

Networking with other services and professionals	Mentoring and coaching programs
In-house or external training (workshops, courses)	Self-paced training packages
Sharing information gained from formal studies	Hands-on job training
Knowledge and skills sharing	e-learning modules
Conferences	Webinars
Visitors from local areas	Meeting discussions
Reading professional publication and websites	Inquiry conversations
Viewing professional DVD’s	Reading recently published ECE texts
Engage in professional reflection (journals) newsletters	Subscribing to professional
Formal TAFE, college or University courses (check with <a href="#">ACECQA for list of approved qualifications</a> )	

### Source



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

Australian Government Department of Education, Skills and Employment. *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*. (2009).

Australian Government Department of Education Skills and Employment Child Care Provider Handbook <https://www.dese.gov.au/resources-child-care-providers/resources/child-care-provider-handbook>

Australian Government Department of Education, Skills and Employment. *Leading Learning Circles for Educators Engaged in Study*. (2016).

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2018).

[Education and Care Services National Regulations](#). (2011).

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

Guide to the National Quality Framework. (2017). (Amended 2020).

Revised National Quality Standard. (2018).



# PROFESSIONAL DEVELOPMENT PLAN 20\_\_

Personal Information (completed by staff member)

First name		Last name	
Position			
Date of employment	____/____/____		
Service location		Mobile phone:	

Highest level of education attained: (tick box)

- High School year of completion (year) \_\_\_\_\_
- Cert III Children's Services
- Advanced Diploma
- Bachelor Degree (state degree qualification held) \_\_\_\_\_
- Master's Degree (state degree qualification held) \_\_\_\_\_

What is your educational goal?

- Improve my job skills
- Complete: Cert III/ Diploma
- Complete: Associate Degree
- Complete Bachelor's Degree
- Complete Master's Degree

Other: \_\_\_\_\_

Self-identified current strengths and skills

Professional Survey [completed by Educational Leader with input from staff member based on applicable job description]



Area	Knowledge rating	Comments
Child Development		
Professionalism		
National Quality Standard		
Learning Environment		
Administration		
Early Years Learning Framework		
My Time Our Place Framework		
Language/Literacy		
Developmentally Appropriate Practice		
Health and Safety		
Inclusion Support		
Indigenous Perspectives		
Individual & Cultural Diversity		
Curriculum Planning		
Behaviour Guidance		
Technology		
Family Relationships		
Observation and Assessment		
Service Philosophy		
Early Childhood Theorists		

SK	Somewhat Knowledgeable	K	Knowledgeable	MI	More information is required
----	------------------------	---	---------------	----	------------------------------

**Professional Areas for Improvement/Short term goals**

Choose at least three areas (from the above survey or self-identified areas) to complete this sentence: *“This year I would like to improve my knowledge and/or skills in ....*

1	
2	
3	



**Other Short-Term Goals**

Professional Plan of Action to Improve Knowledge and/or Skills

How do you intend to build knowledge on each short-term goal this year? (Check all that apply).

*	Workshops/Webinars	Professional Conferences	Academic Coursework	Other
---	--------------------	--------------------------	---------------------	-------

**Long Term Goals** [completed by educator] *Professionally, in five years ...*

To achieve long-term goal/s, I would be interested in:

Job security	Accreditation	Advancement opportunities
Administrator’s credential	Administrative support	Financial assistance
Other		

**Implementation Plan** [Educational Leader and educator identify possible professional learning resources/opportunities to achieve identified goals]

SMCELC is committed to supporting the continued learning and development of educators to further their skills and knowledge in early childhood education and care. We aim to support employees gain qualifications and certification that are relevant to their current position and career goals.

The employee acknowledges that SMCELC intends to provide training, inclusive of professional development to enhance the skills and knowledge required to ensure competence within their identified job role.



The *Professional Development Plan* is part of the performance management processes within SMCELC. Educators and staff have a responsibility to be involved in processes that facilitate their professional growth. A review of this plan will be conducted annually as part of the Performance Review. The *Professional Development Plan* is viewed as a dynamic plan, and educators may amend and adjust their plan throughout the year in consultation with the Educational Leader. Should an employee fail to meet the requirements of this plan, management will conduct a Performance Review meeting to discuss concerns. Based on the outcome, Management will amend/create a plan for the employee, which will be reviewed to ensure performance has improved.

**The Employee will:**

- make every effort to learn the skills required at SMCELC
- adhere to all policies and procedures of SMCELC
- become a valuable employee with a commitment to SMCELC
- attend a minimum of 3 professional development courses as discussed with management and outlined during performance appraisals
- always keep up to date with assessments associated with professional learning (if relevant)
- share new knowledge and skills learnt at professional development with team members.

**Management will:**

- provide ongoing training and development to the employee
- provide appropriate facilitates for the employee to grow and develop
- support the employee through on the job training and Performance Review
- meet all legal requirements for mandatory training including Child Protection and work health and safety
- ensure the employee adheres to their Professional Development Plan
- mentor and assist the educator with their assessments (if relevant).

Employee name		Supervisor's name	
Employee signature		Supervisor's signature	
Review date: _____/20____ (month/year)			



## PROFESSIONAL DEVELOPMENT REFLECTION

Following participation in professional learning, educators are encouraged to critically reflect on the content and topic of the professional development and present an overview of learning to other team members with the support of the Educational Leader.

Educator name		Date of Reflection	
Name of Professional Development		Date of Professional Development	

Overview of content of Professional Development:

Choose at least three areas (from the professional development) to complete this sentence:

*"I'm really looking forward to introducing .... into my workspace"*

1	
2	
3	

What challenges or obstacles were raised during the professional development?

1	Strongly disagree	2	Disagree	3	Agree	4	Strongly Agree
---	-------------------	---	----------	---	-------	---	----------------





Reflection questions	Impact	Comments
I found the course content to be useful to me		
I can use skills and knowledge learnt from this professional development in my everyday duties and tasks		
The presenter was knowledgeable and experienced in the topics presented		
There was an opportunity for networking within the professional development		
The materials and resources provided at the professional development were appropriate and helpful		
The professional development experience had a positive effect on my learning.		

How can you share these new skills and knowledge with colleagues?

As a result of the professional development, I would like to further research the following topics:

Additional Comments:

Employee name		Supervisor name	
Employee signature		Supervisor signature	



Review date: \_\_\_\_/20\_\_\_\_ (month/year)



## RECORD KEEPING AND RETENTION POLICY

The Approved Provider and Management are responsible for overseeing and ensuring records are maintained and stored in accordance with relevant legislation contained in the National Law and National Regulations, National Quality Standard and Family Assistance Law.

### NATIONAL QUALITY STANDARD (NQS)

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

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
29	Condition on service approval—insurance
31	Condition on service approval—quality improvement plan
55	Quality improvement plans
56	Review and revision of quality improvement plans
74	Documenting of child assessments or evaluations for delivery of educational program
87	Incident, injury, trauma and illness record
92	Medication record



102	Authorisations for excursions
102D	Authorisations for service to transport children
102E	Children embarking a means of transport—centre-based service
102F	Children disembarking a means of transport—centre-based service
118	Educational leader
126	Centre-based services – general educator qualifications
145	Staff record
146	Nominated Supervisor
147	Staff Members
149	Volunteers and students
150	Responsible person
151	Record of educators working directly with children
152	Record of access to early childhood teachers
152A	Record of replacement of educator
152B	Record of replacement of early childhood teacher or suitably qualified person
158	Children’s attendance record is to be kept by approved provider
160	Child enrolment records to be kept by approved provider and family day care educator
161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record
167	Record of service’s compliance
168	Education and care service must have policies and procedures
170	Policies and procedures are to be followed
173	Prescribed information to be displayed
177	Prescribed enrolment and other documents to be kept by approved provider
180	Evidence of prescribed insurance
181	Confidentiality of records kept by approved provider
183	Storage of records and other documents
184	Storage of records after service approval transferred
185	Law and regulations to be available
S162A	Persons in day-to-day charge and nominated supervisors to have child protection training

## RELATED LEGISLATION

## RELATED LEGISLATION

Child Care Subsidy Secretary’s Rules 2017	Family Law Act 1975
---	---------------------



Child Care Subsidy Minister’s Rules 2017	A New Tax System (Family Assistance) Act 1999
Work Health and Safety Act 2011	Privacy Act 1988 (Cth)
Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook <a href="https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook">https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook</a>	

## RELATED POLICIES

Administration of First Aid Policy Administration of Medication Policy CCS Governance Policy Child Safe Environment Policy Child Protection Policy Dealing with Complaints Policy Death of a Child at SMCELC Policy Delivery of Children to and from EEC Service Premises Policy Enrolment Policy Excursion/Incursion Policy	Governance Policy Immunisation Policy Incident, Injury, Trauma and Illness Policy LDC Death of a Staff member at SMCELC Policy Medical Conditions Policy Photograph Policy Privacy and Confidentiality Policy Professional Development Policy Responsible Person Policy Student and Volunteer and Visitor Policy Supervision Policy Unexpected Death of a Child at the Service Policy Unexpected Death of a Staff member at the Service Policy
--	--

## PURPOSE

We aim to maintain and manage appropriate records in a private and confidential manner, working in accordance with legislative requirements and best practice.

## SCOPE



This policy applies to families, management, Approved Provider, Nominated Supervisor, Responsible Person, volunteers, visitors, and educators of SMCELC.

## IMPLEMENTATION

The Approved Provider is responsible for compliance with record keeping requirements in accordance with Education and Care Services National Law and National Regulations. To maintain approval for Child Care Subsidy, providers must also keep certain records in accordance with Family Assistance Law.

This policy encompasses requirements for National Law and National Regulations and Family Assistance Law. Records that are required for Family Assistance Law must be kept for **seven years** and are noted in **red**.

### Prescribed records to be kept by approved provider:

SMCELC, nominated supervisor and management will ensure the following records are to be retained in a secure location at the Service:

- complaints made to the provider, or to any of SMCELCs of the provider, relating to compliance with Family Assistance Law (**records must be kept for seven years**)
- children's attendance records (regardless of eligibility for Child Care Subsidy) (Regulation 158) to be kept until the end of 3 years after the child's last attendance [Regulation 183]. These records are also required for Family Assistance Law (**records must be kept for seven years**)
- record of any absences from care for all children (**regardless of eligibility for Child Care Subsidy- records must be kept for seven years**)
- statements or documents demonstrating that additional absence days in excess of the initial 42 absence days satisfy requirements (**records must be kept for seven years**)
- copies of invoices and receipts issued for the payment of childcare fees (**records must be kept for seven years**)
- the identifying number and expiry date of a Working With Children Check (WWCC), current vulnerable people check or criminal history record of all staff to be kept until the end of 3 years after the last date the staff member provided education and care to children.



- the identifying number and expiry date of a Working with Children Check (WWCC), current vulnerable people check or criminal history record of students and volunteers to be kept until the end of 3 years after the last date the student or volunteer attended the service  
[except in case of NSW, QLD, SA and TAS- where staff member, volunteer, or student has provided: proof of their current teacher registrations; record of identifying number of their teacher registration, expiry date of that registration. This must be recorded by the approved provider. Reg. 147, 149]
- any evidence or information produced to obtain police checks and Working With Children Checks for personnel and to support any statements about these checks in an application for provider or service approval. These records are also required for Family Assistance Law (records must be kept for seven years)
- copies of all Statements of Entitlement issued, and any statements issued to advise that there was a change of entitlement- Child Care Subsidy (records must be kept for seven years)
- written record of any notice given to a state or territory body about a child at risk of abuse or neglect (records must be kept for seven years)
- copies of the evidence and information provided with an application for approval about persons with management or control of a provider and persons responsible for the day-to-day operation of SMCELC (records must be kept for seven years)
- records of background checks for specified personnel who undertake actions related to the administration of CCS (records must be kept for seven years)
- educational leader records (Regulation 118)
- child assessments or evaluations for delivery of the educational program (Regulation 74) (to be kept for 3 years after the child's last day of attendance [Regulation 183])
- an incident, injury, trauma and illness record (Regulation 87) (to be kept until child is 25 years [Regulation 183])
- medication records (Regulation 92) (Keep until the end of 3 years after the child's last attendance [Regulation 183])
- staff records (Regulation 145)
- record of volunteers and students (Regulation 149)
- records of the Responsible Person at SMCELC (Regulation 150 and National Law S162A)
- record of educators working directly with children (Regulation 151)
- record of access to early childhood teachers (Regulation 152)



- children's attendance records (Regulation 159) to be kept until the end of 3 years after the child's last attendance [Regulation 183]
- any record relating to the death of a child whilst being educated and cared for by SMCELC or as a result of an incident whilst being educated and cared for, until the end of 7 years after the death of a child
- child enrolment records (Regulation 160) (to be kept until the end of 3 years after the child's last attendance [Regulation 183]). *(Further details below)*
- record of SMCELC's compliance with the Law (Regulation 167)
- a record of each nominated supervisor and any person placed in day-to-day charge of the education and care service (Regulation 146)
- PRODA RA Number *(for specified personnel- people managing or employed in child care in roles regarding the approval and operation of a service and permitted to undertake actions through the Child Care Subsidy System- Child Care Provider Handbook)*
- evidence of prescribed insurance must be available at the education and care service premises (Regulation 180). Current policy of insurance for public liability with a minimum cover of \$10 000 000 (Reg. 29)
- evidence and records of SMCELC Quality Improvement Plan (QIP), the QIP must be prepared within 3 months of SMCELC opening. The QIP must be reviewed and revised at least annually or when requested by the regulatory authority. The QIP must be submitted to the regulatory authority upon request (Reg. 31, 55, 56)
- a copy of the Education and Care National Law and Regulations must be available and accessible at SMCELC at all times for use by the Nominated Supervisor, staff members, volunteers, parents and any person seeking to make use of SMCELC.
- record of children embarking a means of transport at the education and care service premises (Regulation 102E)
- record of children disembarking a means of transport at the education and care service premises (Regulation 102F)
- record of replacement of an educator in accordance with regulation 126A (Regulation 152A)
- record of replacement of an Early Childhood Teacher in accordance with regulation 135A (Regulation 152B)
- records identified as relevant to child safety and wellbeing (including child sexual abuse that has or is alleged to have occurred), are:
  - kept for at least 45 years





- clear, objective and thorough
- maintained in an indexed, logical and secure manner
- retained and disposed of in a consistent manner.

[Note: this is a recommendation in response to the Royal Commission into Institutional Responses to Child Sexual Abuse.]

## RECORDS TO BE KEPT IN RELATION TO CHILDREN EMBARKING AND DISEMBARKING A MEANS OF TRANSPORT (REG: 102E AND 102F)

The approved provider and nominated supervisor must ensure a record is immediately made when children embark or disembark a means of transport at SMCELC.

The record must:

- confirm each child was accounted for when embarking and disembarking from the vehicle
- state how each child was accounted for when embarking and disembarking from the vehicle
- state a staff member or nominated supervisor, who is not driving the vehicle, has examined the interior of the vehicle to confirm no child/ren remain on the vehicle
- states the date and time the record was made
- states the name of, and is signed by, the staff member or nominated supervisor who examined the vehicle to confirm no child/ren remain on the vehicle.

### Records to be kept in relation to the Nominated Supervisor (Reg. 146 and Law. S162A)

- 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 a 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 have as completed the units of study that equate to an approved Certificate III level education and care qualification determined by ACECQA.

- evidence of any approved training (including first aid training, current approved anaphylaxis management training, approved emergency asthma management training and approved Child Protection) completed by the Nominated Supervisor
- the identifying number and expiry date of a Working with Children Check (WWCC) and Australian National Police Check **NSW**
- date the check, card, record or registration was and the date this was verified and by whom
- PRODA RA Number
- evidence of the nominators written consent to the nomination
- evidence of Child Protection Training

#### Records to be kept in relation to Staff and Educators: (reg: 147)

- the full name, address and date of birth
- evidence of any relevant qualifications
- if applicable, evidence that the staff member/educator is actively working towards a qualification.

If this is the case, the following must be recorded:

- Proof of enrolment.
- Documentary evidence that the staff member/educator has commenced the course, is making satisfactory progress towards the completion of the course, is meeting the requirements of maintaining the enrolment.
- for educators 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 have as completed the units of study that equate to 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
- the identifying number and expiry date of the Working with Children Check (WWCC) and the date this was verified. (Check with the legal requirements for each state and territory)
- Teacher Registration details (if applicable)

#### Records to be kept in relation to the Educational Leader: (Reg: 148)



- the name of the educator who is designated at this role in accordance with Regulation 118

#### Records to be kept in relation to Students and Volunteers: (Reg: 149)

- 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 SMCELC, the date and hours of participation.

#### Records to be kept in relation to the Responsible Person: (Reg: 150 and Law. S162A)

- the staff record must include the name of the responsible person at SMCELC for each time that children are being educated and cared for by SMCELC.
- application for approval about the person responsible for day-to-day operation of a Service
- evidence of Child Protection Training

#### Records to be kept in relation to educators working directly with children: (Reg: 151)

- the name of each educator
- the hours that each educator works directly with children
- a staff roster or time sheet stating educators contact and non-contact hours/shift.

#### Records to be kept in relation to access to early childhood teacher/s: (Reg: 152)

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—

- (a) the period that an early childhood teacher is working with SMCELC in accordance with regulation 130 or 131(2); and
- (b) the periods that the early childhood teacher is working directly with children and is not working directly with children.

The approved provider of a centre-based service that provides education and care to 25 or more but not more than 59 children preschool age or under must ensure that a record is kept of the period that an early childhood teacher is in attendance at SMCELC.



The approved provider of a centre-based service that provides education and care to 60 or more children preschool age or under must ensure that a record is kept of the period that each early childhood teacher and each suitably qualified person is in attendance at SMCELC.

### RECORDS TO BE KEPT IN RELATION TO REPLACEMENT OF EDUCATOR OR EARLY CHILDHOOD TEACHER (REG: 152A AND 152B)

The approved provider must keep a record when an educator or Early Childhood Teacher is replaced in accordance with regulation 126A and 135A.

The record must include:

- the full name of the educator or Early Childhood Teacher
- the qualification of the educator or Early Childhood Teacher who is replaced
- the qualification of the person who replaced the educator or Early Childhood Teacher
- the date/s on which the educator or Early Childhood Teacher was replaced
- the reason for the educator or Early Childhood Teacher absence

### Records to be kept in relation to child enrolment: (Reg: 160)

- the full name, date of birth and address of the child- [birth certificate, passport, identify papers]
- 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
  - any person who is authorised to authorise the education and care service to transport the child or arrange transportation for the child
  - 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
- 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 [Reg 102]
- authorisation for regular transportation of the child (if relevant) [Reg 102D (4)]

#### Health Information to be kept in enrolment record [Reg: 162]

- 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 medical 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.

#### Records to be kept in relation to enrolled children (Reg. 74)

- documentation relating to child assessments or evaluations for delivery of the education program, including:
  - assessments of the child's developmental needs, interests, experiences and participation in the education program



- assessments of the child's progress against the outcomes of the educational program.

### Records to be kept in relation to incident, injury, trauma and illness: (Reg: 87)

- details of any incident in relation to a child or injury received by a child or trauma to which a child has been subject while being educated and care for by SMCELC. The following must be included:
  - the name and age of the child, including date of birth
  - gender
  - 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 cared for by SMCELC. The following must be included:
  - the name and age of the child
  - the relevant circumstances surrounding the child becoming ill and any apparent symptoms
  - temperature record and time temperature was taken
  - the time and date of the apparent onset of the illness
  - date when child was last at SMCELC
- details of the action taken by SMCELC in relation to any incident, injury, trauma or illness which a child has suffered while being educated and cared for by SMCELC. The following must be included:
  - any medication administered, or first aid provided
  - any medical personnel contacted
  - details of any person who witnessed the incident, injury or trauma including signature of witness
  - 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 SMCELC 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
  - notifications to parent/guardian including attempted notifications
  - signed and dated parent/guardian acknowledgement of record



- 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
- the record must show that a serious incident is entered into the [NQA IT System](#)
- these records must be kept until the child is aged 25 years.

#### Records to be kept in relation to medication: (Reg: 92, 95, 96)

- the name of the child
- the authorisation to administer medication (including self-administration is applicable) signed by a parent or a person named in the child's enrolment record as authorised to consent to administration of medication
- the name of the medication to be administered
- the time and date the medication was last administered
- the time and date or the circumstance under which the medication should be next administered
- the dosage of the medication to be administered
- the manner in which the medication is to be administered
- if the medication is administered to the child:
  - the dosage that was administered
  - the manner in which the medication was administered
  - the name and signature of the person who administered the medication
  - if another individual is required to check the dosage, the name and signature of that person.

#### Records to be kept in relation to children's attendance: (Reg: 158)

- the full name of each child attending SMCELC
- 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.

#### Records to be kept in relation to SMCELC's compliance with the law: (Reg: 167)

- details of any amendments of SMCELC 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 SMCELC (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 SMCELC, 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.
- the Approved Provider must ensure that the documents referred to above in relation to a child enrolled at SMCELC are made available to a parent of the child on request. Accordingly, 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.

### Storage of Records (Reg: 183, 184)

Records made by SMCELC 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.

If the record relates to the death of a child while being educated and cared for by SMCELC or as a result of an incident while being educated and cared for by SMCELC, the records must be kept for 7 years after the death. Records related to an incident, illness, injury or trauma must be kept until the child is aged 25 years. Records related to child sexual abuse that has or is alleged to have occurred, are recommended to be kept for at least 45 years from the date the record was created.





In 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 SMCELC. (See Appendix 2- ACEQCA image)

All records required to maintain approval as listed in *Child Care Providers Handbook*, must be kept for **seven years**. Written records include records that are made and stored electronically, as long as they are stored safely and any changes, apart from incidental changes related to their storage and display, are also recorded. (p.56).

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 of Records (Reg: 181)

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- [Child Information Sharing Scheme (CISS) or similar.
- with the written consent of the person who provided the information.

Our Service will ensure the following documents are available upon request by parents (unless restricted by a court order):

- education program documents including child assessments or evaluations
- incident, injury, trauma and illness records
- attendance records
- enrolment records



If the above documents contain personal information of any of the following persons, including home address, email address, phone number, date of birth, medical records, bank account details and tax file number, written consent MUST be obtained before the information is disclosed:

- a parent of a child enrolled at the service, other than the person requesting the documentation
- a person required to be notified of an emergency if a parent cannot be contacted
- an authorised nominee of a child
- a person authorised to consent to medical treatment or the administration of medication to a child
- a person authorised to authorise an educator to take a child outside the service premises
- a person authorised to authorise the service to transport a child or arrange transportation of a child.

(effective 1 October 2023)

### Information to be displayed (Reg: 173)

Services must have the following displayed:

- in relation to the provider approval:
  - the name of the approved provider
  - the provider approval number
  - any conditions on the provider approval.
- In relation to SMCELC approval:
  - the name of the education and care service
  - SMCELC approval number
  - any conditions on SMCELC approval.
- the name of each nominated supervisor
- in relation to the rating of SMCELC:
  - the current rating levels for each quality area stated in the National Quality Standard, and
  - the overall rating of SMCELC.
- in relation to any service waivers or temporary waivers held by SMCELC, the details of the waivers including:
  - the elements of the NQS and the regulations that have been waived, and
  - the duration of the waiver, and
  - whether the waiver is a service waiver or a temporary waiver.



### SMCELC must also display:

- the hours and days of operation of the education and care service
- the name and telephone number of the person at the education and care service to whom complaints may be addressed
- the name and position of the responsible person in charge of SMCELC at any given time
- the name of the educational leader at SMCELC
- the contact details of the Regulatory Authority
- if applicable, a notice stating that a child who has been diagnosed as at risk of anaphylaxis is enrolled at SMCELC.
- if applicable, a notice stating that there has been an occurrence of an infectious disease at the premises
- information relating to the educational program (Regulation 75)
- the weekly menu is displayed (Regulation 80)
- emergency and evacuation floor plans and instructions are displayed (Regulation 97 (4))
- the certificate issued by the regulatory authority displaying the current rating levels of the National Quality Standards and the overall rating of SMCELC. If applicable display the certificate stating the highest rating level (ie excellent rating). (Regulation 173 (3))

### ADDITIONAL RECORDS TO BE KEPT FOR FAMILY ASSISTANCE LAW (if applicable)

- a Complying Written Agreement (CWA) for all enrolments registered to claim Child Care Subsidy (CCS). Updated CWAs must be signed if there are changes to the original enrolment conditions.
- documentation relating to an Additional Child Care Subsidy (ACCS) claim

### Appendix 1: Family Assistance Law

Family Assistance Law is a broad term that encompasses the following legislation:

[\*A New Tax System \(Family Assistance\) Act 1999\*](#)

[\*A New Tax System \(Family Assistance\) \(Administration\) Act 1999\*](#)

[\*Child Care Subsidy Minister's Rules 2017\*](#) (Minister's Rules)

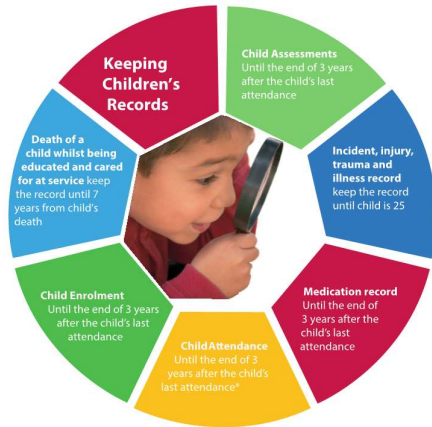
[\*Child Care Subsidy Secretary's Rules 2017\*](#) (Secretary's Rules)

Any other instruments (including regulations) made under the [\*A New Tax System \(Family Assistance\) Act 1999\*](#) and the [\*A New Tax System \(Family Assistance\) \(Administration\) Act 1999\*](#)

Schedules 5 and 6 to the [\*A New Tax System \(Family Assistance and Related Measures\) Act 2000\*](#).

### Appendix 2: ACECQA graphic image





\*For preschool programs provided by a school, the service should keep child attendance records in accordance with their state education law or department policy.



[https://www.acecqa.gov.au/sites/default/files/acecqa/files/NQF/Record\\_keeping\\_A4.pdf](https://www.acecqa.gov.au/sites/default/files/acecqa/files/NQF/Record_keeping_A4.pdf)

## CONTINUOUS IMPROVEMENT/REFLECTION

Our Record Keeping and Retention Policy will be updated and reviewed annually in consultation with families, staff, educators and management.

## CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Record Keeping Audit	Record Keeping and Retention Checklist
----------------------	--

## SOURCE

- Australia Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).
- Australian Children's Education & Care Quality Authority. (2023). [Protection of Personal Information](#).
- Australian Children's Education & Care Quality Authority. (2023). [Updating Record Keeping Requirements to Support Child Protection](#).
- Australian Children's Education & Care Quality Authority. (2014).
- Australian Government Department of Education Child Care Provider Handbook (October 2023) <https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>
- Australian Government Department of the Officer of the Privacy Commissioner: [www.privacy.gov.au](http://www.privacy.gov.au)
- Australian Legal Information Institute: [www.austlii.edu.au](http://www.austlii.edu.au)
- Australian Taxation Office: [www.ato.gov.au](http://www.ato.gov.au)
- Child Care Subsidy Secretary's Rules 2017.
- Early Childhood Australia: [www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au)
- Education and Care Services National Law Act 2010. (Amended 2023).
- Education and Care National Regulations. (2011). (Amended 2023).
- NSW Government Department of Community Services: [www.community.nsw.gov.au](http://www.community.nsw.gov.au)



NSW Office of the Children’s Guardian: <https://ocg.nsw.gov.au/>

*Privacy Act 1988.*

Revised National Quality Standard. (2018).

[Western Australian Education and Care Services National Regulations](#)



# RECRUITMENT POLICY

SMCELC aims to implement a robust, well-planned recruitment process to ensure we select the best person for the position and the needs of our early childhood education service. We aim to engage employees who are suitably qualified, experienced and passionate about the early years. Our recruitment policy outlines our processes to ensure they are aligned with legislative obligations, SMCELC’s values and support diversity and inclusion.

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1	Staffing arrangements	Staffing arrangements enhance children’s learning and development.
4.1.1	Organisation of Educators	The organisation of Educators across SMCELC supports children's learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of Educators at SMCELC.
4.2	Professionalism	Management, Educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, Educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other’s strengths and skills.
4.2.2	Professional Standards	Professional standards guide practice, interactions and relationships.
QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision making and operation of SMCELC.
7.2.3	Development of professionals	Educators, co-ordinations and staff members’ performance is regularly evaluated, and individual plans are in place to support learning and development.



EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
4	Definitions
84	Awareness of child protection law
Part 4.4	Staffing Arrangements
Division 7	Approval and determination of qualifications
Division 9	Staff and educator records—centre-based services
Division 10	Register of family day care educators, co-ordinators and assistants and records of family day care service

#### RELATED LEGISLATION

NSW Anti-Discrimination Act 1977	Fair Work Act 2009
Federal and State Occupational Safety and Health Legislation	Federal and State Equal Opportunity Legislation and any other relevant industrial awards
Education and Care Services National Law Act 2010	Children and Young Persons Act 1998
Sex Discrimination Act 1984	Child Care Subsidy Secretary's Rules 2017
Age Discrimination Act 2004	Disability Discrimination Act 1992
Racial Discrimination Act 1975	A New Tax System (Family Assistance) Act 1999
Family Law Act 1975	Family Assistance Law – Incorporating all related legislation for Child Care Provider Handbook in Appendix G <a href="https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook">https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook</a>
NSW Anti-Discrimination Act 1977	Fair Work Act 2009
Federal and State Occupational Safety and Health Legislation	Federal and State Equal Opportunity Legislation and any other relevant industrial awards
Education and Care Services National Law Act 2010	Children and Young Persons Act 1998
Sex Discrimination Act	Child Care Subsidy Secretary's Rules 2017
Family Law Act 1975	A New Tax System (Family Assistance) Act 1999
Family Assistance Law – Incorporating all related legislation for Child Care Provider Handbook in Appendix G <a href="https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook">https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook</a>	

#### RELATED POLICIES



Child Safe Environment Policy Child Protection Policy Code of Conduct Policy	Dealing With Complaints Policy Governance Policy Probation, Induction and Orientation Policy Privacy and Confidentiality Policy Staffing Arrangements policy
--	--

## PURPOSE

We aim to ensure the most suitability qualified, experienced and reliable staff are employed at SMCELC. We are committed to ensuring we meet all legislative and regulatory requirements including the Education and Care Services National Law, Children and Young Persons Act, Fair Work Act and Anti-Discrimination Act.

SMCELC is committed to be a child safe Early Education and Care Service and embed the National Child Safe Principles and our recruitment and screening processes play a vital role in protecting children from harm.

SMCELC values workplace diversity and inclusion and we strongly encourage applicants from Aboriginal and Torres Strait Islanders, women, and individuals with disability. Recruitment and selection of staff will be guided by the requirements of relevant legislation, issues of equity and diversity, qualification, knowledge and skills, workforce participation and experience.

## SCOPE

This policy applies to staff, educators, approved provider, nominated supervisor and management of SMCELC.

## RECRUITMENT DECISIONS

The Approved Provider or assigned nominee will approve all recruitment decisions as outlined in this Recruitment Policy and Recruitment Plan Procedure. (*See Recruitment Plan*). Recruitment decisions will be based on the need and requirements of SMCELC and will consider the following:

- ensuring SMCELC meets all staffing requirements as per Education and Care Services National Law and National Regulations
- any resignation of existing staff
- an increase in occupancy





The recruitment processes will be consistent, transparent, professional and timely. Any grievances relating to the recruitment procedure will be addressed as per the *Dealing with Complaints Policy*. All personal information regarding recruitment will be treated with the strictest confidence.

Selection criteria for each vacant position will be determined before advertisement and will take the following into consideration:

- position title
- qualifications required for the position
- experience required for the position
- position description/skills required for the position
- conditions of employment
- mandatory employment screening requirements including verifying Working With Children Check (WWCC), where applicable National Police Criminal History checks, immunisation requirements and conducting reference checks for every candidate to ascertain the candidate's attitudes and behaviours in previous child-related roles.
- clear expectations about commitment to child safety (Child Safe Standards)

Comprehensive job descriptions for each advertised position will be available for all applicants. Any applicants deemed unsuitable will be advised within an appropriate time frame

## ADVERTISEMENTS

Information about the position and SMCELC will be provided to potential applicants which includes:

- job title
- job description
- location
- hours of work
- salary (award/ above award)
- Service Philosophy
- operation hours, age group of children educated and cared for
- selection criteria relating to the position available
- how to apply for the role
- a commitment to providing a safe environment for children



- closing date for applications
- contact information for further information
- immunisation requirements
- WWCC requirements

Vacant positions may be advertised internally to encourage career advancement and opportunity. External advertisements may be placed through relevant media and networks including social media, newspaper and employment services.

Potential applicants will be asked to forward a Cover Letter and Resume as part of their application for the position available

### SELECTION PANEL AND INTERVIEWS

A selection panel will be determined for applicants short listed for an interview. The selection panel will consist of at least 2 people. SMCELC will use the interview guide and questionnaire when preparing for interviews. (*See Interview Guide and Questionnaire*)

Applicants who require support or access provisions, are encouraged to advise this at the time of their application, to ensure appropriate assistance is provided throughout the recruitment process.

Questions will be prepared in advance of the interview and applicant responses will be recorded during the interview. Each applicant will be asked the same questions to ensure fair and equitable treatment of all applicants. Interviews will be conducted in a private space and confidentiality will be maintained. Applicants will be provided an opportunity to ask questions relating to SMCELC and position at the end of the interview.

### CONFLICT OF INTEREST

Any person on a selection panel must disclose to the Approved Provider or person organising the interview process if there is a conflict of interest at the time of reviewing the applications. A conflict of interest may arise if the applicant is a personal friend or past or present close work colleague. Management must promote transparency and accountability, promote integrity and impartiality during the employment process and therefore consider if the conflict of interest poses a risk to the consistency of the application process.

### PRE-EMPLOYMENT SCREENING- PROBITY CHECKS



Effective pre-employment screening ensures SMCELC is compliant to legislative and regulatory requirements and aims to ensure we engage staff who have the skills, experience, qualifications and general 'fit'.

All preferred candidates will undergo appropriate pre-employment checks including reference checks, Working With Children Checks (WWCC), immunisation status checks mandatory vaccination requirements and where applicable National Police criminal history checks before an offer of employment is recommended. Measures should be in place to ensure probity checks are completed by a person or persons who have no prior professional relationship or personal friendship with the applicant to mitigate the perception of bias in the recruitment process.

### REFERENCE CHECKS

Verbal reference checks will be conducted over the phone for preferred applicants. Reference check questions will be determined prior to the check conducted and will establish the relationship the referee has with the applicant.

At least 2 references are to be provided for a reference check. Where possible references should be from the immediate previous employer. The reference checks will ascertain, where possible, the applicant's attitudes and behaviours in previous child-related roles and ascertain whether the applicant has ever been the subject of complaints.

### WWCC/POLICE CHECKS

Working with Children Check legislation aims to prevent people who pose a risk from working with children as paid employees or volunteers. All employees, volunteers and students must undergo a Working with Children Check (or its equivalent) prior to working at SMCELC. Employees, volunteers or students that are unable to provide a copy of a validated WWC Check (or equivalent) prior to the start of engagement or employment will not be able to undertake any work-related activity within SMCELC.

**NEW SOUTH WALES** A Working with Children Check (WWCC) clearance is required for all employees, volunteers and students over the age 18. The service will verify the WWCC and ensure the employee, student or volunteer is cleared to work with children online at the Office of the Children's Guardian website in NSW prior to ALL students, volunteers and employees undertaking work at the service.

[Office of the Children's Guardian](#)



## PRODA BACKGROUND CHECKS

Employees involved in the administration of Child Care Subsidy are required to undertake additional background checks.

## OFFER OF EMPLOYMENT

An offer of employment will be made to the successful applicant following careful consideration by the selection panel. A confirmation of employment letter will be provided to successful applicants upon acknowledgment. (*See Confirmation of Employment Letter*). Successful applicants are required to provide documentation regarding qualifications and immunisations and complete an employee immunisation record. (*See New Employee Documentation Checklist and Employee Immunisation Record.*)

A written employment contract will be provided to the successful applicants detailing the position, hours of shift, Award information, wages and salary, date and time of commencement, contact person, probationary period.

Applicants who are unsuccessful will be notified within an appropriate time frame and offered feedback regarding their application.

## PROBATIONARY PERIOD AND INDUCTION

Each new employee is subject to a Probationary Period of **three (3) months**. This ensures assessment for both the employee and service to ensure suitability of the role for the employee. During this time employees will receive advice, training and guidance to help them become familiar with and competent in, performing the work they have been appointed to do. The appointment is subject to the satisfactory completion of the Probationary period which itself is subject to termination during any stage, by either party, upon notice in writing, or by payment in lieu of notice.

SMCELC is committed to providing a comprehensive induction program to ensure the smooth integration of new employees. The Approved Provider or assigned nominee will support the new employee and help them to understand the organisational structure, how decisions are made and communicated and what role they will have in the decision-making process. An induction checklist will be used to support this process, which explains an employee's responsibility to know the policies, procedures and practices within SMCELC and their duty of care obligations to ensure the safety and wellbeing of all children. Induction will include relevant information on child safe practices adhering



to the Child Safe Standards, Code of Conduct, strategies that identify, assess and minimise risks to children and mandatory reporting procedures.

(See *New Employee Induction Checklist*).

Continuity in care within SMCELC is paramount. By orientating staff professionally and correctly, it guarantees the consistency of care not only within the room but also across the entire Service. New employees will undergo regular supervision appraisals, mentoring, training and development as part of the orientation process.

#### CONTINUOUS IMPROVEMENT/REFLECTION

Our Recruitment Policy will be updated and reviewed annually in consultation with families, staff, educators and management.

#### CHILDCARE CENTRE DESKTOP- RELATED HUMAN RESOURCES

Code of Conduct	New Employee Induction Checklist
Confirmation of Employment Letter	New Educator Orientation - Before Day One
Employment Application	New Educator Orientation - Critical First Week
Employee Immunisation Record	New Educator Orientation Survey
Interview Guide and Questionnaire	Recruitment Plan
New Employee Documentation Checklist	Staff Handbook

#### SOURCE

ACT Government. Access Canberra. (2020). *Working With Vulnerable People (WWVP) Registration*  
[https://www.accesscanberra.act.gov.au/app/answers/detail/a\\_id/1804/kw/working%20with%20children](https://www.accesscanberra.act.gov.au/app/answers/detail/a_id/1804/kw/working%20with%20children)

Australian Government Department of Education. *Child Care Provider Handbook (2023)*  
<https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>

Australian Government. Fair Work Ombudsman. (2020). Hiring employees <https://www.fairwork.gov.au/find-help-for/small-business/hiring-employees>

Australian Government. Australian’s anti-discrimination law. <https://www.ag.gov.au/rights-and-protections/human-rights-and-anti-discrimination/australias-anti-discrimination-law>

Australian Human Rights Commission. Child Safe Organisations. <https://humanrights.gov.au/our-work/childrens-rights/projects/child-safe-organisations>

NSW Department of Education. (2021). *Implementing the Child Safe Standards: A guide for early childhood education and outside school hours care services.*



NSW Government. (2020). Office of the Children’s Guardian: <https://ocg.nsw.gov.au/>

NSW Government. (2020). Office of the Children’s Guardian: A guide to the Child Safe Standards [https://ocg.nsw.gov.au/sites/default/files/2021-12/g\\_CSS\\_GuidetotheStandards.pdf?Embed=Y](https://ocg.nsw.gov.au/sites/default/files/2021-12/g_CSS_GuidetotheStandards.pdf?Embed=Y)



## RELIEF STAFF POLICY

SMCELC aims to maintain continuity of education and care and abide by the Education and Care Services National Regulations and National Quality Standard by employing quality relief staff to replace permanent staff on a short-term basis when necessary.

We ensure SMCELC meets or exceeds, the minimum educator to child ratios as mandated in National Law to ensure adequate supervision is maintained and educators provide quality education and care in a healthy and safe environment.

### NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service.
7.1.1	Service philosophy and purposes	A statement of philosophy guides all aspects of SMCELC's operations.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision making and operation of SMCELC.
7.2.3	Development of professionals	Educators, co-ordinations and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
10	Meaning of actively working towards a qualification
82	Tobacco, drug and alcohol-free environment
120	Educators who are under the age of 18 to be supervised
123	Educator to child ratios – centre based services
135	Illness or absence of early childhood teacher or suitably qualified person
145	Staff Records
149	Volunteers and Students
151	Record of Educators working directly with children
168	Policies and Procedures



## RELEVANT POLICIES

Code of Conduct Policy	Privacy and confidentiality Policy
Child Protection Policy	Recruitment Policy
Child Safe Environment Policy	Respect for Children Policy
Enrolment Policy	Sleep and Rest Policy
Interactions with Children Families and Staff Policy	Staffing Arrangements Policy
	Tobacco Drug Alcohol Free Policy

## SCOPE

This policy applies to children, families, staff, management, Approved Provider, Nominated Supervisor and visitors of SMCELC.

## PURPOSE

SMCELC is committed to be a child safe Early Education and Care Service and uphold the 10 Child Safe Standards as recommended by the Office of the Children’s Guardian. Our recruitment and screening processes for permanent and relief staff play a vital role in protecting children from harm.

## IMPLEMENTATION

Potential relief staff will be required to attend an interview with management to ensure they are a *‘fit and proper person’* and hold the required ACECQA approved qualifications for the particular roles within SMCELC or be defined as a *‘suitably qualified person’* for the position.

- o approved early childhood teacher qualification or
- o proof of *actively working towards* at least an approved early childhood teaching qualification AND has completed at least 50 per cent of the qualification or holds an approved early childhood education and care diploma (see: [ACECQA qualifications checker](#))
- o or an individual who is registered (accredited in New South Wales) as a primary or secondary school teacher in Australia AND holds an ACECQA approved early childhood education and care diploma (or higher approved qualification)
- o current Working with Children Check;

The interview process will include management checking references to ensure the applicant is a *‘fit and proper person’* and verify their Working with Children Check (WWCC).





Relief staff will be placed on the casual list and invited to SMCELC for an orientation prior to commencing any work.

## ORIENTATION

Relief staff members are required to undergo a full induction and orientation into SMCELC to ensure they have a clear understanding of:

- SMCELC's policies and procedures
- Code of Conduct
- Child Safe Standards
- sign in and out processes
- emergency evacuation procedure
- service amenities
- children's medical and/or dietary requirements and conditions
- SMCELC's program and routine
- their roles and responsibilities (including mandatory reporting and reportable conduct scheme)
- supervision requirements
- privacy and confidentiality requirements
- Child Information Sharing Schemes
- behaviour guidance strategies implemented
- Work, Health and Safety

## RELIEF STAFF INDUCTION PACK

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

- staff handbook
- Service philosophy
- job description
- employment contract
- Code of Conduct
- copy of the Early Childhood Australia Code of Ethics
- employee details form
- employee Information form



## SERVICE REQUIREMENTS

Prior to relief staff commencing at SMCELC management must be provided with the following information:

- proof of minimum educational qualification
- evidence of completed professional training in:
  - CPR (optional)
  - First Aid certificate (optional)
  - approved Emergency asthma management training (optional)
  - approved emergency anaphylaxis management training (optional); and/or
  - approved Child Protection training
- Working with Children Check number and date of expiry;
- banking details for direct deposit wage payment
- signed employment contract and job description
- completed Tax File Declaration form
- superannuation details
- emergency contact details
- medical conditions notification

## EMPLOYMENT COMMENCEMENT

- It is recommended that relief staff arrive 10 minutes prior to their shift to ensure they have adequate time to place their belongings in an allocated locker, read any staff communication, sign on, and be up to date with important information that is relevant and necessary for the day.
- Relief staff members are to follow the directions of the Educational Leader / Lead Educator
- Under the guidance of their Lead Educator, relief staff members are to introduce themselves to families, explain their position within SMCELC, inform parents who they are replacing and how long they expect to be placed at SMCELC.
- All relief staff members are to abide by confidentiality and privacy legislation in regard to staff, management, children and families within their care. They are to treat any information shared with them professionally and sensitively.



- In conjunction with all permanent staff members, relief staff are requested to be mindful of the time taken for breaks and return promptly to minimise any disruption to the set routine and/or ratio requirements.
- It is advised that all staff members, whether relief or permanent, look after their health and keep their immunisations up to date.
- SMCELC will aim to maintain a register of relief staff members that are familiar to the families and children, and familiar with the policies and program to ensure consistency for children, families, and SMCELC.

## SERVICE DRESS CODE

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

### Pants/Shorts

- tailored black pants are to be worn
- track pants and jeans are unacceptable to wear at SMCELC
- shorts and skirts may be worn at an acceptable length, which is considered to be two inches above the knee. Clothing shorter than this is not considered to be acceptable.

### Tops

- in maintaining the professional image of SMCELC, staff need to consider the suitability of tops when deciding what to wear
- T-shirts must cover the shoulders
- singlets, midriffs and strapless tops are inappropriate and therefore will not be accepted in the work environment. If it is deemed that a staff member's top is too revealing or inappropriate for wearing around children and families, they will be asked to return home to change. The staff member will not be paid for the time taken to remedy the clothing situation.

### Footwear

- educators and kitchen staff must wear enclosed shoes at all times
- enclosed shoes are preferred for all other staff
- thongs are not appropriate dress and are considered dangerous footwear in the workplace.



## Sun Safety

- all staff are required to wear a hat when participating in outdoor activities (as an example to children, for your own protection, and to comply with legislation)
- staff will be required to wear a wide brimmed hat (no caps)
- staff will be provided with sunscreen for use
- staff may wear sunglasses in the outdoor environment
- enclosed shoes are to remain on at all times.

## ALCOHOL, TOBACCO AND OTHER DRUGS

- staff members are not permitted to consume alcohol, tobacco, or other drugs whilst on the premises of a children's service. (Reg: 82)
- staff are not to offer or supply alcohol, tobacco or other drugs to any person at SMCELC.
- staff are not to obtain alcohol, tobacco or other drugs from any person at SMCELC
- staff who are under the influence of alcohol or drugs will not be allowed to remain on SMCELC premises
- any breach of these conditions will result in disciplinary action
- staff who use prescription medication are asked to discuss the possible side effects of these drugs with management to ensure that the staff member and children remain safe at all times.
- relief staff are not permitted to administer prescription medication to children unless approved by management.

## SOURCE

Australian Children's Education & Care Quality Authority. (2014).  
Education and Care Services National Law Act 2010. (Amended 2018).  
[Education and Care Services National Regulations](#). (2011).  
Fair Work: <https://www.fairwork.gov.au/starting-employment/types-of-employees>  
Guide to the National Quality Framework. (2017). (Amended 2020).  
Guide to the National Quality Standard. (2017).  
Revised National Quality Standard. (2018).



## RESPONSIBLE PERSON POLICY

As per Education and *Care Services National Law and Regulations*, a Responsible Person must be physically in attendance at all times that SMCELC is educating and caring for children.

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

### NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1	Staffing Arrangements	Staffing arrangements enhance children's learning and development
4.1.1	Organisation of educators	The organisation of educators across SMCELC supports children's learning and development
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at SMCELC
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of SMCELC.

### EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS

Section 162	Offence to operate education and care service unless responsible person is present
Section 169	Offence relating to staffing arrangements



117A	Placing a person in day-to-day charge
117B	Minimum requirements for a person in day-to-day charge
117C	Minimum requirements for a nominated supervisor
150	Responsible Person
168	Policies and Procedures
173	Prescribed information to be displayed
177	Prescribed enrolment and other documents to be kept by approved provider

## RELATED POLICIES

Code of Conduct Policy Health and Safety Policy Interactions with Children, Family and Staff Policy Privacy and Confidentiality Policy	Respect for Children Policy Staffing Arrangements Policy Supervision Policy Work Health and Safety Policy
---	--

## PURPOSE

SMCELC is committed to meeting our duty of care obligations under the Education and Care Services National Law and National Regulations to ensure a Responsible Person is physically on the premises at all times to ensure the health, safety, wellbeing, learning, and development of all children at SMCELC is maintained at all times.

## SCOPE

This policy applies to management, approved provider, nominated supervisor, responsible person, staff and educators of SMCELC.

## DEFINITIONS for RESPONSIBLE PERSON

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



## IMPLEMENTATION

SMCELC will ensure a Responsible Person will be on the premises at all times, and the details of the Responsible Person will be clearly visible to families and visitors at the main entry of SMCELC. A record of the Responsible Person will be documented each day via the Responsible Person Register.

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

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

A Responsible Person can be:

- the Approved Provider or a person with management or control
- a Nominated Supervisor *or*
- a person in day-to-day charge of SMCELC (PIDTDC)

### The Approved Provider/Management will ensure a Responsible Person:

- is appointed and physically on the premise at all times children are being educated and cared for
- is over the age of 18 years
- meets the minimum requirements for qualifications, experiences and management capabilities
- holds a valid and current Working With Children Check
- has completed child protection training and is aware of the reportable conduct scheme
- has knowledge and a commitment to the National Child Safe Standards
- has adequate knowledge and understanding of the provision of education and care to children, the Education and Care National Law and Regulations and National Quality Standard, the approved learning framework (EYLF), Family Assistance Law and administration of CCS
- has the ability to effectively supervise and manage an education and care service
- is a fit and proper person (as per regulatory authority conditions)
- provides references including their current and previous employers. These will be checked, and records kept on file
- provides written consent using Cognito Forms (online link) for the position of Responsible Person and this is filed in Cognito Forms managed by the Administration Manager and in our Responsible Person Register
- is removed from the position, if the approved provider deems the individual is no longer considered to meet the fit and proper requirements



### The Approved Provider/Management will ensure:

- educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy
- the regulatory authority is notified 7 days prior to a **Nominated Supervisor** starting at SMCELC or within 14 days after the person has commenced the role through NQA IT System
- the regulatory authority is notified if the **Nominated Supervisor** changes their name or contact details; is no longer employed by SMCELC, has been removed from the role or withdraws their nomination
- a Responsible Person will be removed from the position should management become aware of a matter or incident which affects the ability of the person to meet the minimum requirements of the position
- the staff register has the name of the Responsible Person at SMCELC for each time children are being educated and cared for by SMCELC
- a Responsible Person is on duty from the time SMCELC opens each day until the time SMCELC closes
- ensure that the identity of the Responsible Person on duty is displayed in the main entrance of SMCELC and is easily visible for families and visitors
- the PIDTDC interchanges with the Nominated Supervisor in their absence
- the individual's compliance history is taken into account prior to appointing the nominated supervisor or responsible person including compliance with:
  - the National Law
  - a former education and care services law
  - a children's services law
  - an education law
- they consider any decision under the National Law, or any other children's services or education law, to refuse, refuse to renew, suspend, or cancel a licence, approval, registration, certification or other authorisation granted to the person prior to appointing a nominated supervisor
- documentation is recorded that demonstrates the individual's capacity to supervise and manage SMCELC, this may include:
  - a Supervisor Certificate (including any conditions of the certificate),
  - resume detailing work history,
  - reference from previous employer, or
  - transcripts of courses or unit relating to staff management or administration of an education and care service
- Responsible Persons are aware that they have to sign off when they have finished their duty and will ensure the Nominated Supervisor or appointed Responsible Person (PIDTIC) will sign on and take on the role
- a staff record is kept recording





- the full name, address and date of birth of the Responsible Person/Nominated Supervisor
- evidence of relevant qualifications
- if applicable, evidence that the Responsible Person/Nominated Supervisor is actively working towards that qualification
- evidence of any approved training (including first aid training and child protection training)
- verification of a Working with Children Check – identifying number and expiry date
- written consent for the position of Responsible Person.

#### A Nominated Supervisor/ appointed Responsible Person will:

- provide written consent to accept the role of Responsible Person/Nominated Supervisor
- sign their name and hours of responsibility on the Responsible Person register
- ensure that the identity of the Responsible Person on duty is displayed in the main entrance of SMCELC and is easily visible for families and visitors
- inform the management (Approved Provider/Nominated Supervisor) in a timely manner in the event of absence from SMCELC due to leave or illness so they can be replaced by another Responsible Person
- ensure they have a sound understanding of the role of Responsible Person
- abide by any conditions placed on the Responsible Person
- understand that a Responsible Person placed in day-to-day charge (PIDTIC) of SMCELC does not have the same responsibilities under the National Law as the Nominated Supervisor
- in the case of Nominated Supervisor, notify the Regulatory Authority within 7 days of any changes to their personal situation, including a change in mailing address, circumstances that affect their status as fit and proper (such as the suspension or cancellation of a Working with Children Check card or teacher registration), or if they are subject to disciplinary proceedings.
- notify management at SMCELC in writing, if they wish to withdraw their consent to be a Responsible Person
- Responsible Person appointments will be recorded on the Staff Roster, so all educators and staff are aware of who is appointed Responsible Person at all times SMCELC is open
- the Director/Nominated Supervisor will advise educators and staff the educators who have been appointed as a Responsible Person

#### SOURCE

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

Australian Children’s Education & Care Authority. (2017). Responsible Person Requirements for Approved Providers: <https://www.acecqa.gov.au/sites/default/files/2018-09/ResponsiblePersonRequirements.pdf>

Australian Children’s Education & Care Authority. (2018). Nominated Supervisors.

<https://www.acecqa.gov.au/sites/default/files/2018-03/InformationSheetNominatedSupervisor.pdf>

Australia Children’s Education & Care Quality Authority. (2023). [\*Guide to the National Quality Framework.\*](#)

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations.](#) (Amended 2023).



Revised National Quality Standard. (2018)

[Western Australian Education and Care Services National Regulations](#)



# RISK ASSESSMENT GUIDE AND PROCEDURE

Maintaining children’s health, safety and wellbeing is pivotal in the early childhood setting. The Education and Care Services National Regulations do not specify which emergency and evacuation procedures each service requires, rather Regulation 97 (2) requires each service to conduct a *risk assessment to identify potential emergencies that are relevant to SMCELC* and to prepare or review policies and procedures *to ensure that every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury* (Section 167). When working in children’s services the health, safety, and wellbeing of each child is paramount and while the majority of childcare facilities have much in common in the area of ‘risk’ there will be some attributes and influences unique to each. Risk assessments should involve nominated supervisors, educators and anyone who has a duty of care for those in SMCELC.

This document is a tool to assist you to:

- identify hazards or potential hazards in the SMCELC environment
- assess the risk of harm or potential harm by considering the likelihood and consequences of possible situations
- determine if modifications are required to minimise or eliminate any risks by implementing control measures
- develop a risk assessment action plan
- evaluate and review risk assessments on a regular and systematic basis.

Since an emergency can rarely be foreseen, it is imperative that SMCELC has well-rehearsed procedures and policies to cater for any likely incident. To meet regulatory requirements, emergency and evacuation procedures should be practiced every 3 months with educators, children, families, and any other visitor to SMCELC and ensure these rehearsals are documented [Regulation 97(3)(b)].

Rehearsals for other *potential* incidents or situations help identify and mitigate possible risks to children and may include incidents such as: a dangerous animal entering SMCELC, an emergency anaphylaxis incident, an injury/accident of an educator or an outbreak of a potentially dangerous disease.



## GUIDELINES

These guidelines aim to assist SMCELC effectively manage risks and provide basic direction for risk management in early education and care services. They outline the broad steps involved which can be applied to various emergency situations or potential hazards relevant to the individual Service's needs. It is important to comprehend the diverse emergency events that may more likely happen in particular geographical areas than others. The list below will help you identify risks specific to ySMCELC. However, there may be other risks not covered within this document that you will need to address with an appropriate policy and procedure.

- natural disaster
- fire
- flood
- severe storm (cyclone, dust storm, hail, blizzard, or ice)
- accident or injury to child or staff member
- road accident
- gas leak
- bomb threat
- act of terrorism/ hostage situation
- chemical or hazardous leaks and spills
- loss of power or water
- violent or potentially violent individual
- snake or other potentially dangerous animal
- outbreak of potentially dangerous disease or illness
- death of a child or adult

## INTRODUCTION

The main consideration for risk management is the protection of children and staff within SMCELC. Managing risk involves identifying and assessing potential hazards and developing a **Risk Assessment Action Plan** implementing actions and control measures to manage identified risks. Continual monitoring, evaluation and review of risk assessments is required to effectively manage risks.

Whilst emergencies can never be totally prevented, it is important to be aware of past situations, both within SMCELC, and in the local area. If you are unsure of possible potential hazards, you may find that a Google search can help. Simply search for the event and the suburb to locate relevant information. For example, a search for '*Bushfire Denmark Western Australia*', will provide recent Emergency Bushfire warnings and Department of Fire and Emergency Services information.

## RISK ASSESMENT STEPS

<b>STEP 1</b>	Identify the hazard or potential hazard. Use <i>Guiding Questions</i> to be aware of potential risks.
---------------	---



STEP 2	Assessing the risk of harm or potential harm. <i>Likelihood and Consequences.</i>
STEP 3	Risk Rating Matrix
STEP 4	Risk Assessment Action Plan
STEP 5	Evaluate and Review

STEP 1: GUIDING QUESTIONS - Identify the hazard or potential hazard	
1	Each question on the <b>Guiding Questions</b> aims to assist <del>you</del> in determining the severity of the consequences of any unplanned event.
2	Identify potential threats or developing risks associated to SMCELC by reflecting on the guiding questions. Answer 'Yes' or 'No' to each question. For any question <del>you</del> answered 'no', consider if any adjustment or modification can be implemented to minimise or eliminate the risk.
3	Identify potential events or activities which may be unique to SMCELC or local geographical area and as a team develop other guiding questions.
4	There may be many questions in Step 1 that will not relate to the identified risk but continue to work through each one. These are prompts to determine: policy adjustments, procedures, purchases and education so the team have the ability to take quick and effective action if and when required.
<i>IMPORTANT: answers form critical content for your RISK ASSESSMENT ACTION PLAN</i>	

STEP 2: ASSESSING THE LIKELIHOOD AND CONSEQUENCES	
1	Consider SMCELC's physical attributes and preparedness (policies and procedures) that may also affect the outcome of any given situation. When assessing risks, it is imperative to think about all possible consequences of a single situation or event.
2	Consider the likelihood that the potential hazard will occur at SMCELC. Use the <i>Assessing the Likelihood</i> table below to identify the likelihood for each activity or event.
3	Consider and evaluate the consequences should this event/emergency/situation happen. Use the <i>Assessing the Consequences</i> table below to identify the consequence for each activity or event.
<i>IMPORTANT: Do not attempt to assess multiple events or activities at the same time. Open a new risk assessment action plan for each event or activity.</i>	

## ASSESSING THE LIKELIHOOD

ALMOST CERTAIN	Has occurred on an annual basis (or more frequently) in the past
----------------	--



LIKELY	Has occurred in the past few years
POSSIBLE	May occur at some stage (has occurred at least once in the history of SMCELC)
UNLIKELY	Has never occurred within SMCELC but has been known to infrequently occur in similar early education and care services in the local geographic area
PRACTICALLY IMPOSSIBLE	It is not known to have occurred in any similar early education and care service within the local geographic area

## ASSESSING THE CONSEQUENCES

CRITICAL	<b>Extreme risk.</b> Death or permanent disability or multiple serious injuries. Loss of or catastrophic damage to premises. Risk needs careful planning and consideration required before going ahead- consultation and guidance required-policies/procedures/external professionals.
MAJOR	<b>High risk.</b> Complete a risk assessment and consider if risk is worth accepting. Serious long-term injury or illness could occur. Major damage to premises.
MODERATE	<b>Medium risk.</b> Deal with the hazard as soon as possible. Complete risk assessment to implement control measures to manage and reduce risk. Medical attention may be required. Damage to premises may occur.
MINOR	<b>Low risk.</b> Deal with the hazard when able-implement effective control measures to reduce risk. First aid may be required. Minor damage to premises. Unlikely to cause long-term problems.
INSIGNIFICANT	<b>Very low risk.</b> Deal with the hazard when able. No first aid required. No interruption to general operations. Damage to premises unlikely.

STEP 3: RISK RATING MATRIX	
1	Reflecting on the guiding questions, the following table shows the risk rating when <del>you</del> combining the <b>likelihood</b> of an event happening with the <b>potential</b> consequences.
2	Remember that <del>you may have altered</del> the consequences may be altered due to answers given above. However, these can be reviewed and amended if changes are consequently made to the premises or <del>your</del> SMCELC procedures that will minimise or eliminate a particular risk.
<i><b>IMPORTANT:</b> A final risk rating can be selected once you have considered the <b>likelihood</b> and <b>consequences</b> of a potential event.</i>	

## RISK RATING MATRIX



LIKELIHOOD	CONSEQUENCE LEVEL				
		Critical	Major	Moderate	Minor
Almost Certain	Extreme	Extreme	Extreme	High	Medium
Likely	Extreme	Extreme	High	Medium	Medium
Possible	Extreme	High	Medium	Medium	Low
Unlikely	High	Medium	Medium	Low	Very Low
Practically Impossible	Medium	Medium	Low	Very Low	Very Low



STEP 4: RISK ASSESSMENT ACTION PLAN		
1	Using the <b>Risk Assessment Action Plan</b> template, record the potential risks for the event or activity. Use the table to prioritise policies and procedures that may need updating or reviewing.  For example, if procedures are not currently in place for an item with a risk rating of 'Extreme', this would be a matter requiring urgent attention. At the other end of the scale, you may not need a policy or procedure for an item with a risk rating of 'Very Low', unless required by Regulations.	
2	Identify any potential emergency events or activities that may occur within the local area that may be a risk to the safety, health or wellbeing of children, staff or visitors.	
3	Determine appropriate elimination or control measures to minimise risk of harm.	
4	Consider if the level of risk is acceptable. If the level of risk is not acceptable, additional control measures or elimination will need to be identified and implemented. These may include the following options:  - sharing the risk (outsourcing, professional assistance) - terminate (cease the activity) - accept (accept the level of risk with appropriate authorisation) - reduce (reduce the risk level by applying additional control measures until the risk is acceptable. Consultation with relevant authorities may assist- e.g., Rural Fire Service, SES/local government)	
5	Identify responsibilities and provide date of when this must be completed.	

STEP 5: EVALUATE AND REVIEW		
1	A Risk Assessment must be monitored and evaluated to determine how well it has eliminated or managed the identified hazard. Alternative control measures may be required to achieve the best outcome.	
2	The Risk Assessment should be reviewed <i>at least</i> annually or following a local emergency event such as severe storm or bushfire.	
3	A regular and ongoing review of Risk Assessments will ensure eliminations or control measures are appropriate and up to date. This ensures that the risks or potential harm can be managed as low risk.	
<p><b>IMPORTANT:</b> This <i>Risk Assessment Guide</i> and <i>Risk Assessment Action Plan</i> are abridged versions and ultimately designed to help SMCELC begin the risk management process. Once these steps are completed, apply the mindset of 'continuous improvement' and consistently work toward the most efficient and effective procedures possible to assess and manage risks within ySMCELC environment.</p>		







## RISK ASSESSMENT ACTION PLAN – BLANK TEMPLATE

The Education and Care Services National Law and Regulations require services to ‘ensure that a risk assessment is conducted to identify potential emergencies that are relevant to SMCELC’ (Section 97 (2)) and ‘ensure that every reasonable precaution is taken to protect children... from harm and from any hazard likely to cause injury’ (Section 167). Taking precautions involves carrying out risk assessments within ySMCELC to assess the risks and plan how to manage them. Working in conjunction with the *Risk Assessment Guide*, this Risk Assessment Action Plan identifies potential hazards during or following the **event or activity** and specifies actions (control measures) to be taken to minimise or control any risk during or following an **event or activity**.

IN CASE OF EMERGENCY DIAL 000					
SERVICE DETAILS IN CASE OF AN EMERGENCY					
Service Name		Phone Number		Email Address	
Physical Address				Nearest Cross Street	
Nominated supervisor name		Total number of staff in attendance each day		Number of children attending each day	



RISK ASSESSMENT STEPS – Refer to the *Risk Assessment Guide*

STEP 1	Identify the hazard or potential hazard. Use <i>Guiding Questions</i> to be aware of potential risks.
STEP 2	Assessing the risk of harm or potential harm. <i>Likelihood and Consequences</i> .
STEP 3	Risk Rating Matrix
STEP 4	Risk Assessment Action Plan
STEP 5	Evaluate and Review

STEP 1 - GUIDING QUESTIONS- Identify the hazard or potential hazard	YES	NO	IF NO:
No Guiding Questions submitted for this Blank Risk Assessment – Guiding Questions should be developed based on relevant event or activity			Submit any adjustment or modification that can be implemented to minimise or eliminate the risk.



Use additional spaces for guiding questions more specific to your physical environment/unique context			

STEP 2: ASSESSING THE LIKELIHOOD		ASSESSING THE CONSEQUENCES	
Almost certain	Has occurred on an annual basis (or more frequently) in the past	Critical	<b>Extreme risk.</b> Death or permanent disability or multiple serious injuries. Loss of or catastrophic damage to premises. Risk needs careful planning and consideration required before going ahead- consultation and guidance required-policies/procedures/external professionals (RFS, SES)
Likely	Has occurred in the past few years	Major	<b>High risk.</b> Complete a risk assessment and consider if risk is worth accepting. Serious long-term injury or illness could occur. Major damage to premises.
Possible	May occur at some stage (has occurred at least once in the history of SMCELC)	Moderate	<b>Medium risk.</b> Deal with the hazard as soon as possible. Complete risk assessment to implement control measures to manage and reduce risk. Medical attention may be required. Damage to premises may occur.



Unlikely	Has never occurred within SMCELC but has been known to infrequently occur in similar early education and care services in the local geographic area	Minor	<p><b>Low risk.</b> Deal with the hazard when able- implement effective control measures to reduce risk.</p> <p>First aid may be required. Minor damage to premises.</p> <p>Unlikely to cause long-term problems.</p>
Practically impossible	It is not known to have occurred in any similar early education and care service within the local geographic area	Insignificant	<p><b>Very low risk.</b> Deal with the hazard when able.</p> <p>No first aid required. No interruption to general operations.</p> <p>Damage to premises unlikely.</p>

STEP 3: RISK RATING MATRIX. Use the Risk Score Matrix to identify and assess risks. Record the Risk Ranking within the Risk Assessment below						
LIKELIHOOD	CONSEQUENCE LEVEL					
		Critical	Major	Moderate	Minor	Insignificant
	Almost Certain	Extreme	Extreme	Extreme	High	Medium
Likely	Extreme	Extreme	High	Medium	Medium	



	Possible	Extreme	High	Medium	Medium	Low
	Unlikely	High	Medium	Medium	Low	Very Low
	Practically Impossible	Medium	Medium	Low	Very Low	Very Low

STEP 4: RISK ASSESSMENT ACTION PLAN - TEMPLATE						
ITEM	EVENT OR ACTIVITY	HAZARD IDENTIFICATION (What could go wrong?)	RISK RANKING (use matrix)	ELIMINATION OR CONTROL MEASURES	RESPONSIBILITY	
					WHO	WHEN
1	<b>Example Emergency Event: Flooding</b>	<ul style="list-style-type: none"> <li>- Damage to buildings or equipment</li> <li>- Risk of harm to children, educators, families, visitors</li> <li>- Power Outage</li> <li>- Limited phone service</li> <li>- Interruptions to water supply</li> <li>- Service unable to provide education and care</li> </ul>	Extreme	<ul style="list-style-type: none"> <li>• Liaise with SES/local government to identify potential risk</li> <li>• develop contingency for storage of equipment/materials</li> <li>• ensure business continuity plan</li> <li>• Assess the area and remove children if the area is deemed unsafe for children</li> <li>• Implement <i>Emergency Management Policy and procedures</i> if required</li> <li>• Implement <i>Lockdown Procedure</i> if required</li> <li>• Contact Emergency Services, local council if required</li> <li>• Follow all instructions provided by Emergency Service personnel</li> <li>• If SMCELC is to temporary close implement <i>Emergency Evacuation procedure</i></li> <li>• Advise families of the temporary service closure</li> </ul>		



		<ul style="list-style-type: none"> <li>- Service is contaminated with flood residue- unable to operate</li> <li>- stress or psychological injury requiring clinical support for multiple individuals</li> </ul>		<ul style="list-style-type: none"> <li>• Notify ACECQA/Regulatory Authority of temporary closure to education and care service within 24 hours</li> <li>• Ensure an assessment is completed before children are returned to SMCELC premises if required</li> <li>• Ensure professional cleaning of SMCELC is organised before children return to SMCELC, if required</li> </ul>		
2						
3	Add extra lines for additional events or activities as required					

STEP 5: EVALUATE AND REVIEW						
EVENT/ACTIVITY [insert title of risk assessment]						
Plan prepared by	Full Name		Role/Position		Signature	
Plan prepared in consultation with	Full Name		Role/Position		Signature	
Plan prepared in consultation with other agencies (if applicable)	Full Name		Role/Position		Signature	
Communicated to all relevant staff	Y / N	Comment if needed				



Approved provider authority	Full Name		Signature		Date	
Risk assessment evaluation and review date Monitor the effectiveness of the controls and change if necessary.	Date		Actions required			





## SAFE TRANSPORTATION POLICY

Transportation of children is sometimes provided as part of our education and care service.

Compliance with the Education and Care Services National Law and Regulations is mandatory to ensure the safety of children at all times and new provisions and amendments to these regulations are reflected in our procedures and policy for transportation and the safe handover of children. We acknowledge our duty of care obligations by adhering to relevant legislation providing adequate supervision of children at all times, maintaining correct educator to child ratios, maintaining accurate attendance records and providing appropriate child restraints for children under our care.

[Note: This policy includes new requirements under the Education and Care Services National Law for regular transportation effective 1 March 2023.]

### NATIONAL QUALITY STANDARD (NQS)

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

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS AND LAW	
4 (1)	Definition regular transportation
24(ha)	Application for service approval—centre-based service A description of any proposed regular transportation of children by or arranged by the education and care service
85	Incident, injury, trauma and illness policies and procedures
89	First Aid Kits
98	Telephone or other communication equipment
99	Children leaving the education and care service premises
100	Risk assessment must be conducted before excursion



101	Conduct a risk assessment for excursion
102	Authorisation for excursion
102A	Transportation of children other than as part of an excursion
102B	Transport risk assessment must be conducted before service transports child
102C	Conduct of risk assessment for transporting of children by the education and care service
102D	Authorisation for service to transport children
102E	Children embarking a means of transport – centre-based services
102F	Children disembarking a means of transport – centre-based services
122	Educators must be working directly with children to be included in ratios
123	Educator to child ratios-centre-based services
136	First aid qualifications
151	Record of educators working directly with children
158	Children’s attendance record to be kept by approved provider
161	Authorisations to be kept in enrolment record
168	Education and care service must have policies and procedures
168(2)(ga)	Education and care service must have policies and procedures (transportation)
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures
175(2)(f)(g)	A notification must be made to the regulatory authority if regular transportation starts or ceases being provided or arranged by SMCELC
177(1)(o)(p)	Prescribed enrolment and other documents to be kept by the approved provider a record of children embarking a means of transport at the education and care services premises as set out in regulation 102E(4)(c); a record of children disembarking a means of transport at the education and care service premises as set out in regulation 102F(4)(d)
183	Storage of records and other documents
S51(4A)	The approved provider must ensure that the number of children educated and cared for by SMCELC at any one time does not exceed the maximum number of children specified in SMCELC approval
s165	Failure to adequately supervise children



s167	Failure to take reasonable precautions to protect children from harm and hazards
------	--

**RELATED POLICIES**

Administration of First Aid Policy	Emergency Evacuation Policy
Acceptance and Refusal of Authorisations Policy	Enrolment Policy
Administration of First Aid Policy	Excursion Policy
Behaviour Guidance Policy	Incident, Injury, Trauma and Illness Policy
Child Protection Policy	Medical Conditions Policy
Child Safe Environment Policy	Record Keeping and Retention Policy
Delivery of children to, and collection from	Responsible Persons Policy
Education and Care Service Premises	Work Health and Safety Policy

**PURPOSE**

The *Education and Care Services National Regulations* requires approved providers to ensure their services have policies and procedures in place in relation to the safe transportation of children and take reasonable steps to ensure those policies and procedures are followed (regulation 170).

[ACECQA, 2021]

We aim to ensure that all children being educated and cared for by SMCELC are adequately supervised at all times. This includes ensuring educator to child ratios are met whenever and wherever SMCELC is operating including providing or arranging transportation as part of SMCELC activity.

**SCOPE**

This policy applies to children, families, staff, management, the approved provider, nominated supervisor, students and visitors of SMCELC.

**IMPLEMENTATION**

The safety of children enrolled at SMCELC is paramount. Every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury. Appropriate safety measures have been implemented through our comprehensive risk assessment process to ensure supervision is adequate at all times including transportation. Educator to child ratios is adhered to in addition to ensuring the maximum numbers on SMCELC approval are not breached at any time. Adequate



supervision is therefore not static as it is dependent upon a range of considerations documented in risk assessments. Procedures are in place to ensure a Nominated Supervisor or staff member is present and accounts for each child (and make a record) when children embark and disembark the vehicle at SMCELC premises and the interior of the vehicle is thoroughly checked to ensure no child is left behind.

## DEFINITIONS (EFFECTIVE MARCH 2023)

**Excursion:** an outing organised by an education and care service

**Regular outing:** in relation to an education and care service, means a walk, drive or trip to and from a destination

- (a) that SMCELC visits regularly as part of its educational program; and
- (b) where the circumstances relevant to the risk assessment are *substantially* the same on each outing

**Regular transportation:** in relation to an education and care service, means the transportation by SMCELC or arranged by SMCELC (other than as part of an excursion) of a child being educated and cared for by SMCELC, where the circumstances relevant to a risk assessment are ~~substantially~~ the same for each occasion on which the child is transported.

**Transportation** (that is part of the education and care service): Transportation forms part of an education and care service if SMCELC remains responsible for children during the period of transportation. The responsibility for, and duty of care owed to, children applied in scenarios where services are transporting children, or have arranged for the transportation of children, including between an education and care service premises and another location, for example their home, school or a place of excursion.

**Transition:** In relation to the day-to-day process of moving between SMCELC and a range of different education and care settings or from the education and care setting to a school setting.

**Written authorisation:** authorisation given by a parent or other person named in the child's enrolment record as having authority to authorise the child being transported by SMCELC or on



transportation arranged by SMCELC. If the transportation is regular transportation, the authorisation is only required to be obtained once in a 12-month period. The authorisation must state:

- a) the child's name; and
- b) the reason the child is to be transported; and
- c) if the authorisation is for a regular outing, a description of when the child is to be taken on the regular outings; and
- d) if the authorisation is **not** for a regular transportation, the date the child is to be transported; and
- e) a description of the proposed pick-up location and destination; and
- f) the means of transport; and
- g) the period of time during which the child is to be transported; and
- h) the anticipated number of children likely to be transported; and
- i) the anticipated number of staff members and any other adults who will accompany and supervise the children during the transportation; and
- j) any requirements for seatbelts or safety restraints under a law of each jurisdiction in which the children are being transported; and
- k) that a risk assessment has been prepared and is available at the education and care service; and
- l) that written policies and procedures for transporting children are available at the education and care service.

### TRANSPORT SPECIFIC RISK ASSESSMENT

As per the Education and Care Services National Law, SMCELC will '*ensure that every reasonable precaution is taken to protect children...from harm and from any hazard likely to cause injury*' (Section 167). SMCELC will conduct comprehensive transport specific risk assessments to minimize and manage all potential risks for transporting children before authorisation is sought to transport a child. [Reg. 102B, 102D (4)].

A risk assessment will be undertaken at least annually for '*regular transportation*' of children. Each time SMCELC transports, or arranges, the transport of children as part of an excursion, a new risk assessment will be conducted. All risk assessments will be regularly assessed and evaluated as to facilitate continuous improvement in SMCELC.



Our risk assessment process is guided by the following:

- **identify** any hazards or potential hazards that transporting the child may pose to the safety, health and wellbeing of the child
- **assess** the risk of harm or potential harm using a risk matrix
- **specify how the identified risks will be managed** by eliminating or minimising the impact using control measures
- **evaluate** the current risk or potential harm by implementing control measures
- **review** and monitor the risk or potential harm to ensure it continues to be managed as a low risk

source: Risk assessment and management ACECQA (2020)

Our risk assessment will consider:

- a) the proposed route and duration of the transportation; and
- b) the proposed pick-up location and destination; and
- c) the means of transport; and
- d) any requirements for seatbelts or safety restraints (as per the law of our jurisdiction); and
- e) any water hazards; and
- f) the number of adults and children involved in the transportation; and
- g) given the risks posed by transportation, the number of educators or other responsible adults to provide supervision and whether any adults with specialized skills are required; and
- h) whether any items should be readily available during transportation (mobile phone, list of emergency contact numbers) and;
- i) the process for entering and exiting-
  - i. the education and care service premises; and
  - ii. the pick-up location or destination (as required); and
- j) procedures for embarking and disembarking the means of transport, including how each child is to be accounted for on embarking and disembarking.

Additional considerations may include:

- the experience of the driver and licensing conditions for the vehicle
- the age, ability, needs and skills of children being transported (non-ambulant, infants)
- the experience of the adults involved in transportation and their capacity for supervising children
- movement of children between the vehicle and venues



- traffic conditions
- extreme weather conditions or natural disasters
- environmental hazards such as temperature extremes, smoke
- communication to/from the vehicle- mobile phone reception
- health needs of all children and adults
- first aid provision and management of illness, injuries and emergencies
- child safe practices.

source: NSW Government Kids and Traffic (2020)

#### THE APPROVED PROVIDER WILL NOTIFY THE REGULATORY AUTHORITY:

- that SMCELC will offer or arrange transportation as part of SMCELC approval application
- within seven (7) days if there is a change to the regular transportation provided or arranged by SMCELC, including if the regular transportation is no longer provided.

#### THE APPROVED PROVIDER/NOMINATED SUPERVISOR WILL ENSURE:

- all staff, volunteers and students follow the *Safe Transportation Policy* and procedure
- all staff and driver (s) are aware of and inducted in the *Safe Transportation Policy* and procedure and have completed practical training relating to safe transportation of children
- information related to the safe transportation of children is shared with all staff to assist management fulfill their roles responsibly
- a copy of any training undertaken by staff related to practical training of safe transportation is kept at SMCELC
- risk assessments are carried out prior to seeking authorisation for transporting children
- risk assessments for 'regular transportation' are evaluated regularly or whenever a change of circumstances warrants a new assessment- e.g.: route change of vehicle due to roadworks, additional pick-up points or new provider of transport, to ensure potential risks are identified and managed
- risk assessments for 'regular transportation' are reviewed at least annually
- any updates to policies and procedures are clearly communicated to all staff
- roles and responsibilities are clearly communicated with educators
- a designated driver is nominated as the person who will be responsible for driving the vehicle
- a designated educator is nominated as the person who will be responsible for accounting for each child before, during and after transportation and ensuring relevant records are completed



- messages from families regarding attendance changes to pick up or drop offs are communicated to the designated educator/educators
- children are signed into SMCELC attendance record upon collection, noting the time children enter the vehicle
- rehearsals for transportation of children are conducted throughout the year as 'best practice'
- details of the safest route for travel, type of vehicle and required restraints are included in the risk assessment
- every reasonable precaution is taken to protect children from harm and hazards likely to cause injury
- effective and adequate supervision is provided (see below)
- compliance with first aid requirements of Regulation 136 is met in each vehicle
- parents/guardians complete a written authorisation for regular transportation of their child and a copy of this is filed in the child's enrolment record/ attached to the enrolment form
- children are instructed on processes for entering and exiting SMCELC premises and are aware of the pick-up and destination locations
- the *Transport Pick up/Drop off Checklist* is completed each time transportation is provided to children
- A *Transportation Attendance Record* is provided to the designated educator prior to leaving SMCELC to record:
  - children's attendance on the vehicle
  - how children are accounted for as they embark and disembark on the vehicle
  - a final check of the vehicle, including the interior, to ensure no child is left on the vehicle
- children are signed into or out of the attendance record upon delivery or collection of child to SMCELC in accordance with the *Delivery of Children to, and Collection from Education and Care Service Premises Policy*
- the *Transportation Attendance Record* is completed to record how each child was accounted for as they embark or disembark from the vehicle during transportation
- once all children have exited the vehicle/bus, a final check is conducted, including the interior of the vehicle, to ensure no child is left on the vehicle
- a secondary educator conducts a final sweep of the vehicle, including the interior of the vehicle, to ensure there are no children or belongings left behind (best practice)
- the designated educator/Nominated Supervisor confirms the interior of the vehicle was checked and has signed the *Transportation Attendance Record*





- a second educator confirms the interior of the vehicle was checked and has signed the *Transportation Attendance Record* (best practice)
- under no circumstances will the driver and educators/employees supervising children be under the influence of alcohol or drugs
- procedures for the safe handover of children between SMCELC and other educational site is documented correctly and communicated clearly with all stakeholders
- educator to child ratio requirements are maintained at all times, including when children are being transported as part of SMCELC activity
- a record of staff working with directly with children (regulation 151) is kept
- children exit the vehicle using the 'safety door'
- children wear approved seatbelts/restraints whilst the vehicle is in motion in accordance to NSW Road Rules and Road Transport Act
- children are never left unattended in the vehicle
- education on road safety for children is included in SMCELC's programming (for example Kids and Traffic, Vic Roads Primary School roads information)
- safety rules are developed with children to ensure a clear understanding of appropriate and inappropriate behaviour
- staff are aware of appropriate procedures to be followed in the event of a vehicle crash involving staff and children from SMCELC
- a working mobile phone or other similar means of communication to communicate with SMCELC, parents/carers is provided in case of emergency
- a list of emergency contact numbers for the children and staff being transported is available
- every effort will be made to notify parents/carers of delays returning to SMCELC if applicable
- relevant criminal history requirements and Working with Children Checks are made for any person transporting children. WWCC is recorded in staff records
- the designated person driving the vehicle/bus holds a current Australian driver's licence
- any allegation of misconduct of the educator or staff member will be reported immediately as per the Reportable Conduct Scheme detailed in our *Child Protection Policy* and/or *Child Safe Environment Policy and Code of Conduct Policy*
- the maximum number of children approved for a service as confirmed on SMCELC approval is adhered to no matter where the children are located, including when they are being transported by SMCELC [S. 51(4A)]



- the *Administration of First Aid Policy* is implemented in the event of a serious incident, injury, trauma or medical emergency, including contacting emergency services and notifying parents/guardians as required
- flow charts for procedures of what to do in case of an emergency (missing or unaccounted child) are clearly communicated with all stakeholders regularly, including implementation of the *Missing Child During Regular Transportation Procedure*
- to explicitly communicate attendance register procedure with all stakeholders (school, parents, educators)
- effective and adequate supervision is provided when children are being transported.

Consideration must include:

- the number, age and ability of children
- visibility and accessibility
- physical positioning of educators
- risks related to the mode of transportation (including travel on foot)
- risks in the environment, location, route and while travelling
- the experience, knowledge and skill of each educator
- the capacity of an educator to immediately respond to a situation requiring urgent intervention
- an easily recognised and suitably equipped first aid kit is easily accessible during transportation
- educators carry medication, health plans and risk assessments for individual children
- at least one staff member accompanying children during transportation holds:
  - an approved first aid qualification and
  - a current approved anaphylaxis management training qualification and
  - an approved emergency asthma management training qualification.

#### THE DESIGNATED EDUCATOR/ DESIGNATED DRIVER/ EDUCATORS WILL ENSURE:

- they adhere to the *Safe Transportation Policy* and participate in practical training relating to the safe transportation of children
- they are aware of their roles and responsibilities while providing transportation for children
- a Risk Assessment has been completed in accordance with the requirements as outlined above
- their driver's licence is current and the driver is in a fit and proper state to drive
- if driving larger vehicles to transport children they hold the relevant licence for the vehicle classification



- every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury
- effective and adequate supervision is provided when transporting children
- educator to child ratio requirements are maintained at all times, including when children are being transported as part of SMCELC activity
- children are never left unattended in the vehicle
- they adhere to the road rules and regulations mandated by law within each state/territory
- children remain seated and do not behave in a dangerous or inappropriate manner
- children wear approved seatbelts/restraints whilst the vehicle is in motion in accordance to [state/territory] Road Rules and Road Transport Act
- the vehicle is parked in a secure and safe location for children to access
- the number of passengers does not exceed the legal requirement
- a working, fully charged mobile phone is taken in case of an emergency
- the *Administration of First Aid Policy* is implemented in the event of a serious incident, injury, trauma or medical emergency, including contacting emergency services and notifying parents/guardians as required
- a fully equipped first aid kit is easily accessible
- the *Missing Child During Regular Transportation Procedure* is followed in the event a child is deemed missing or unaccounted for
- medication, health plans and risk assessments for individual children are available during transportation
- educators and designated drivers wear a high visibility vest
- a list of emergency contact numbers for the children and staff being transported is available
- emergency contact information is available
- every effort will be made to notify parents/carers of delays returning to SMCELC if applicable
- messages from families regarding children's attendance changes to pick up or drop offs are communicated effectively and timely to educators travelling with children

### TRANSPORTATION ATTENDANCE RECORD KEEPING [Reg:177 (1)(o)(p)]

The designated driver and designated educator will ensure:

- the *Transport Pick up/Drop off Checklist* is completed each time transportation is provided to children
- the *Transportation Attendance Record* is completed to record:



- each child is signed into the Transportation Attendance Record and Service attendance record upon collection, noting the time children enter the vehicle (for collection from school/home)
- each child is signed out of the Transportation Attendance Record and service attendance Record noting the time children exit the vehicle (delivery of children to school/home)
- each child is accounted for as the embark and disembark from the vehicle during transportation
- that once all children have exited the vehicle/bus, a final sweep of the vehicle is conducted by the designated educator/ nominated supervisor, including the interior of the vehicle, checking around and under seats, storage areas and under the vehicle to ensure there are no children or belongings left behind
- a secondary educator conducts a final sweep of the vehicle, including the interior of the vehicle, checking around and under seats, storage areas and under the vehicle to ensure there are no children or belongings left behind (best practice)
- a second educator will confirm the interior of the vehicle was checked and sign the *Transportation Attendance Record* (best practice)

## SAFE MAINTENANCE OF TRANSPORTATION VEHICLE

THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR/ DESIGNATED EDUCATOR/ DESIGNATED DRIVER/EDUCATORS WILL ENSURE:

- the transportation vehicle is fitted with the required seat belts and child restraints, approved by the Roads and Traffic Authorities (see Rule 266 of the Australian Road Rules)
- there are sufficient seat belts installed for all passengers in accordance with current Australian Safety Standards- (AS/NZS 1754)
- the vehicle has enough fuel to transport the children each day as in accordance with schedule
- the vehicle is registered, roadworthy and insured (general legal requirements and best practice standards are adhered to)
- any repairs are completed as soon as possible by a qualified mechanic
- checks of the vehicle should be recorded, signed by the relevant person and kept for inspection by the Regulatory Authority
- drivers hold a current Australian driver's licence, licenced to carry the required number of passengers for the vehicle



- in the event of any mechanical or other breakdown, children will be kept safe, comfortable and occupied with suitable activities
- every effort will be made to notify parents/carers of delays returning to SMCELC if applicable

#### FAMILIES WILL:

- adhere to SMCELC’s Delivery of children to, and collection from Education and Care Service Premises *Policy* and *Safe Transportation Policy*
- communicate any change in transportation requirements for their child with SMCELC soon as they are aware (for example: no transport is required on a particular day as the child has returned home from school due to illness)
- notify SMCELC if their child is going to be absent on a particular day and not require transport
- ensure written authorisation for transportation of their child by SMCELC is granted by either the parent or authorised nominee named in the child’s enrolment record
- provide emergency contact details and phone numbers upon enrolment and update emergency contact details and phone numbers regularly
- sign attendance record upon delivery or collection of child to SMCELC in accordance with the *Delivery of Children to, and Collection from Education and Care Service Premises Policy*

#### CONTINUOUS IMPROVEMENT/REFLECTION

Our *Safe Transportation Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

#### CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Employee Induction Checklist	Transportation Rehearsal Record
Missing Child during Regular Transportation Procedure	Transporting Children Risk Assessment Template
Regular Transportation Authorisation	Vehicle/Bus Transportation Procedure
Safe Transportation of Children Module	Transportation Attendance Record
Transport Pick Up/Drop Off Checklist	

#### [Kids and Traffic- Early Childhood Road and Safety Education Program](#)

- Transporting children safely- Guidance on Understanding safe transport and travel requirements for education and care service providers (2020).



- Safe Travel and Transport- Advice for working with children, families, schools and communities (2020).

## SOURCE

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

ACECQA. (2023). Policy and Procedure Guidelines. *Safe Transportation of Children*.

ACECQA. (2023). [Fact sheet. Changes to Regular Transportation of Children](#)

ACECQA. (2023). [Risk Assessment and management- Safe Transportation of children safety checklist and regular transportation record form.](#)

ACECQA. (2023). [Guidance for Adequate Supervision During Transportation.](#)

ACECQA. (2023). [Minimising the Risk of Children Being Left Behind in Vehicles](#). NQF Review 2019

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia. V2.0, 2022](#)

Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023)

Guide to the National Quality Framework. (2017). (Amended 2023)

Kids and Traffic Early Childhood Road Safety Education Program (NSW)

Revised National Quality Standard. (2018).

Road Transport (Safety & Traffic Management) Act 1999.

Queensland Government Early Childhood Education and Care (2021) [Transportation Look before you Lock](#)

Vic Roads- Primary school road safety education resources

[Western Australian Education and Care Services National Regulations](#)



# TRANSPORT PICK-UP / DROP-OFF CHECKLIST

This checklist works in collaboration with our *Safe Transportation Policy* and Vehicle/Bus Transport Procedure. Each section of the checklist is to be completed at the appropriate time, prior, during and at the end of the journey each time transportation is provided by SMCELC.

TRANSPORTATION ACTIVITY				DATE	
MEANS OF TRANSPORTATION		REQUIREMENTS FOR SEAT BELTS OR SAFETY RESTRAINTS	Y/N comment		
PICK UP LOCATION		DROP OFF LOCATION			
DEPARTURE TIME		ARRIVAL TIME			
PROPOSED ROUTE					
NUMBER OF CHILDREN TRANSPORTED		NAMES OF EDUCATORS OR OTHER RESPONSIBLE ADULTS REQUIRED TO PROVIDE SUPERVISION			
ARE ANY OTHER ADULTS WITH SPECIALISED SKILLS REQUIRED?					
RISK ASSESSMENT COMPLETED	Yes/ No	DATE APPROVED		COPY ATTACHED	Yes/ No
NAME OF DESIGNATED EDUCATOR			NAME OF DESIGNATED DRIVER		
MOBILE PHONE CONTACT			TRANSPORTATION ATTENDANCE RECORD AVAILABLE		Yes/ No
FIRST AID KIT AVAILABLE	Yes/ No	FIRST AID OFFICER			
MEDICAL MANAGEMENT PLANS			MEDICATION CHECKED		
WRITTEN AUTHORISATIONS RECEIVED	Yes/ No	EMERGENCY CONTACT PHONE NUMBERS		[attached- initial]	
Additional Notes:					



PRE-TRIP VEHICLE CHECK	✓
SMCELC has received written authorisation by a parent or other person named in the child's enrolment record to provide transport for a regular outing, regular transportation or excursion	
A risk assessment has been completed with the appropriate documentation (including route and minimisation of hazards) as attached	
The vehicle has been deemed mechanically certified via regular services and maintenance	
The vehicle has current third-party insurance and comprehensive insurance	
The vehicles road registration is current	
The designated driver of the vehicle has checked the safe condition and operation of <ul style="list-style-type: none"> <li>• Tyres, brakes, indicators, lights, windscreen wipers, doors and window</li> </ul>	
Vehicle restraints have been checked, ensuring they are in good and safe working order [if applicable]	
The designated driver of the vehicle has a current licence appropriate for the vehicle type/ class	
The designated driver is not under the influence of alcohol or drugs and is in a fit state to drive. This is inclusive of medication that has a sedative effect. (The driver should be willing to take a drug and/or alcohol test at any time.)	
The vehicle has been checked to ensure there is enough fuel for the journey to be completed	
The designated driver has checked and is familiar with the route to be taken	
The designated driver's mobile phone has been fixed to the appropriate holder or connected to the vehicle's Bluetooth. [remove if not applicable to ySMCELC]	
A <i>Transportation Attendance Record</i> has been provided to the designated educator who has checked the number of children on the bus/vehicle does not exceed the legal limit	
Educators maintain educator to child ratios at all times during transportation	
Adequate and effective supervision for all children is provided (consider age, ability of children)	
The designated educator is aware of their responsibility for the children	
A suitably equipped, fully stocked first aid kit is easily accessible during transportation	
The designated driver or educator holds First Aid qualifications including- approved emergency asthma management and approved anaphylaxis management training (R136)	
A fully charged mobile phone is available during transportation	
Medical Condition Plans, medical risk assessments and any other health care plans for individual children are available during transportation	
Medication for identified children/staff members is easily accessible (i.e., Epi-pen, asthma inhaler)	
An emergency contact list is available for each child and educator/staff member	
Emergency contact information is available for emergency services	





PICKING UP CHILDREN	✓
The vehicle has been parked in a safe and secure location (pre-determined)	
Educators are in their correct positions when picking up children (pre-determined)	
The designated educator has checked for messages from families to gain an accurate <i>Transportation Attendance Record</i>	
The designated educator has signed children into the attendance record (or electronic attendance record) noting the time children enter the vehicle (for collection from school/home)	
The designated educator/Nominated Supervisor has recorded how each child was accounted for as they embarked/entered the vehicle on the <i>Transportation Attendance Record</i>	
If a child is missing from the pickup point and educators have not been notified, the <i>Missing Child During Regular Transportation Procedure</i> will be followed	
Children were supervised as they entered the vehicle/bus and ushered to seating positions	
Each individual child has been secured using the fitted child restraints/seat belts [if required]	
The designated educator has checked children's attendance before departure	
Educators have discussed safety rules with the children	
Educators undertake regular attendance checks to account for all children	
Children are seated and remain in their restraints or seats for the journey	
Was there any inappropriate behaviour? If so, families have been notified	
Were there any issues or incidents causing a delay to the regular schedule? If so, families have been notified.	
Educators are to ensure effective and adequate supervision is maintained during transportation of children	

DROPPING-OFF CHILDREN	✓
The vehicle has been parked in a safe and secure location (pre-determined)	
Educators move to their designated positions when the children disembark from the vehicle	
The designated educator has checked the children's attendance as they disembark from the vehicle, ensuring all children are accounted for as they are assembled (pre-determined location)	
Children are effectively and adequately supervised at all times	
The designated educator/Nominated Supervisor has recorded how each child was accounted for as they disembarked/exited the vehicle on the <i>Transportation Attendance Record</i>	
The designated educator has conducted a head count when children enter SMCELC, using the <i>Transportation Attendance Record</i> to cross-reference check (delivery of children to SMCELC)	
The designated educator has signed children out of the attendance record (or electronic attendance record) noting the time children exit the vehicle (delivery of children to school/home)	
If a parent is not available at the pre-determined delivery point, the <i>Missing Child During Regular Transportation Procedure</i> will be followed	



POST TRIP VEHICLE CHECK	✓
The designated educator/Nominated Supervisor has conducted a final check and visual inspection of the vehicle, including checking the interior of the vehicle; around and under seats, storage areas and under the vehicle ensuring there are no children or belongings left behind (educator may be required to take a photograph on a mobile phone to provide evidence that no child is left on the vehicle)	
A secondary staff member has conducted a final check and visual inspection of the vehicle; around and under seats, storage areas and under the vehicle, ensuring there are no children or belongings left behind (best practice)	
The designated educator/Nominated Supervisor has confirmed the interior of the vehicle was checked and there are no children or belongings left on the vehicle, signing the <i>Transportation Attendance Record</i>	
The secondary staff member has confirmed there are no children or belongings left on the vehicle, signing the <i>Transportation Attendance Record</i> and conducting a head count (best practice)	
The designated educator, together with educators accompany the children into SMCELC/required destination	
If a child is unaccounted for following return to service, the <i>Missing Child During Regular Transportation Procedure</i> will be followed	
The designated driver will ensure windows and doors are locked so children cannot enter the vehicle	
The designated driver is to store the vehicle keys in a secure location within SMCELC, inaccessible to children	

I acknowledge that all steps of the Transport Pick-up Drop-off Checklist have been completed

Nominated Supervisor/ Responsible Person	Full name: Signature:	Date:
Designated Educator	Full name: Signature:	Date:
Secondary Educator	Full name: Signature:	Date:
Designated Driver	Full name: Signature:	Date:



# SICK CHILDREN POLICY

Children encounter many other children and adults in the early childhood environment increasing their exposure to others who may be sick or carrying an infectious illness. The National Quality Standard requires early childhood education and care services to implement specific strategies to minimise the spread of infectious illness and maintain a healthy environment for all children, educators, and families. We acknowledge the difficulty of keeping children at home or away from childcare when they are sick and the pressures this causes for parents, however SMCELC aims to minimise the transmission of infectious diseases by adhering to regulations and policies protecting the health of all children, staff, families, and visitors.

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
77	Health, hygiene and safe food practices
85	Incident, injury, trauma and illness policies and procedures
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
88	Infectious diseases
90	Medical conditions policy
92	Medication record
93	Administration of medication
168	Education and care service must have policies and procedures



175(2)(c)	Prescribed information to be notified to Regulatory Authority- any circumstance arising at SMCELC that poses a risk to the health, safety or wellbeing of a child or children attending SMCELC
-----------	--

## RELATED POLICIES

Administration of First Aid Policy Administration of Medication Policy Dealing with Infectious Diseases Policy Enrolment Policy	Incident, Injury, Trauma and Illness Policy Medical Conditions Policy
--	--

## PURPOSE

We aim to maintain the health and wellbeing of all children, staff, and their families, ensuring a healthy environment and minimising cross contamination and the spread of infectious illnesses by implementing best practice and high standards of personal hygiene within SMCELC.

## SCOPE

This policy applies to children, families, educators, staff, visitors, approved provider, nominated supervisor and management of SMCELC.

## IMPLEMENTATION

SMCELC has adopted the *Staying healthy: Preventing infectious diseases in early childhood education and care services* (Fifth Edition) publication recommendations developed by the Australian Government National Health and Medical Research Council to guide our practices to help limit the spread of illness and disease. We aim to provide families with up-to-date information regarding specific illnesses and ways to minimise the spread of infection within SMCELC and at home.

We are guided by decisions regarding exclusion periods and notification of infectious diseases by the Australian Government- Department of Health and local public health units in our jurisdiction as per the Public Health Act.

This policy must be read in conjunction with our other Quality Area 2 policies:

- Dealing with Infectious Diseases Policy
- Incident, Injury, Trauma, and Illness Policy



- o Medical Conditions Policy and

**Staying Healthy: Preventing infectious diseases in early childhood education and care services (2013) explains how infections are spread as ‘The Chain of Infection’.**

**There are three steps in the chain:**

- o The germ has a source.
- o The germ spreads from the source
- o The germ infects another person.

The chain of infection can be broken at any stage to help prevent and control the spread of diseases.

### **The germ has a source.**

Germs can be picked up directly from an infected person or from the environment. It is important to understand that an infected person may not show any signs or symptoms of illness.

### **The germ spreads from the source**

Germs can spread in several ways, including through the air by droplets, through contact with faeces and then contact with mouths, through direct contact with skin, and through contact with other body secretions (such as urine, saliva, discharges, or blood).

Some germs can spread directly from person to person, others can spread from the infected person to the environment. Many germs can survive on hands and on objects such as toys, door handles and bench tops. The length of time a germ can survive on a surface (including the skin) depends on the germ itself, the type of surface it has contaminated and how often the surface is cleaned. Washing hands and surfaces regularly with detergent and water is a very effective way of removing germs and preventing them spreading through the environment.

(Source: *Staying healthy: Preventing infectious diseases in early childhood education and care services*, 5<sup>th</sup> Edition, 2013 p: 7)

### **The germ infects another person.**

When the germ has reached the next person, it may enter the body through the mouth, respiratory tract, eyes, genitals, or broken or abraded skin. Whether a person becomes ill after the germ has entered the body depends on both the germ and the person’s immunity.



Illness can be prevented at this stage by stopping the germ from entering the body (for example, by making sure that all toys that children put in their mouths are clean, by washing children's hands, by covering wounds), and by prior immunisation against the germ.

Source: *Staying healthy: Preventing infectious diseases in early childhood education and care services*, 5<sup>th</sup> Edition, 2013 p: 7)

### Minimizing the spread of infections and diseases in early education and care services

We understand that it can be difficult for families to know when their child is sick. Families may experience problems taking time off work or study to care for their child at home. Obtaining leave from work or study can contribute to negative attitudes in the workplace which can cause stress on families. Families may also experience guilt when they send their child to care who is not well.

However, it is imperative that families maintain a focus not only on the well-being of their own child but also upon the well-being of other children and the early childhood professionals at SMCELC. To protect the health of children and staff within SMCELC, **it is important that children and staff who are ill are kept away from SMCELC for the recommended period.**

At times, an outbreak of a new or 'novel' virus or infection, we may require exclusion from SMCELC that is not specified in general exclusion periods for common infectious illnesses. Information, education, and recommendations regarding any 'novel' virus will be provided by the Australian Government Department of Health and/or local public health unit.

(see Excluding Children from SMCELC section)

The need for exclusion and the length of time a person is excluded depends on:

- how easily the infection can spread.
- how long the person is likely to be infectious and
- the severity of the infectious disease or illness.

**Our educators and staff are not medical practitioners and are not able to diagnose whether a child has an infectious illness. However, if an infectious illness is suspected, SMCELC may ask the family to collect their child from care as soon as possible or not bring the child to care.**



Management and educators *may* request families seek medical advice and provide a medical certificate stating that the child is no longer infectious prior to returning to care. **Please note: it is not always possible to obtain a doctor's certificate or clearance for suspected cases of an illness. The decision to approve a child's return is up to the Approved Provider/Nominated supervisor**

To help minimise the spread of illness and infectious diseases SMCELC implements rigorous hygiene and infection control procedures and cleaning routines including:

- effective hand washing hygiene.
- cough and sneeze etiquette
- appropriate use of protective gloves
- exclusion of children, educators, or staff when they are unwell or displaying symptoms of an infectious disease or virus.
- effective environmental cleaning including toys and resources and bedding.
- requesting parents and visitors to wash their hands with soap and water or hand sanitizer upon arrival and departure at SMCELC.
- physical distancing (when recommended by Australian Health Protection Principal Committee [AHPPC] and/or Safe Work Australia)
- wearing of masks when mandated by Public Health Order (or Service decision)
- maximising ventilation to increase air flow in learning spaces.

### Children arriving at SMCELC who are unwell.

Management will not accept a child into care if they:

- have a contagious illness or infectious disease.
- are unwell and unable to participate in normal activities or require additional attention.
- have had a temperature, vomiting in the last 24 hours as reported by a parent.
- have had diarrhea in the last 48 hours.
- have started a course of anti-biotics in the last 24 hours.
- have been given medication for a temperature prior to arriving at SMCELC (for example: Panadol)

### Children who become ill at SMCELC

Children may become unwell throughout the day, in which case management and educators will respond to children's individual symptoms of illness and provide immediate comfort and care.

- Educators will closely monitor and document the child's symptoms on the *Incident, Injury, Trauma, and Illness Record*



- Children who are unwell at SMCELC will be able to rest in a supervised area away from other children until parents or the emergency contact person is able to collect them.
- A child who has passed runny stools/vomited whilst at SMCELC will be sent home and may return after exclusion period (48 hours) as long as symptoms have not been present for the last 24 hours.
- **Educators will take the child's temperature. If the child's temperature is 38°C, management will contact the child's parents/guardian/emergency contacts as soon as possible to have the child collected (within 45 minutes).**
- **For infants under three months old with a temperature/fever over 38°C, parents will be immediately notified and requested to seek medical assistance. If the parent cannot take the child to a GP immediately, permission will be required for SMCELC to seek medical assistance urgently.**
- Educators will monitor the child closely and be alerted to vomiting, coughing or convulsions.
- Educators will attempt to lower the child's temperature by:
  - removing excessive clothing (shoes, socks, jumper, pants)
  - encouraging the child to take small sips of water.
  - moving the child to a quiet area where they can rest whilst being supervised.
- Educators will check that written parental permission to administer paracetamol or ibuprofen has been provided during enrolment and filed in the child's individual record.
- Educators will check the medical history of the child to ensure there are no allergies before administering Panadol or Nurofen
- Accurate records will be kept of the child's temperature, time taken, medication administered, dosage, staff member's full name and name of staff member who witnessed the administration of medication (if relevant)
- Educators will continue to document any progressing symptoms.
- Educators will complete the *Incident, Injury, Trauma, or Illness Record*, ensuring the form has been completed correctly and signed by the parent/guardian/emergency contact upon collection of their child.
- Educators will thoroughly clean and disinfect any toys, resources or equipment that may be contaminated by a sick child.

### Common colds and flu

The common cold or flu (viral upper respiratory tract infections) are very common in children occurring 6-10 times a year on average with the highest number usually being during the first 2 years





in childcare, kindergarten, or school. Symptoms may include coughing, runny nose, and a slight temperature.

In circumstances where a child appears to have cold or flu symptoms, management will determine if the child is well enough to continue at SMCELC or if the child requires parental care. As cold and flu symptoms are very similar to Covid-19, children with these symptoms may be required to obtain a Rapid Antigen Test if requested by Management.

SMCELC aims to support the family's need for childcare however, families should understand that a child who is unwell will need one-on-one attention which places additional pressure on staff ratios and the needs of other children.

Children who are generally healthy, will recover from a common cold in a few days. Keeping a child home and away from childcare, helps to prevent the spread of germs.

Influenza is a highly contagious illness and can spread to others for 24 hours before symptoms start. To prevent the spread of influenza SMCELC encourages staff and children to be vaccinated once a year.

### Teething

Please be advised that whilst some children experience a slight rise in body temperature during teething, there is no evidence to support that teething is linked to fever. If your child is visibly not well enough due to teething to be participating in their routine as normal or showing signs of irritability, we ask that you keep them home. SMCELC aims to support the family's need for childcare however, families should understand that a child who is unwell will need one-on-one attention which places additional pressure on staff ratios and the needs of other children.

### Hay Fever

If your child suffers from hay fever, please provide a medical clearance stating this from your GP.

### Hand Foot and Mouth

Hand Foot and Mouth presents as tiny blisters on various parts of the body e.g. mouth, fingers palm of hands, nappy area they may also have a fever and runny nose. A child is to be sent home and is unable to attend until blisters have dried.

### Impetigo (School Sores)



Appears as flat, yellow crust moist patches or blisters on the skin usually on the face, arms, and legs (very infectious)

### Conjunctivitis

Presents as red eye's, with pus like discharge. Child to be sent home and is unable to attend until discharge for eyes has stopped.

### Reporting outbreaks to the public health unit (REG. 175 (2) ©

Management is required to notify the local [Public Health Unit](#) (PHU) by phone (call 1300 066 055) as soon as possible after they are made aware that a child enrolled at SMCELC is suffering from one of the following vaccine preventable diseases, or outbreak of gastroenteritis.

- Diphtheria
- Mumps
- Poliomyelitis
- Haemophilus influenzae Type b (Hib)
- Meningococcal disease
- Rubella ('German measles')
- Measles
- Pertussis ('whooping cough')
- Tetanus

Notification is also required for:

- An outbreak of 2 or more people with gastrointestinal or respiratory illness.
- An outbreak of 5 cases or more within a 7-day period of COVID-19

Management will closely monitor health alerts and guidelines from Public Health Units and the Australian Government- Department of Health for any advice and emergency health management in the event of a contagious illness outbreak such as Coronavirus.



## Excluding children from SMCELC

When a child has been diagnosed with an illness or infectious disease, SMCELC will refer to information about recommended exclusion periods from the Public Health Unit (PHU) and *Staying healthy: Preventing infectious diseases in early childhood education and care services*.

### [Recommended exclusion periods- Poster Staying Healthy: Preventing Infectious diseases in early childhood education and care services](#)

- When an infectious disease has been diagnosed, SMCELC will display appropriate documentation and alerts for families including information on the illness/disease, symptoms, infectious period, and the exclusion period. (This information can be obtained from *Staying healthy: Preventing infectious diseases in early childhood education and care and Public Health Unit, or Department of Health*).
- If a vaccine preventable disease occurs in SMCELC, children who have not been fully immunised.
- Management will check all children's Immunisation records and alert parents as required.
- A medical clearance from the child's General Practitioner stating that the child is cleared to return to the childcare setting will also be required before the child returns to care.
- Children that have had diarrhoea and vomiting will be asked to be well for 24 hours during their 48-hour exclusion period, as symptoms can develop again after 24 hours in many instances, before returning to SMCELC.
- **Children who test positive to COVID-19 are required to self-isolate for at least 5 days and not return to SMCELC until symptoms have disappeared for 24 hours.**

## Notifying families and emergency contact

- **It is a requirement of SMCELC that all emergency contacts can pick up an ill child within a 30-45 minute timeframe.**
- If the ill child is not collected in a timely manner, or should parents refuse to collect the child, a warning letter will be sent to the families outlining Service policies and requirements. The letter of warning will specify that if there is a future breach of this nature, the child's position may be terminated.

**THE APPROVED PROVIDER, NOMINATED SUPERVISOR AND EDUCATORS WILL ENSURE:**



- effective hygiene policies and procedures are always adhered to, to prevent the spread of illnesses.
- they promote effective hand hygiene and cough etiquette.
- effective environmental cleaning policies and procedures are adhered to all times.
- all families are provided access to relevant policies upon enrolment which will be explained by management including *Dealing with Infectious Diseases Policy, Sick Children Policy, Incident, Injury, Trauma and Illness Policy and Medical Conditions Policy*.
- families are provided with relevant information from a trusted source about preventing the spread of illnesses.
- that any child who registers a temperature of **38°C** or above is collected from SMCELC and excluded for 24 hours after the last elevated temperature or SMCELC requests a doctor's clearance letter stating that the child is cleared of any infection and able to return to childcare. *If the clearance states a recommendation of when child is fit to return to care, but the child is still displaying noted symptoms, they will be excluded until well. Please note, this is a service decision and is not mandated but in our best interests to protect our children, families, and staff of SMCELC.*
- families of a child with complex and chronic medical conditions will be notified in the event of an outbreak of an illness or infectious disease that could compromise their health.
- families are notified to collect their child if they have vomited or had diarrhoea whilst at SMCELC and exclude for 48 hours

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

- **notification is made to the Regulatory Authorities within 24 hours of any incident involving serious injury or trauma to, or illness of, a child while being educated and cared for by an Education and Care Service, which:**
  - (i) a reasonable person would consider required urgent medical attention from a registered medical practitioner *or*
  - (ii) for which the child attended, or ought reasonably to have attended, a hospital. For example: whooping cough, broken limb, and anaphylaxis reaction
- any incident or emergency where the attendance of emergency services at the Education and Care Service premises was sought, or ought reasonably to have been sought (eg: severe asthma attack, seizure, or anaphylaxis)



- parents or guardians are notified as soon as practicable and no later than 24 hours of the illness, accident, or trauma occurring.

## PARENT/FAMILY RESPONSIBILITY

To prevent the spread of disease, families are required to monitor their child's health and not allow them to attend childcare if they have an infectious illness or display symptoms of an illness. Families may be asked to obtain a Rapid Antigen Test if their child is symptomatic for COVID-19.

For children who have ongoing medical needs such as asthma or anaphylaxis, parents should regularly review their child's health care action plans to ensure educators and other staff are able to manage their individual needs as required.

Families should implement effective hygiene routines at home such as regular handwashing and sneeze and cough routines (use of tissues, covering their mouth with coughing, sneezing into a tissue or elbow).

**Families should notify SMCELC if their child has been unwell in the past 24 hours or someone in the family is/has been sick.** This is particularly critical during a pandemic.

Signs of illness in young children may include:

- runny nasal discharge (paired with sore throat, fever, cough, etc)
- high temperature
- diarrhoea
- red, swollen or discharging eyes (bacterial conjunctivitis)
- vomiting
- rashes (red/purple)
- irritability, unusually tired or lethargic
- drowsiness
- poor circulation
- poor feeding
- poor urine output
- a stiff neck or sensitivity to light
- pain
- mouth sores that cause drooling



- impetigo

Parents should seek medical attention should their child (or other family members) develop symptoms such as:

- high fever
- uncontrolled coughing or breathing difficulties.

Families are required to keep up to date with their child's immunisation, providing a copy of the updated AIR Immunisation History Statement to SMCELC following each immunisation on the National Immunisation Schedule.

### Returning to care after surgery

Children who have undergone any type of surgery will need to take advice from their doctor/surgeon as to when it is appropriate and safe to return to childcare.

A medical clearance statement will be required to ensure the child is fit and able to return to SMCELC and participate in daily activities.

### Posters/Resources

NSW Health.

[NSW Health Gastro Pack NSW Health](#)

### SOURCE

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

Australian Government Department of Education, Skills and Employment *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*. (2009).

Australian Government- Department of Health <https://www.health.gov.au/>

[Australian Government Department of Health Australian Health Protection Principal Committee \(AHPPC\)](#)

Education and Care Services National Law Act 2010. (Amended 2018).

[Education and Care Services National Regulations](#). (2011).

Guide to the National Quality Standard. (2020)

National Health and Medical Research Council (NHMRC): <https://www.nhmrc.gov.au/>

National Health and Medical Research Council. (2012) (updated June 2013). *Staying healthy: Preventing infectious diseases in early childhood education and care services*.

NSW Public Health Unit: <https://www.health.nsw.gov.au/Infectious/pages/phus.aspx>

Raising Children Network: <https://raisingchildren.net.au/guides/a-z-health-reference/fever>



Revised National Quality Standard. (2018).

The Sydney Children’s Hospitals network (2020). <https://www.schn.health.nsw.gov.au/search/site?query=fever>  
[Safe Work Australia](#)

[Victoria Department of Education and Training \(2020\).](#)

<https://www.coronavirus.vic.gov.au/early-childhood-education-and-care>



# SLEEP AND REST POLICY

All children have individual sleep and rest requirements. Our objective is to meet each child’s need for sleep, rest and relaxation by providing a comfortable, relaxing and safe space to enable their bodies to rest. This environment will also be well supervised ensuring all children feel secure and safe at SMCELC.

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN’S HEALTH AND SAFETY		
2.1	Health	Each child’s health and physical activity is supported and promoted
2.1.1	Wellbeing and comfort	Each child’s wellbeing and comfort is provided for, including appropriate opportunities to meet each child’s needs for sleep, rest and relaxation.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

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

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
Section 165	Offence to inadequately supervise children
Section 167	Offence relating to protection of children from harm and hazard
81	Sleep and Rest
82	Tobacco, drug and alcohol-free environment
87	Incident, injury, trauma and illness record
103	Premises, furniture and equipment to be safe, clean and in good repair
105	Furniture, materials and equipment
107	Space requirements-indoor space
110	Ventilation and natural light





115	Premises designed to facilitate supervision
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be available
172	Notification of change to policies or procedures
176	Time to notify certain information to Regulatory Authority

## RELATED POLICIES

Dental Health Policy	Interactions with Children, Family and Staff Policy
Furniture and Equipment Safety Policy	Physical Environment Policy
Health and Safety Policy	Respect for Children Policy
	Tobacco, Drug and Alcohol-Free Policy
	Work Health and Safety

## PURPOSE

The *Education and Care Services National Regulations* requires approved providers to ensure their services have policies and procedures in place for children’s sleep and rest. Our *Sleep and Rest Policy* will assist management and educators and other staff ensure that all children have appropriate opportunities to sleep, rest and relax in accordance with their individual needs whilst attending SMCELC.

The risk of Sudden Infant Death Syndrome (SIDS) for infants will be minimised by following practices and guidelines set out by the national authority on safe sleeping practice for infants and children- Red Nose (formerly SIDS and Kids). Our policy sets out quality practice and is informed by recognised and evidence-based principles. Safe Sleep practices are informed by Red Nose and guidance from ACEQCA.

If a family’s beliefs and requests are against current recommended evidence-based guidelines, SMCELC will need to determine if there are exceptional circumstances that allow for alternate practices.



SMCELC will only approve an alternative practice if SMCELC is provided with written advice from, and the contact details of a registered medical practitioner accompanied by a risk assessment and risk minimisation plan for individual children.

We have a duty of care to ensure children are provided with a high level of safety when sleeping and resting and every reasonable precaution is taken to protect them from harm and hazard. In meeting SMCELC's duty of care, it is a requirement that all educators implement and adhere to this policy and associated procedures to ensure we respect and cater for each child's specific needs and ensure all risks are appropriately always addressed.

## SCOPE

This policy applies to children, families, educators, staff, management, approved provider, nominated supervisor, students, volunteers, and visitors of SMCELC.

## IMPLEMENTATION

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

SMCELC defines 'rest' as a period of inactivity, solitude, calmness, or tranquillity, and can include a child being in a state of sleep. Considering the busy and energetic nature of children's day, we feel that it is important for children to participate in a quiet/rest period during the day to rest, relax, and recharge their body. Effective rest strategies are important factors in ensuring a child feels secure and safe in an early childhood environment.

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



### Approved Provider, Nominated Supervisor and Management will ensure:

- that obligations under the *Education and Care Services National Law and National Regulations* are met
- educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedure
- every reasonable precaution has been taken to protect children from harm and from hazards likely to cause injury. Hazards posing a risk of suffocation, choking, crushing or strangulation risk to children must be removed from the sleep and rest environment. (Sec. 167)
- reasonable steps are taken to ensure that the needs for sleep and rest of children being educated and cared for by SMCELC are met, having regard to the ages, developmental stages and individual needs of each child
- all educators and new employees are provided with a copy of this policy as part of their induction
- families are aware of this *Sleep and Rest Policy*
- program (Online Employment Pack – [www.smcelc.com.au/employmentpack](http://www.smcelc.com.au/employmentpack))
- up to date knowledge regarding safe sleeping practices is maintained and information communicated to educators and families
- families are advised that amber teething necklaces and bracelets are not to be worn by babies and young children at our Service- as per warnings by the Australian Government (2011)
- ongoing training is provided on safe sleep practices for all educators and keep a record of all such training (at least once in a 24 month period)
- opportunities are provided for educators to participate in Red Nose professional training
- to provide appropriate opportunities to meet each child’s need for sleep, rest and relaxation including providing children with comfortable spaces away from the main activity area for relaxation and quiet activities
- that sleeping infants are closely monitored and that all sleeping children are within hearing range and observed. This involves physically checking/inspecting sleeping children at **regular intervals of 10 minutes** and ensuring that they are always within sight and hearing distance of sleeping and resting children so they can easily monitor a child’s breathing and the colour of their skin. It is recommended that educators will not perform administrative duties that would take their attention away from sleeping/resting children- (Note: CCTV, audio monitors or heart monitors **do not** replace the need for physical checking/inspecting sleeping children)
- to provide children with safe sleeping equipment and environment, including adequate ventilation and adequate lighting to enable effective supervision



- to negotiate sleep and rest routines and practices with families to reach agreement on how these occur for each child at SMCELC
- they receive information and training to fulfil their role effectively, including being made aware of the sleep and rest policies, their responsibilities in implementing these, and any changes that are made over time
- the child’s safety is always the first priority
- children who are sleeping or resting have their face uncovered at all times
- any soft items are removed from the cot, such as loose blankets, pillows or toys
- the sleep and rest environment is free from cigarette or tobacco smoke
- to provide information to parents and families about Safe Sleep practices (see [Red Nose](#))
- educators, staff and volunteers follow the policy and procedures
- all equipment and furniture used are safe, clean and in good repair (Reg. 103, 105)
- there are adequate numbers of cots and bedding (including mattresses) available to children that meet Australian Standards to be used only for sleep and rest purposes
- all cots used in SMCELC will meet the current mandatory Australian Standard for Cots (AS/NZS 2172) and will carry a label to indicate this.
- all portable cots used in SMCELC will meet the current mandatory Australian Standard for children’s portable folding cots, AS/NZS 2195, and will carry a label to indicate this
- stay up to date with banned/recalled products and remove these immediately from SMCELC if required
- sleep surfaces are checked for firmness in accordance to Australian Standard AS/NZS 8811:1:2013
- a safe indoor environment is provided for children that is well ventilated, has adequate natural light and can be maintained at a temperature that ensures children’s safety and wellbeing (Reg.110)
- risk assessments are conducted at least annually to ensure all potential hazards are controlled in sleep areas in line with Red Nose and ACECOA guidelines
- sleep and rest environments will be safe and free from all hazards including cigarette and tobacco smoke
- areas for sleep and rest are well ventilated and have natural lighting
- the supervision window (or similar) will be kept clear to ensure safe supervision of sleeping infants
- safe sleep practices are documented and shared with families. Nominated Supervisors and educators are not expected to endorse practices requested by a family if they differ from [Red Nose](#) safe (formerly SIDS and Kids) sleeping recommendations



- if any requirements differ from Red Nose sleeping recommendations, written authorisation from a medical practitioner will be required and shared with educators

#### Educators will:

- have a thorough understanding of SMCELC’s policy and procedure and embed practices to support safe sleep into everyday practice
- respect family preferences regarding sleep and rest and consider these daily while ensuring children feel safe and secure in the environment. **[Any sleep requirements that differ from Red Nose recommendations must be supported by a medical certificate].** Conversations with families may be necessary to remind families that children will neither be forced to sleep nor prevented from sleeping.
- ensure there are appropriate opportunities to meet each child’s need for sleep, rest and relaxation
- ensure beds, cots and mattresses are used for the correct purpose of sleep and rest only
- ensure that each child’s comfort is provided for
- ensure that beds/mattresses are clean and in good repair
- ensure cots/stretchers are stored safely
- ensure beds and mattresses are wiped over with warm water and neutral detergent or vinegar solution between each use
- ensure that bed linen is clean and in good repair
- ensure bed linen is used by an individual child and is washed before use by another child
- arrange children’s beds and cots to allow easy access for children and staff
- ensure children rest/sleep with their beds/mattresses head to toe to minimise the risk of cross infection- consider positioning of cots, mats, cushions etc to be at least 50cm apart
- create a relaxing environment for sleeping children by playing relaxation music, reading stories, cultural reflection, turning off lights, and ensuring children are comfortably clothed
- ensure there are no loose aspects of clothing that could entangle the child during sleep/rest (including bibs)
- ensure the environment is tranquil and calm for both educators and children
- sit near children who are resting and encourage them to relax and/or listen to music.
  - *Remember that children do not need to be “patted” to sleep. By providing a quiet, tranquil environment, children will choose to sleep if their body needs it.*
- ensure supervision is active, effective and frequent



- maintain adequate supervision and maintain educator ratios throughout the sleep period
- ensure they are not engaged in other duties (e.g., administrative duties) that will take their attention away from actively supervising sleeping and resting children
- physically check that the child is breathing by checking the rise and fall of the child's chest and the child's lip and skin colour from the side of the cot (or floor mattress/toddler bed)
- ensure physical checks of a sleeping child occur at least every **10 minutes** (audio monitors are not a physical means)
- consider higher levels of supervision and conduct more frequent checks on babies or children with colds, chronic lung disorders or specific health care needs
- If the child's face/body appears blue and the child is not breathing, initiate first aid immediately including calling an ambulance and beginning resuscitation
- ensure a record is maintained recording the time and observation of each physical check immediately after checks are made on the Safe Sleep Record within the Playground Application which advises families in real time.
- ensure sleeping spaces are not dark- there needs to be sufficient light to allow supervision and to physically check children's breathing, lip and skin colour
- ensure sleeping infants are closely monitored and that all sleeping children are within hearing range and observed
- assess each child's circumstances and current health to determine whether higher supervision levels and checks may be required
- communicate with families about their child's sleeping or rest times and SMCELC policy regarding sleep and rest times
- respect family preferences regarding sleep and rest and consider these daily while ensuring children feel safe and secure in the environment. **Any sleep requirements that differ from Red Nose recommendations must be supported by a medical certificate.** Conversations with families may be necessary to remind families that children will not be forced to sleep or prevented from sleeping. Sleep and rest patterns will be recorded daily for families in the playground app.
- encourage children to dress appropriately for the room temperature when resting or sleeping. Lighter clothing is preferable, with children encouraged to remove shoes, jumpers, jackets and bulky clothing.
- monitor the room temperature to ensure maximum comfort for the children
- ensure that children who **do not** wish to sleep are provided with alternative quiet activities and experiences, whilst those children who **do** wish to sleep are allowed to do so, without being



disrupted. If a child requests a rest, or if they are showing clear signs of tiredness, regardless of the time of day, there should be a comfortable, safe area available for them to rest. It is important that opportunities for rest and relaxation, as well as sleep, are provided.

- **If a child falls asleep during a rest period, Educators will allow a minimum of 45 minutes before we will gently start to wake the child, unless otherwise advised in writing by the child's guardian.**
- consider a vast range of strategies to meet children's individual sleep and rest needs. Also consider inclusion of all children and adjustments that may need to be implemented
- respond to children's individual cues for sleep (yawning, rubbing eyes, disengagement from activities, crying etc).
- acknowledge and support children's agency, emotions, feelings and fears in regard to sleep/rest time
- develop positive relationships with children to assist in settling children confidently when sleeping and resting
- record sleep and rest patterns to provide information to parents/families via the Playground Application

## BABIES AND TODDLERS

Recommendations sourced from ACECQA

- Babies should be placed on their back to sleep when first being settled. Once a baby has been observed to repeatedly roll from back to front and back again on their own, they can be left to find their own preferred sleep or rest position (this is usually around 5–6 months of age). Babies aged younger than 5–6 months, and who have not been observed to repeatedly roll from back to front and back again on their own, should be re-positioned onto their back when they roll onto their front or side.
- If a medical condition exists that prevents a baby from being placed on their back, the alternative practice should be confirmed in writing with SMCELC, by the child's medical practitioner.
- Babies over four months of age can generally turn over in a cot but may not always be able to roll back again. When a baby is placed to sleep, Educators should check that any bedding is tucked in securely and is not loose. Babies of this age may be placed in a safe baby sleeping bag (i.e., with fitted neck and arm holes, but no hood). At no time should a baby's face or head be covered (i.e., with linen). To prevent a baby from wriggling down under bed linen, they should be positioned with their feet at the bottom of the cot.



- Ensure any bed linen is securely tucked underneath the mattress so it cannot ride up and cover the baby's chest or cover his/her head.
- If a baby is wrapped when sleeping, consider the baby's stage of development. Leave their arms free once the startle reflex disappears at around three months of age and discontinue the use of a wrap when the baby can roll (usually four to six months of age). Use only lightweight wraps such as cotton or muslin.
- Ensure there is no soft bedding in baby's sleep environment (pillows, doonas, loose bedding, lambswool or soft toys)
- If being used, a dummy should be offered for all sleep periods. Dummy use should be phased out by the end of the first year of a baby's life (in consultation with parents). If a dummy falls out of a baby's mouth during sleep, it should not be re-inserted.
- Babies or young children should not be moved out of a cot into a bed too early; they should also not be kept in a cot for too long. When a young child is observed attempting to climb out of a cot, and looking like they might succeed, it is time to move them out of a cot. This usually occurs when a toddler is between 2 and 3 ½ years of age but could be as early as 18 months.
- Additional supervision is required if a child is wearing a baby sleeping bag whilst sleeping outside a cot. The sleeping suit should be removed as soon as the child wakes to avoid risk of falling and injury. (Red Nose).

#### Educators will:

- give bottle-fed children their bottles before going to bed
- ensure children are not be put in cots or in beds with bottles as per the *Dental Health Policy*
- ensure that cot rooms and sleep rooms have operational baby monitors on at all times
- observe children at 10-minute intervals while they sleep in these rooms. Educators must go into the rooms and physically observe babies breathing and check the colour of their skin. The educator will then officially record this on a **Safe Sleep Record within the Playground Application**
- encourage the use of sleeping bags with fitted neck and armholes for babies as there is no risk of the infant's face being covered.
- securely lock cots sides into place to ensure children's safety
- turn off wall-mounted heaters before children use the room for sleeping. Cot rooms may be air conditioned and maintained at an appropriate temperature.
- be aware of manual handling practices when lifting babies in and out of cots
- participate in staff development about safe sleeping practices





- Babies should sleep in a safe cot that meets mandatory Australian Standards. Babies should not be placed to sleep in a pram, bouncer, car seat, capsule or any other inclined devices which are not designed as dedicated sleep spaces.
- ensure mattresses are kept in good condition; they should be clean, firm and flat, and fit the cot base with not more than a 20mm gap between the mattress sides and ends. A firm sleep surface that is compliant with the new AS/NZS Voluntary Standard (AS/NZS 8811.1:2013 Methods of testing infant products – Sleep surfaces – Test for firmness) should be used.
- not elevate or tilt mattresses
- remove any plastic packaging from mattresses
- ensure that waterproof mattress protectors are strong, not torn, and a tight fit.
- use firm, clean, and well-fitting mattresses on portable cots
- remove pillows, doonas, loose bedding or fabric, lamb’s wool, bumpers and soft toys from cots
- record sleep and rest patterns to provide information to parents/families via the Playground Application
- Additional supervision is required if a child is wearing a baby sleeping bag whilst sleeping outside a cot. The sleeping suit should be removed as soon as the child wakes to avoid risk of falling and injury. (Red Nose).

## PRE-SCHOOL AGE CHILDREN

### Educators will:

- be respectful for children’s individual sleep and rest requirements
- discuss children’s sleep and rest needs with families and include children in decision making (children’s sense of agency)
- provide a tranquil and calm environment for children to rest by turning off lights, playing relaxing music, reading stories, cultural reflection
- ensure children are comfortably clothed
- encourage children to rest their bodies and minds for 20-30 minutes
- introduce relaxation techniques into rest routine- use of a relaxation tape
- ensure children sleep with their face uncovered
- closely monitor sleeping and resting children
- provide quiet activities for children- puzzles, books, drawing if they do not fall asleep
- record sleep and rest patterns to provide information to parents/families.



## USE MAINTENANCE OF COTS/BEDDING

Regular maintenance of cots and other bedding must be made to ensure there is no hazard posed to babies or children. This may include:

- all equipment and furniture used are safe, clean and in good repair (Reg. 103, 105)
- sleep surfaces are checked for firmness in accordance to Australian Standard AS/NZS 8811:1:2013
- ensure cots comply with the following:
- spaces between bars and mattress sides are as per regulations/guidelines (not more than 25mm apart)
- spaces do not pose any danger to children- arm and leg traps/finger traps
- ensuring there are no choking hazards- cords, strings, bunting
- checking all bolts and screws are tight
- cots are not painted with any paint that contains lead
- paint work of cots is not chipped when babies are teething
- there are no toys, bumpers or other objects in the cot that could cause suffocation
- ensure there are no sharp edges
- ensure the cots have high sides- from top of mattress to top side of cot should be at least 500mm
- stay up to date with banned/recalled products and remove these immediately from SMCELC if required.
- children's beds and cots are arranged to allow easy access for children and staff  
cots/stretchers are stored safely (In the Birra-li Room they are at the door and in the Moondani room they are in the art cupboard placed on hanging hooks)

## PARENTS/FAMILIES WILL:

- be informed during orientation of our *Sleep and Rest Policy* and procedure
- be informed that amber teething bracelets or necklaces are not to be worn at our Service due to the risk of choking
- be informed that if any requirements for sleep for their child differs from Red Nose sleeping recommendations, written authorisation from a medical practitioner will be required
- be requested to provide educators with regular updates on their child's sleeping routines and patterns, especially for infants
- be required to provide specific bedding for their child each day (as detailed in enrolment information)



- be provided with regular information about Safe Sleep practices from Red Nose.

### Parents/Families

SMCELC requests parents/families provide educators with regular updates on their child's sleeping routines and patterns, especially for infants.

Families may be required to provide specific bedding for their child each day (as detailed in enrolment information).



## Key terms

Term	Meaning
ACECQA- Australian Children’s Education and Care Quality Authority	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources and services to support the sector to improve outcomes for children.
Infant	A young child between the ages of birth and 12 months
Rest	A period of inactivity solitude, calmness or tranquility and can include a child being in a state of sleep.
Relaxation	Relaxation or other activity for bringing about a feeling of calm in your body and mind.
<a href="#">Red Nose</a>	Red Nose is Australia’s leading authority on safe sleep and safe pregnancy advice.
Sudden and Unexpected Death in Infancy (SUDI)	A broad term used to describe the sudden and unexpected death of a baby for which the cause is not immediately obvious.
Sudden Infant Death Syndrome (SIDS)	The sudden and unexpected death of an infant under one year of age with an onset of a fatal episode occurring during sleep, that remains unexplained after a thorough investigation including performance of a complete autopsy and review of the circumstances of death and the clinical history.

## Source

- ACECQA. (n.d.). Safe sleep and rest practices: <https://www.acecqa.gov.au/resources/information-sheets/safe-sleep-and-rest-practices>
- Australian Children’s Education & Care Quality Authority. (2014).
- Australian Children’s Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).
- Australian Competition and Consumer Commission (ACCC). (2013). Find out more: Keeping baby safe: [https://www.accc.gov.au/system/files/639\\_Keeping%20Baby%20Safe\\_text\\_FA4-WEB%20ONLY.pdf](https://www.accc.gov.au/system/files/639_Keeping%20Baby%20Safe_text_FA4-WEB%20ONLY.pdf)
- Early Childhood Australia Code of Ethics. (2016).
- Education and Care Services National Law Act 2010. (Amended 2018).
- Education and Care Services National Regulations. (2011)
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).
- Guide to the National Quality Framework. (2018). (Amended 2020).
- NSW Department of Education. (2021). *Sleep and rest for children-Policy guidelines for early childhood education and care services*.
- Red Nose: <https://rednose.com.au/section/safe-practices>
- Red Nose: <https://rednose.com.au/section/safe-sleeping>
- Revised National Quality Standard. (2018).
- Standards Australia – [www.standards.org.au](http://www.standards.org.au)
- The NSW Work Health and Safety Act 2011*
- The NSW Work Health and Safety Regulation 2011





# SNAKE AWARENESS POLICY

Early Education and Care services may be located in bush settings or visit bush settings as part of their educational program where it is known that snakes may be active and present. Snakes are most prevalent during Spring or Summer but could be encountered at any time of the year- especially on sunny days.

Unprovoked, snakes rarely attack humans and are generally shy, timid animals that will avoid conflict if given the opportunity. Snakes are protected under the Nature Conservation Act 1992 and it is an offence to kill or injure them. The greatest risk of snake bite from venomous snakes is from people trying to kill or handle them.

SMCELC is committed to providing a safe and healthy environment for children and staff whilst being respectful of wildlife in and around our environment. We aim to minimise the potential risk of injury from a snake bite by educating children and staff about the risks associated with snakes.

## NATIONAL QUALITY STANDARD (NQS)

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

QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.2.3	Environmentally responsible	SMCELC cares for the environment and supports children to become environmentally responsible

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
12	Meaning of serious incident



85	Incident, injury, trauma and illness policies and procedures
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
89	First Aid Kits
97	Emergency and evacuation procedures
98	Telephone or other communication equipment
100	Risk assessment must be conducted before excursion
168	Education and care services must have policies and procedures

#### RELATED POLICIES

Administration of First Aid Policy Emergency Evacuation Policy Family Communication Policy Health and Safety Policy	Incident, Injury, Trauma and Illness Policy Supervision Policy Work Health and Safety Policy
--	--

#### PURPOSE

We aim to ensure every reasonable precaution is taken to protect children and staff from harm and hazards likely to cause injury, including the potential risk from snake bites. This policy aims to define the risks of snakes within SMCELC environment, the necessary strategies implemented to minimise the risk of snake bites and the appropriate medical response if required.

#### SCOPE

This policy applies to children, families, staff, management, the approved provider, nominated supervisor, students and visitors (including contractors) of SMCELC.

#### SNAKES

Australia has around 170 species of land snakes, some equipped with venom more toxic than any other snakes in the world. Some of the most dangerous snakes belong to the front-fanged group including- the tiger snake, brown snake, eastern taipan, death adder and mulga or king brown snake. Although less venomous than many other Australian snakes, the red-bellied black snake is quite common in urban areas of NSW. Snake bites can be potentially fatal so immediate medical assistance should be sought for all cases of suspected snake bite.



Snakes are not naturally aggressive and always prefer to retreat. They will only attack humans if hurt or provoked. People are most likely to be bitten when attempting to kill or handle a snake.

## IMPLEMENTATION

### THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR WILL:

- conduct a risk assessment to identify the potential risk of encountering a snake on SMCELC premises
- develop an emergency plan and procedure to include the response if encountering a snake and emergency first aid required in case of a snake bite
- provide a snake identification chart for snakes found in our local area for educators and staff – *located on the window in infants room facing out into Sustainability Yard*
- provide emergency first aid training for all educators and staff annually including updates each ‘snake season’ of immobilisation techniques
- ensure an emergency action plan is displayed in a prominent location should a snake bite occur
- ensure First Aid Kits contain compression bandages
- ensure daily inspections of the outdoor and indoor learning environment are conducted prior to children arriving at SMCELC
- ensure lawns and gardens are well maintained
- cut any long grass around the boundaries of the premises
- remove snake habitats such as piles of timber, compost heaps or sheets of galvanized iron from around the premise
- maintain clean surroundings around any animal housing/cages to reduce any potential mice population (a food source for snakes)
- reptile proof any chicken or other animal enclosures
- ensure pet food and water bowls are not accessible to wildlife
- provide information to families about snake awareness and recommended responses if encountering a snake
- educate children about how to respond to a snake sighting or encounter at SMCELC or when participating on an excursion
- To remove the snake call, National Parks and Wildlife or LAOKO on (02) 6456 1313 or another licensed snake handler readily available to assist in rescuing the snake if the snake





cannot return to its natural environment- [for example the snake is located in a garden shed or storage container; the snake is located inside and is unable to exit the building/premises]

- follow procedures for notification of a serious incident in the unlikely event of a staff member or child being bitten by a snake
- complete an *Incident, Injury, Trauma and Illness Record* in the event of a snake bite
- the approved provider will make a notification of a serious incident to a regulatory authority (within 24 hours) through the [NQA IT System](#) when emergency services have attended an education and care service in response to an emergency
- ensure all educators and staff wear enclosed footwear at all times

#### EDUCATORS WILL:

- examine SMCELC grounds during their daily indoor and outdoor safety checks to ensure no snakes are sighted
- examine SMCELC grounds before any children enter the playground (morning, midday and afternoon)
- ensure no animal food or water is left out for wildlife overnight
- become familiar and confident with SMCELC's emergency evacuation policies and procedures in case of a snake encounter or snake bite
- always leave snakes alone
- be aware of snake species inhabiting the local area
- participate in annual First Aid training or uphold a First Aid certificate
- ensure the First Aid Kit is easily accessible and contains compression bandages
- notify the Nominated Supervisor/Responsible Person/Approved Provider immediately if a snake is sighted
- wear adequate clothing and enclosed shoes at all times
- educate children about snakes and snake bite prevention behaviours
- ensure children are reminded on a regular basis that if they encounter a snake, to move away quietly and report the sighting to an educator
- educate children not to put their hands into hollow logs or rock crevices.

#### ENCOUNTERING A SNAKE



If a snake is sighted or encountered at SMCELC educators and staff will:

- inform children to move away quietly
- remove all children and staff from the immediate area, or evacuate the room until snake is removed if indoors
- isolate this area until the snake is removed or moves
- note the location of the snake
- if possible, monitor the snake from a safe distance (at least 5 metres away)
- if snake remains and is perceived to be a threat, contact local snake handler National Parks and Wildlife or LAOKO on (02) 6456 1313
- if indoors, close doors to the room and place towels along the bottom of the doors so the snake cannot move to another area and wait for snake handler to remove the snake
- **do not** approach the snake or try to contain it.

#### EMERGENCY SNAKE BITE ACTION PLAN

- Conduct a primary survey of the area – do not attempt to catch or kill the snake
- Stay calm and call for help- have someone call 000 for an ambulance
- Reassure the child/adult and encourage them to keep calm and still
- Immediately apply a firm bandage over the bite marks or scratches
- Apply Pressure Immobilisation Technique (see Appendix 1)
- Maintain continued pressure and immobilise ensuring the child/adult does not move
- Rest and reassure the patient
- **Do not** take off clothing
- **Do not** wash bite as a venom sample can be used to identify the snake
- **Do not** cut or suck the bite to drain venom
- **Do not** apply a tourniquet
- Be prepared- resuscitation may be required

#### FAMILIES WILL:

- familiarise themselves with the *Snake Awareness Policy*
- ensure their child wears closed shoes to SMCELC
- reinforce snake awareness behaviours with their child- especially during ‘snake season’



- provide feedback to SMCELC regarding this policy for review and improvement

## SOURCE

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

Australian Venom Research Unit, University of Melbourne [www.avru.org](http://www.avru.org)

Australian Capital Territory Government Environment, Planning and Sustainable Development Directorate-  
Environment *Urban Wildlife Snakes*

[Education and Care Services National Regulations](#). (Amended 2023)

Guide to the National Quality Framework. (2017). (Amended 2023).

Health Direct <https://www.healthdirect.gov.au/snake-bites>

Revised National Quality Standard. (2018).

St John Ambulance Australia (2020 *First aid fact sheet Snake Bite*

[Western Australian Education and Care Services National Regulations](#)



## PRESSURE IMMOBILISATION BANDAGE PROCEDURE

A pressure immobilisation bandage is recommended for anyone bitten by a venomous snake. This involves firmly bandaging the area of the body involved, such as the arm or leg, and keeping the person calm and still until medical help arrives.

Follow these steps to apply a pressure immobilisation bandage:

- First put a pressure bandage over the bite itself. It should be tight, and you should not be able to easily slide a finger between the bandage and the skin.
- Then use a heavy crepe or elasticised roller bandage to immobilise the whole limb. Start just above the fingers or toes of the bitten limb and move upwards on the limb as far as the body. Splint the limb including joints on either side of the bite.
- Keep the person and the limb completely at rest. If possible, mark the site of the bite on the bandage with a pen.

(Source: Australian Government, *health direct*)

### Poster

[First aid fact sheet Snake bite St John Ambulance](#)



# STAFFING ARRANGEMENTS POLICY

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

## NATIONAL QUALITY STANDARD (NQS)

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

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
56	Notice of addition of nominated supervisor
56A	Notice of change of a nominated supervisor's name or contact details
161	Offence to operate education and care service without nominated supervisor
161A	Offence for nominated supervisor not to meet prescribed minimum requirements
162	Offence to operate education and care service unless responsible person is present
162A	Persons in day-to-day charge and nominated supervisors to have child protection training
169	Offence relating to staffing arrangements
172	Offence to fail to display prescribed information
173	Offence to fail to notify certain circumstances to Regulatory Authority



174	Offence to fail to notify certain information to Regulatory Authority
175	Offence relating to requirement to keep enrolment and other documents
188	Offence to engage person to whom prohibition notice applies
4 (1)	Definitions
10	Meaning of <i>actively working towards</i> a qualification
11	Meaning of <i>in attendance</i> at a centre-based service
13	Meaning of <i>working directly with children</i>
35	Notice of addition of new nominated supervisor
83	Staff members and family day care educators not to be affected by alcohol or drugs
84	Awareness of child protection law
117A	Placing a person in day-to-day charge
117B	Minimum requirements for a person in day-to-day charge
117C	Minimum requirements for a nominated supervisor
120	Educators who are under 18 to be supervised
122	Educators must be working directly with children to be included in ratios
123	Educator to child ratios – centre-based services
126	Centre-based services – general educator qualifications
126A	Illness or absence of a qualified educator who is required to meet the relevant educator to child ratio
130	Requirement for early childhood teachers – centre-based services – fewer than 25 approved places
131	Requirement for early childhood teacher – centre-based services – 25 or more approved places but fewer than 25 children
132	Requirement for early childhood teacher – centre-based services – 25 to 59 children
133	Requirement for early childhood teacher – centre-based services – 60 to 80 children
134	Requirement for early childhood teacher – centre-based services – more than 80 children
135	Early childhood teacher illness or absence
136	First Aid qualifications
145	Staff Record
146	Nominated Supervisor
147	Staff Members
148	Educational Leader
149	Volunteers and Students
150	Responsible Person
151	Record of Educators working directly with children



152	Record of access to early childhood teachers
152A	Record of replacement of educator
152B	Record of replacement of early childhood teacher or suitably qualified person
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed
173	Prescribed information to be displayed
174	Time to notify certain circumstances to Regulatory Authority
177	Prescribed enrolment and other documents to be kept by approved provider
239A	Centre-based services in remote and very remote areas—attendance of early childhood teachers
240	Centre-based services in remote and very remote areas – qualifications for educators
241	Persons taken to hold an approved early childhood teaching qualification
242	Persons taken to be early childhood teachers (exc. VIC/ QLD)
243	Persons taken to hold an approved diploma level education and care qualification
243A	Persons taken to hold an approved diploma level education and care qualification for regulation 128 (QLD)
244	Persons taken to hold an approved certificate III level education and care qualification
264	General qualifications for educators—centre-based services (ACT)
272	Early childhood teachers- children preschool age or under (NSW)
358	Working with children check to be read (VIC)
372	Educator to child ratio—pre-kindergarten program or kindergarten program provided by a school
373	Early childhood teachers—pre-kindergarten program or kindergarten program provided by a school
379	Educators required to be early childhood teachers

## RELATED POLICIES

Code of Conduct Policy Child Protection Policy Child Safe Environment Policy Dealing with Complaints Policy Emergency and Evacuation Policy Excursion/Incursion Policy Governance Policy Incident, Injury, Trauma and Illness Policy	Privacy and Confidentiality Policy Professional Development Policy Responsible Person Policy Record Keeping and Retention Policy Recruitment Policy Safe Transportation Policy Sleep and Rest Policy Supervision Policy Student and Volunteer and Visitors Policy
---	---

## PURPOSE



Under the Education and Care Services National Regulations, the approved provider must ensure that policies and procedures are in place in relation to staffing arrangements (regulation 168) and take reasonable steps to ensure those policies and procedures are followed. (ACEQA 2021). To ensure our Service adheres to the Education and Care Service National Regulation we employ educators and staff in compliance with any state specific qualifications and experience and adhere to regulated educator and child ratios whenever children are educated and care for.

## SCOPE

This policy applies to staff, educators, approved provider, nominated supervisor, management, students, and volunteers at SMCELC.

## IMPLEMENTATION

SMCELC will comply with the required educators to child ratios, taking into consideration qualification requirements and experience, implement the required staffing requirements and ensure all staff adhere to our Code of Conduct. (Reg. 126) (NSW)

SMCELC will comply with the National Quality Framework and ensure 50 percent of educators meet the relevant Diploma qualification requirement or be actively working towards an approved diploma level education and care qualification. All other educators are *'suitably qualified persons'* who are required to have at least an approved certificate III level education and care qualification or be actively working towards their qualification.

### 'Suitably qualified person' definition:

ACECQA determines the following qualifications as requirements for a 'suitably qualified person':

- an individual who holds an approved qualification as listed on the ACECQA website that is approved by the National Authority or an individual who holds a qualification as approved by the National Authority

### Actively working towards definition:





An educator who is enrolled in a course for an approved Early Childhood qualification.

- The educator is required to provide documentary evidence of their course, training plan and progress towards completion of the course.
- Individuals actively working towards an approved qualification may be counted towards qualification requirements as 'suitably qualified persons.'
- SMCELC will communicate with the educator's RTO to ensure the educator successfully completes their qualification.
- We will support the educator in completing their qualification through mentoring and assistance.

### Early Childhood Teacher

Regulation 272 childhood teachers children preschool age or under (Nsw state specific provision for ECT refer to reg)

An Early Childhood Teacher (ECT) is a person with an approved early childhood teaching qualification in accordance with ACECQA's qualification list. A record must be kept containing the period the early childhood teacher is working directly with children.

- Our Service will comply and will engage and have access to an ECT based on the number and age of children attending the Service (**depending on state requirements**).
- Our Service will ensure the ECT or suitably qualified person is physically present at the service or is considered in attendance in accordance with National Regulations
- Our Service (if educating and caring for fewer than 25 children per day) will ensure access to an ECT for at least 20 per cent of the time the service provides education and care (this access can be remote via information communication technology) (Reg.130)
- Our Service will ensure that when there are 25-59 children being educated and cared for at least one ECT will be in attendance for at least 6 hours on that day, if the service operates for 50 or more hours a week; or for 60 per cent of the operating hours of the service on that day, if the service operates for less than 50 hours per week. (Reg.132)
- If an ECT is absent due to short term illness, leave or resignation, the following persons can be taken to be the Early Childhood Teacher:
  - a person who holds a primary teaching qualification
  - a person who holds an approved diploma level qualification(This applied for up to 60 days in a 12-month period only)



- Our Service will keep a record when an Early Childhood Teacher is replaced by a person who holds an approved diploma level or primary teaching qualification, including details as outlined with regulation 152B (from July 1, 2023)
- Our Service will keep records regarding the period that an Early Childhood Teacher is in attendance at the service. (For services with fewer than 25 children records will document the period that an Early Childhood Teacher is working with service, working directly with children and not working directly with children (Reg. 152)

**ONLY applies for Services operating in remote or very remote areas in NSW/NT/SA/TAS/WA)**

- Our Service will ensure when the Service operates with 25-59 children per day, the Service has access to an ECT at least 20% of operating hours [Reg. 239A (2)]

### Educational Leader

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

- The Approved Provider will nominate a qualified and experienced educator to take on the Educational Leader role and responsibilities. (Reg.118)
- The Educational Leader will keep a record about how they mentor and guide educators of SMCELC to ensure continuous improvement.
- The Educational Leader will guide educators to provide a compliant and rich program.
- The Nominated Supervisor will accept the role in writing, to ensure they have a clear understanding about their role and responsibilities.
- The Educational Leader will accept the position, in writing
- The approved provider will ensure the name of the Educational Leader is displayed at the Service in a place that is clearly visible to staff, educators, families and visitors (Reg.173).

### Nominated Supervisor

The Nominated Supervisor is a suitable person appointed by the Approved Provider who is placed in day-to-day charge of an approved Service. The Approved Provider must provide sufficient evidence and information to demonstrate compliance to the Regulatory Authority of the suitability of this



person. Nominated Supervisors have a range of responsibilities under the National Law and Regulations including but not limited to, programming, supervision and safety of children, entry to and exit from the premises, food and beverage, administration of medication, excursions, staffing, sleep, and rest.

The Approved Provider will ensure a nominated supervisor is nominated for the Service and display the name of the Nominated Supervisor in a place that is clearly visible to staff, educators, families and visitors.

The Approved Provider will notify the regulatory authority at least seven days prior to the Nominated Supervisor starting or as soon as practicable (not more than 14 days) after the nominated supervisor has commenced employment in the position). The approved provider will ensure the regulatory authority is notified if the nominated supervisor ceases employment at the service, is removed from the role or withdraws consent to the nomination.

The approved provider will ensure the nominated supervisors meets the following requirements:

- The Nominated Supervisor must be 18 years of older
- The Nominated Supervisor must have successfully completed Child Protection training and be aware of mandatory reporting obligations
- The Nominated Supervisor must have a history of compliance with Education and Care National Law and other relevant law (e.g., Family Law).
- The nominated supervisor has adequate knowledge and understanding of the provision of education and care to children and has the ability to effectively supervise and manage an education and care Service (Reg. 117C)
- The Nominated Supervisor is responsible for the day-to-day management of SMCELC, ensuring compliance with the National Law, National Regulations, National Quality Standards and Family Assistance Law.
- The Nominated Supervisor will accept the role in writing, to ensure they have a clear understanding about their role and responsibilities.
- The Nominated Supervisor will ensure SMCELC program is reflective of the approved learning framework, incorporate the children’s developmental needs, interests, and experiences, and consider the individual differences and needs of each child.



- The Nominated Supervisor will adhere to Service policies ensuring a safe and healthy environment is provided.

### Responsible Person

A Responsible Person is required to be physically present at SMCELC at all times that children are being educated and cared for. The Responsible Person can be the Approved Provider, or a person with management or control placed in day-to-day charge of SMCELC. SMCELC will ensure there is always a Nominated Supervisor or Responsible Person on the premises when children are being educated and cared for.

- SMCELC will clearly communicate the Responsible Person on duty with families, educators, staff and visitors by displaying this information in the foyer or reception area.
- The approved provider or nominated supervisor will ensure any persons nominated as a responsible person placed in day-to-day charge are at least 18 years old and have adequate knowledge and understanding of the provision of education and care to children and an ability to effectively supervise and manage an education and care service (Reg. 117B)
- The Responsible Person will adhere to Service policies and procedures and maintain a safe and healthy environment for children
- The Responsible Person will always act with professionalism when dealing with children, educators, visitors, and families.
- All Responsible Persons will accept the role in writing, to ensure they have a clear understanding about their role and responsibilities (Reg.117A)
- The Responsible Person must have a history of compliance with Education and Care National Law and other relevant law (e.g., Family Law).
- The responsible person must have successfully completed Child Protection training and be aware of mandatory reporting obligations. (Reg. 84).

### Approved First Aid Qualifications

- The Approved Provider is required to ensure at least one staff member, or one Nominated Supervisor holds current qualifications for first aid, including cardio-pulmonary resuscitation), anaphylaxis management and emergency asthma management training. For best practice SMCELC aims for every Educator to have these qualifications.



- The Approved Provider must ensure at least one staff member, or one Nominated Supervisor be in attendance at any place children are being educated and cared for by SMCELC and be immediately available in an emergency and hold the mandatory qualifications for:
  - an ACECQA approved first aid qualification and (including cardio-pulmonary resuscitation renewed every 12 months)
  - anaphylaxis management training and
  - emergency asthma management training.
 (Approved qualifications are published on the ACECQA website)
- Services must have staff with current approved qualifications on duty at all times and be immediately available in an emergency.
- It is the staff and educator's responsibility to ensure they maintain first aid (including cardio-pulmonary resuscitation), anaphylaxis management and emergency asthma management training qualifications and provide the Service with a copy of the certificate. Staff and educators must ensure they participate in training prior to the expiration date on their certificates
- Approved first aid qualifications and ACECQA approved anaphylaxis and asthma management training every 3 years and renew cardio-pulmonary resuscitation every 12 months.
- SMCELC books in required First Aid as required for group training opportunities, permanent employees First Aid Requirements are paid for.

### Working with Children Clearance/Check

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

- To comply with National Regulations for those undertaking paid or voluntary child-related work all employees, volunteers and students of SMCELC will acquire a Working with Children Check
- Management will keep a record of the expiry date of the Working With Children Check for all staff, volunteers and students, to ensure the children are protected at all times
- Management will ensure the Working With Children Checks are verified before Nominated Supervisors or Responsible Persons are engaged at SMCELC.
- Management will ensure any notifications or concerns regarding a person's Working With Children Check/Clearance are recorded and steps taken immediately to ensure the person is not



working directly with children in accordance with directions from the **Office of the Children's Guardian (NSW)**.

- Any visitor who has direct contact with children will be required to provide a WWCC for verification prior to coming into contact with children (*best practice*)
- The approved provider will ensure a staff member, employee, volunteer, or contractor is not employed or engaged at the Service if the person is prohibited from working with children, including a prohibition notice in force provided under the National Law.

### Staff Record

Approved Services must keep information about the Nominated Supervisor, Responsible Person, Educational Leader, staff, volunteers, and students at SMCELC including name, address, date of birth, evidence of qualifications (including evidence of working towards qualifications), evidence of approved training (including Child Protection)

Our Service will ensure the following records are kept in accordance with regulation 145 and our *Record Keeping and Retention Policy*:

- Details must include evidence of staff and educators working directly with children, their qualifications and training information and Working with Children Check verification number and expiry date (Reg. 151)
- Details regarding staff PRODA registrations will be kept in each staff record, including RA number and evidence of fit and proper checks
- All staff, educators, students, volunteers, and visitors are required to sign in and out each day
- Details of staff including full name, address, date of birth, qualifications held, approved training completed (Reg. 147)
- Details of Teacher registration (if applicable)
- Details of the Educational Leader
- Details of responsible person
- Details of nominated supervisor
- Details of staff who are actively working towards a qualification, including evidence of satisfactory progress (from July 1 2023)
- Details of an educator who has been replaced by a person who holds a primary teaching qualification (from July 1 2023)



## SHORT-TERM RELIEF REPLACEMENT

From 1 July 2023, educators and Early Childhood Teachers are able to be replaced when absent for a short period of time due to short-term illness, leave, resignation, or because they are attending supervised professional experience placements for an approved qualification (excludes ECTs attending practicum in NSW). Educator and Diploma qualified staff may be replaced for a maximum of 30 days in a 12-month period while the service continues to meet regulation 126. Early Childhood Teachers may be replaced for a maximum of 60 days in a 12-month period while the service continues to meet regulations 272

Our Service will ensure a record is kept documenting the following:

- The name of the educator or ECT being replaced
- The qualifications of the educator or ECT being replaced
- The qualifications of the person replacing the educator or ECT
- The date when the educator or ECT was replaced
- The reason for the educator or ECTs absence

## Adequate Supervision

Adequate supervision is a consideration for any part of SMCELC premises where children are educated and cared for and is part of every educator's Duty of Care. Supervision is an active practice to help protect children from harm or hazards. Educators are required to ensure that children are in sight and within hearing at all times, demonstrating that the best interest of children is being provided for. This includes toileting, sleep, rest, nappy changing, transition routines and whenever SMCELC provides or arranges transport for children as part of SMCELC.

- SMCELC will comply with educator to child ratios outlined in National Legislation and National Quality Framework
- Educators are required to adhere to SMCELC's *Supervision Policy* and floor plan to maintain effective supervision
- Educators will always be able to observe each child, respond to individual needs and attend to children as necessary
- Educators will adjust their level of supervision depending on the area of SMCELC and the skills, age, dynamics, and size of the group of children being supervised
- When supervising outdoors, educators will position themselves so as to be able to see as much of the play area as possible



- Outdoor play environments are planned and educators are positioned to ensure effective supervision is maintained whilst children are transitioning between indoor/outdoor learning environments and accessing toilets
- Where there are water activities or high-risk experiences, educators will ensure close supervision is maintained
- An educator will be in sight and hearing of a sleeping child at all times to provide continuous supervision
- Infants and toddlers who are sleeping in cot rooms will be closely continuously supervised and checked/inspected physically every 10 minutes to assess their breathing and the colour of their skin
- Older children will be adequately supervised whilst sleeping or resting
- Children will be supervised when hand washing and during toileting/nappy change times
- Educators are required to adhere to SMCELC's *Supervision Policy* and floor plan to maintain effective supervision.
- Adequate supervision will be provided when children are being transported. Consideration will be made depending on risk assessments, number, age and ability of children, visibility of children, each child's current activity. (see *Safe Transportation Policy*)
- Educators will communicate with other staff and educators about their supervision points, offer advice and support to ensure children's safety is of the highest priority at all times.
- Supervising educators will give their complete attention to the children and not perform other duties or tasks.
- Unless briefly discussing child or Service concerns, educators will not congregate together either inside or outside.
- Educators will interact with children where pedagogically appropriate whilst supervising.

### Working directly with children

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

- To ensure compliance with regulations, our service will only include educators in the educator to child ratio who are working directly with the children and ensure a current roster and a sign on/sign off record are available to verify this.





- The approved provider must ensure that a record is kept indicating the period of time an early childhood teacher and each suitably qualified person is working directly with children.

## Rosters

- SMCELC will ensure the roster and routine provides adequate supervision of children at all times.
- Rosters will be created to provide children with continuity of care to support children's development of secure relationships and contribute to their wellbeing.
- Where possible, casual staff will be chosen from a pool of regular educators with whom the children are familiar to provide continuity of care.

## STUDENTS, VOLUNTEERS AND VISITORS

- The approved provider will ensure that students, volunteers and visitors meet any requirements for Working with Children Checks/Clearance [check state/territory requirements] and record and verify each student, volunteer or visitors Working with Children Check (where required)
- At no time will students, volunteers and/or visitors be left alone with a child or group of children or be included in the educator to child ratio (best practice)
- The *Student and Volunteer Application form* will document the name, address and date of birth of volunteers and students
- The *Student and Volunteer Application form* and *Visitor Sign In/Out Record* will document the date and hours the student/volunteer attended SMCELC
- All volunteers and students will be inducted into SMCELC to ensure they adhere to SMCELC's policies and procedures, Statement of Philosophy and Code of Conduct
- induction will ensure volunteers and students are aware of how to manage medical conditions and to respond to a child in case of illness, injury or suffers trauma, awareness of privacy laws (including social media, photography) and behaviour guidance procedures.
- Management will provide the student/volunteer with information about Child Protection Law and mandatory reporting obligations
- Our Service will ensure that no student, volunteer or visitor is affected by or under the influence of drugs or alcohol while on the service premises when children are being educated and cared for.



- **Privacy**

- Staff will adhere to SMCELC's *Privacy and Confidentiality Policy* and Privacy Law in relation to children and their families, or matters relating to SMCELC and will at no time take part in inappropriate or unlawful conversations or discussions.
- The Nominated Supervisor will ensure that students and volunteers are made aware of SMCELC's *Privacy and Confidentiality Policy* and Privacy Law during their initial induction.
- All staff, educators, volunteers and students are provided with information about the ECA Code of Ethics.
- All staff and educators will be made aware of Child Information Sharing Schemes (CISS) and Family Violence Information Sharing Schemes (FVSS)

### Staff employed under 18 years of age

SMCELC will ensure any staff member under 18 years of age does not work at SMCELC alone and is adequately supervised at all times.

### Staff Recruitment

SMCELC will ensure a rigorous recruitment process is followed to select the best staff possible based on skills, qualifications, experience and suitability for the position available. Each role will refer to the appropriate position description during recruitment and the probation period to ensure applicants are suitable for the role and position.

All potential staff will participate in robust interviews and have reference checks completed before an offer of employment is presented. Reference checks will take into consideration the suitability of the applicant for the role, previous experience and their commitment to child safe practices.

All potential staff are subject to maintenance of a valid Working With Children Card (WWCC) and appropriate qualifications. Valid first aid, asthma and anaphylaxis management training, immunisation status or food safety qualification may also be required.

All new staff will undergo a probation period of three (3) months, during this time they will participate in an induction and orientation program and hold regular discussions regarding their performance with an appointed mentor.



Staff induction includes provision of SMCELC's policies and procedures, code of conduct, Child Safe Standards, child protection, Work Health and Safety guidelines, behaviour guidance, service routines, human resource documentation, physical environment, communication with family's processes, Family Assistance Law, administration of Child Care Subsidy, Child Information Sharing Schemes and introduction to senior staff members and/or mentor.

## POLICIES AND PROCEDURES

SMCELC will ensure a copy of the Policies and Procedures are available to all staff at all times, either electronically or in hard copy. The Approved Provider will ensure steps are taken to ensure staff follow policies and procedures through the following practices:

- new staff members are to read and acknowledge key policies and procedures during the induction process
- policy review is to be conducted during staff meetings to support staff understanding and adherence
- staff meeting minutes will record evidence of policies and procedures reviewed with staff
- policy review will be systematic and occur on a regular basis to support regular review and maintenance of policies and procedures
- staff are requested to provide feedback following policy reviews
- policy review will be conducted following updates to legislation or regulation amendments or following an incident or complaint
- Policies are acknowledged by each employee through their induction process
- performance reviews and improvements plans will be linked to policies and procedures
- checklists and audits will be used to identify any practices inconsistent with policies and procedures
- the Performance Management Policy outlines procedures for dealing with non-compliance of policies
- Performance improvement plans reflect expectations of behaviours required from staff linked to policies and procedures

**Ratios on next page.**



## EDUCATOR TO CHILD RATIOS

SMCELC will meet the minimum child ratio requirements as stated below (Reg. 123)

State	Age of children	Educator to child ratio
NSW	Birth to 24 months	1: 4
	Over 24 months and less than 36 months	1: 5
	Over 36 months of age or over (not including children over pre-school age)	1: 10

### Source

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

Australian Children’s Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Australian Children’s Education & Care Quality Authority. (2023). [Educators Who are ‘Working Towards a Qualification’](#). Information Sheet.

ACECQA. (2021). Policy and procedure guidelines. *Staffing Guidelines*.

Department of the Officer of the Privacy Commissioner: [www.privacy.gov.au](http://www.privacy.gov.au)

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

Education and Care Services National Regulations. (Amended 2023).

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2018)

Guide to the National Quality Framework. (2017). (amended 2020).

Office of the Children’s Guardian: <https://www.kidsguardian.nsw.gov.au/child-safe-organisations/working-with-children-check>

Revised National Quality Standard. (2018).



# STAFF LEAVE ENTITLEMENT POLICY

SMCELC is committed to providing a safe and healthy workplace that supports employees to take breaks away from the workplace to balance work with rest, recreation, and family responsibilities.

The *Staff Leave Entitlement Policy* aims to comply with Government legislation and workplace laws to provide clear guidelines in relation to employment conditions and entitlements set by Fair Work Australia through the National Employment Standards and relevant Awards, including but not limited to Children’s Services 2010 Award.

**Early Childhood Teachers must refer to the ‘Snowy Mountains Care & Early Learning Centre Inc Teachers’ Early Childhood Services Agreement 2014’.**

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1	Staffing arrangements	Staffing arrangements enhance children’s learning and development.
4.1.1	Organisation of Educators	The organisation of Educators across SMCELC supports children's learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of Educators at SMCELC.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
126	Centre-based services – general educator qualifications
135	Early childhood teacher illness or absence
151	Record of Educators working directly with children
152	Record of access to early childhood teachers
Division 5	Requirements for educators who are early childhood teachers.

## RELATED LEGISLATION

NSW Anti-Discrimination Act 1977	Fair Work Act 2009
Federal and State Occupational Safety and Health Legislation	Federal and State Equal Opportunity Legislation and any other relevant industrial awards
Education and Care Services National Law Act 2010	Children and Young Persons Act 1998



## RELATED POLICIES

Code of Conduct Policy	Privacy and Confidentiality Policy
Child Safe Environment Policy	Responsible Person Policy
Dealing with Complaints Policies	Student and Volunteer Policy
Governance Policy	

## PURPOSE

This policy has been developed to communicate expectations and obligations regarding applying for leave from SMCELC including- Annual leave, Personal/Carer's Leave, Parental Leave Pay, Dad and Partner Pay, Long Service Leave, Community Service Leave, Family and Domestic Violence Leave, Compassionate Leave, Rostered Days Off, Superannuation, Termination/Resignation of employment and Overtime/ Time in Lieu.

## SCOPE

This policy applies to staff, educators, approved provider, nominated supervisor and management SMCELC.

## IMPLEMENTATION

SMCELC will commit to providing leave arrangements for all employees as legislated by the Australian Government through relevant industrial Awards and the National Employment Standards as set by Fair Work Australia. We will offer an opportunity for staff to access paid and unpaid leave for a range of purposes to support a healthy and productive workplace. This policy provides guidelines for staff to request and apply for leave.

All documentation relating to Leave Entitlements is to be stored confidentially in individual staff files and applications for leave and it's approval are within the Deputy Application.

## DEFINITIONS

### Family Member

Fair Work Australia defines an immediate family member as a:

- spouse or former spouse
- [de facto partner](#) or former de facto partner
- child
- parent
- grandparent
- grandchild
- sibling, or
- child, parent, grandparent, grandchild or sibling of the employee's spouse or de facto partner (or former spouse or de facto partner).



This definition includes step-relations (e.g., step-parents and step-children) as well as adoptive relations.

A household member is any person who lives with the employee.

### **Types of Employment: Full Time/ Part Time/ Casual**

A full-time employee is engaged to work an average of 38 ordinary hours per week.

A part-time employee is an employee who is engaged to work on a regular basis/agreed days for less than 38 hours per week.

Casual employment means employment on a day-to-day basis. Casuals will be paid a minimum of two hours pay for each engagement.

### **National Employment Standards (NES)**

The NES sets minimum employment standards and conditions for employees within Australia including maximum weekly hours, requests for flexible working arrangements, offers and requests to convert from casual to permanent employment, parental leave and related entitlements, annual leave, personal/carer's leave, compassionate leave and unpaid family and domestic violence leave, community service leave, long service leave, public holidays and notice of termination and redundancy pay.

### **ANNUAL LEAVE**

Annual Leave will be accrued at the rate as stated in the relevant Award and NES.

The NES and Children's Services Award states full time employees will be entitled to 4 weeks Annual Leave every 12 months. Part time employees are entitled to Annual Leave on a pro rata basis. For example, if an employee works 19 hours per week, they will be entitled to 2 weeks Annual Leave every 12 months. Casuals are not entitled to Annual Leave.

Annual Leave begins to accumulate from the first day of employment. Annual Leave accumulates when employees are on leave including paid leave, such as paid annual leave and paid sick and carer's leave, community service leave including jury duty and long service leave.

Annual leave does not accumulate when the employee is on unpaid annual leave, unpaid sick/carer's leave, unpaid parental leave and unpaid family and domestic violence leave.

Annual Leave does not accumulate when an employee is on leave on the Paid Paternity Leave Scheme.

The balance of Annual Leave at the end of each year carries over to the next year.

### **Requesting Annual Leave**

Annual leave must be accumulated before it can be taken as paid leave.

To request Annual Leave, employees must lodge a *Leave Request Form* within the Deputy Application and submit it to the Administration Manager. Employees will be notified via the Deputy Application if the request has been successful and approved. **Leave will not be granted to two (2) employees for the**



**same period.** Leave requests through Deputy must be submitted at least **4 weeks** before the leave is requested.

**All leave will be subject to approval.** The operational and key staff requirements of the business will be taken into consideration prior to leave being approved. This includes ensuring the Education and Care Services National Regulations (2011) requirements for staffing are met at all times.

### Direction to take Annual Leave

Employees may be directed to take Annual Leave if the employee has an excessive accumulation of Annual Leave, usually if the balance of Annual Leave is over 6 weeks.

### Christmas Shut Down

**SMCELC closes over the Christmas holiday period.** During this time employees are directed to take approximately **two weeks** leave. We will prioritise any accrued Rostered Days Off and Time in Lieu before utilising Annual Leave. If the employee does not have sufficient Annual Leave accumulated, they will be directed to take Leave Without Pay during the shutdown period.

## PERSONAL/ CARER'S LEAVE

Personal Leave will be accrued at the rate as stated in the relevant Award and NES.

The NES, Children's Services Award and Educational Services (Teachers) 2020 state Personal Leave will be accrued at the rate as stated in the relevant award or agreement. All permanent full-time staff are entitled to 10 days Personal Leave each year, and pro-rata for part-time staff. Casual staff are not entitled to Personal Leave. Evidence may be requested for any personal leave where a staff member is unable to work due to illness or injury or is caring for family member.

Personal Leave provides provisions for an employee take time off to help them deal with personal illness, caring responsibilities, and family emergencies. Personal Leave can be used when an employee is ill or injured. An employee may have to take time off to care for an immediate family or household member who is sick or injured or help during a family emergency. This is known as Carer's Leave, but it comes out of the employee's Personal Leave balance.

Personal Leave begins to accumulate from the first day of employment. Personal leave must be accumulated before it can be taken as paid leave. Personal Leave accumulates when employees are on leave including paid leave such as paid annual leave and paid sick and carer's leave, community service leave including jury duty and long service leave and Paid Parental leave.

Personal leave does not accumulate when the employee is on- unpaid annual leave, unpaid sick/carer's leave, unpaid parental leave and unpaid family and domestic violence leave.

### Notification of Absence





If you are unwell and cannot attend your rostered shift you must contact the Nominated Supervisor or Administration Manager as soon as possible, with as much notice as possible, before the commencement of your shift. Under no circumstances are messages to be left with a colleague. Text messages/ emails/ Private Messages/Social Messages are not an acceptable form of communication. Please call the Nominated Supervisor.

If you do not notify the Nominated Supervisor/Responsible Person or Administration Officer and do not attend for your shift, it will be considered that you have abandoned your responsibilities and your employment may be terminated.

### Requesting Personal Leave

Personal leave should not be requested in advance.

### Medical Certificate Request

Permanent employees, a Medical Certificate from a registered medical practitioner can be requested by the Nominated Supervisor at their discretion. A statutory declaration is considered an acceptable form of evidence. If a staff member does not provide evidence when asked they may not be entitled to paid personal leave.

### Unpaid Personal Leave

All employees, including casual workers, are entitled to two (2) days unpaid Personal/Carer's Leave each year. Employees get two (2) days unpaid carer's leave each time an immediate family member or household member of the employee needs care and support because of:

- illness
- injury or
- an unexpected emergency.

Full time and Part time employees are unable to use unpaid Personal leave if they have any accumulation of Personal Leave.

### Health of Employee

Employees may be requested to provide a medical clearance if management is concerned that the employee may have an injury or illness that provides a risk to their own health or wellbeing or the health or wellbeing to children or colleagues. The employee may be requested to take Personal Leave or Leave without Pay until a medical clearance is arranged.

### EXTREME WEATHER LEAVE

If the Centre cannot operate due to extreme weather, permanent employees are entitled to two (2) days Extreme Weather Leave per year. Extreme Weather can be defined by SMCELC as heavy snow fall, lightning storms, heavy rains, flooding, bushfire, smoke, high winds, cyclones or earthquakes.

### PAID PARENTAL LEAVE SCHEME



From 1 July 2023 the date of a child's birth or adoption will affect Parental Leave Pay. For children born or adopted **before** July 1 2023, eligible working parents are able to access 18 weeks of government funded Parental Leave Pay. Fathers and other eligible partners may still be able to apply for Dad and Partner Leave for a child born or adopted before July 1 2023. ([Claiming timeframes apply](#)).

For children born or adopted **after** July 1 2023 a payment for up to 100 days, or 20 weeks is available to assist parents care for a child. This payment combines the Paid Parental Leave and Dad and Partner's Pay.

See: [Parental Leave Pay for child born or adopted after July 2023](#)

### EMPLOYEE FUNDED PARENTAL LEAVE/ENTITLEMENT

The Paid Parental Leave scheme cannot be absorbed into a paid maternity or leave scheme provided by SMCELC. However, SMCELC will: **insert information about ySMCELC's employer-provided leave if applicable**. [See Australian Government- [Leading Practice Parental Leave Policy](#)]

An employee who's been on unpaid parental leave is entitled to come back to the job they had before going on leave.

An employee on unpaid parental leave can shorten their leave, if the employer agrees. If the employer doesn't agree, then the employee has to return to work on the planned date.

SMCELC requests **4 weeks' notice** for any changes to the planned return to work date.

see: [Employee Checklist for Parental Leave](#)

### Request for flexible working conditions

Employers and employees can agree to change standard working arrangements to help employees balance work with other aspects of their lives. The employee must have worked with the employer for at least 12 months and the request fit into one of the following categories:

- a parent of, or have responsibility for the care of, a child who is school age or younger
- a carer (within the meaning of the Carer Recognition Act 2010)
- a person with disability
- aged 55 or older
- experiencing family violence, or



- providing care or support to a family member, or someone they live with, who is experiencing family violence.

The employee must make the request in writing and the employer must consider their request, discuss the request with the employee to try to reach an agreement about changes to their working conditions and respond in writing within 21 days.

The employer must state whether the request is granted or refused and provide reasons if the request is refused and only refuse a request on reasonable business grounds.

### Request for flexible working conditions during the Winter Season

Permanent employees who wish to undertake work not related to the centre during the winter season are required to request this time as Annual Leave (2 weeks prior) if on agreed days of work, as per your agreement. This request may or may not be approved due to operational and staffing requirements. Casual employees are not required, but are encouraged, to provide adequate notification so ratios and rostering requirements can be met.

### LONG SERVICE LEAVE

Long service leave applies to employees who are full-time, part-time or casual. If an employee has been working for the same employer for 10 years, they are entitled to 2 months (8.67 weeks) paid leave, to be paid at the employees ordinary gross weekly wage under the [Long Service Leave Act 1955](#) (the Act).

Once the Long Service Leave has accumulated to 10 years, the Employer will arrange a discussion to come to an agreement about taking this leave with the Employee.

Employees are entitled to Long Service Leave as per state/territory laws or provisions. Contact the [long service leave agency](#) in your state or territory for further information.

To request Long Service Leave, employees must lodge a *Leave Request Form* within Deputy and attention the Administration Manager. Employees will be notified via the Deputy Application if the request has been successful and approved. Leave will not be granted to any two (2) employees for the same period. Leave request forms must be submitted at least 2 weeks before the leave is requested.

### LEAVE WITHOUT PAY

Leave Without Pay will not be approved unless all existing Annual and Personal Leave has been granted.

To request Leave Without Pay, employees must lodge a *Leave Request Form* and hand it to the Nominated Supervisor. Employees will be notified in writing if the request has been successful and approved. Leave will not be granted to any two (2) employees for the same period. Leave request forms must be submitted at least 2 weeks before the leave is requested.

### COMMUNITY SERVICE LEAVE



Community Service Leave covers voluntary emergency management activities, such as RFS/SES.

Community service leave is unpaid, except for Jury Duty.

An employee engages in a voluntary emergency management activity if:

- the activity involves dealing with an emergency or natural disaster
- the employee engages in the activity on a voluntary basis
- the employee was either requested to engage in an activity, or it would be reasonable to expect that such a request would have been made if circumstances had permitted, and
- the employee is a member of or has a member-like association with a recognised emergency management body.

An employee is entitled to take community service leave while they are engaged in the activity and for reasonable travel and rest time. There is no limit on the amount of community service leave an employee can take.

## **JURY DUTY**

Employees must advise their employers of the period or expected period of leave as soon as possible. If an employee requests leave, they need to provide evidence showing they attended jury selection or jury duty.

Employees are paid by the court a portion of their base pay rate per day. Employers may be required to provide make-up payment for the ordinary hours worked, for up to 10 days.

## **FAMILY AND DOMESTIC VIOLENCE PAID LEAVE**

The National Employment Standards (NES) provides conditions for all employees, including full-time, part-time and casual employees, to access 10 days of paid family and domestic violence leave within a 12-month period. The leave is not pro-rated for part-time or casual employees. Family and Domestic Violence Leave does not accumulate each year if it is not used; the 10 days of leave is renewed every 12 months. The new 10 day leave entitlement will be introduced from February 1 2023 for non-small business employers (business with 15 or more employees) or the August 1 2023 for small business employers (businesses with less than 15 employees). The paid Family and Domestic Violence Leave replaces the unpaid Family and Domestic Leave of 5 days.

The paid Family and Domestic Leave will renew each year on the employee's work anniversary.

Employees are able to take paid Family and Domestic Leave in accordance with the conditions set from Fair Work Australia.

**a**

## **COMPASSIONATE LEAVE**

All employees (including casual employees) are entitled to 2 days compassionate leave.

Compassionate leave can be taken when a member of an employee's immediate family or household:

- dies
- contracts or develops a life-threatening illness or injury



- a baby in their immediate family or household is stillborn
- they have a miscarriage
- their current spouse or de factor partner has a miscarriage

Full-time and part-time employees receive paid compassionate leave and casual employees receive unpaid compassionate leave.

Full-time and part-time employees are paid at their base pay rate for the ordinary hours they would have worked during the leave. Compassionate leave cannot be cashed out.

## SUPERANNUATION

All employees who earn above the threshold limit will be entitled to superannuation paid at the statutory rate. Our Superannuation provider is BT Super. If you wish to have your Superannuation paid to your fund of choice you will need to complete the “Superannuation Standard Choice Form”. You can obtain a copy from the Nominated Supervisor or [online](#)

## TERMINATION/RESIGNATION CONDITIONS

Notice of termination of employment will be as per relevant Award. In the event of instant dismissal, the notice period may be paid, and the employee asked to leave immediately.

**Employees who fail to give the required notice must forfeit the relevant termination pay.** Notice to terminate employment must be given in writing to the Nominated Supervisor.

[Children’s Service Award 2010](#)

Employee’s period of continuous service with the employer at the end of the day the notice is given	Period of notice
Not more than one year	1 week
More than 1 year but not more than 3 years	2 weeks
More than 3 years but not more than 5 years	3 weeks
More than 5 years	4 weeks

An employer has to provide an extra week of notice if the employee is over 45 years old and have worked for the employer for at least 2 years.

## Absence from employment without notification

An employer may assume an employee has abandoned their employment if they do not provide notification of absence. The Nominated Supervisor will make reasonable attempts to contact the employee with concerns for the employee’s safety and wellbeing. If the employee does not respond to these attempts, it could result in the termination of their employment.

## ROSTERED DAYS OFF



SMCELC provides the provision for Rostered Days Off (RDO's) to all full-time employees. Full time employees are rostered 80 hours per fortnight which allows them to accrue 4 hours per fortnight towards a paid Rostered Day Off.

A full-time employee will have an RDO scheduled once every four weeks. A full-time employee must not accrue any more than 5 RDO's at once and may not take more than 5 RDO's consecutively. If an employee has more than 38 hours accrued, they will be paid out at time and a half. The time in lieu leave request must be submitted through Deputy and be mutually convenient to the employer and employee and leave will not be granted to any two (2) employees for the same period. Leave request forms must be submitted at least 4 weeks before the leave is requested.

### **OVERTIME AND TIME IN LIEU**

Time in Lieu may be accrued in circumstances where the employee works over 40 hours per week or where employees are required to stay at work due to ratio requirements. An agreement to Time in Lieu for full time employees is included in their Employment Agreement which is signed upon commencement of employment.

Overtime must be approved by the Nominated Supervisor prior to the employee working additional hours. Overtime hours will be paid as per the Award. Time in Lieu (TIL) is to be accepted by the employee in agreement for additional hours worked instead of overtime if additional hours are required and pre-approval was not viable (i.e. ratio requirements). Time in Lieu or Overtime will not be given to an employee who decides to stay to finish tasks outside of their normal hours unless approved by the Nominated Supervisor.

Time in Lieu is to be commented on within Deputy under Comments when ending your shift for the day advising your overtime hour(s). Time in Lieu must be taken within a period of 6 months after the overtime is worked. If an employee is unable to take leave for their time in lieu during the 6-month period, then TIL is to be paid at the applicable overtime rate to the employee.

To request Time in Lieu Leave, employees must lodge a Leave Request form within Deputy and hand it to attention it to the Administration Manager. Employees will be notified in writing within Deputy if the request has been successful and approved. Leave will not be granted to any two (2) employees for the same period. Leave request forms must be submitted at least 2 weeks before the leave is requested.

### **Source**

#### **SOURCES**

Australian Government. [Fair Work Ombudsman](#)

Australian Government. Fair Work Ombudsman. [Community service leave](#)

Australian Government. Fair Work Ombudsman. [Family and domestic violence leave](#)

Australian Government. Fair Work Ombudsman. [Flexible working arrangements](#)

Australian Government. Fair Work Ombudsman. [Jury duty](#)



Australian Government. Fair Work Ombudsman. [Long Service Leave](#)

Australian Government. Fair Work Ombudsman. [Maternity & parental leave](#)

Australian Government. Fair Work Ombudsman. Modern Award. [Children's Services Award 2010](#)

Australian Government. Fair Work Ombudsman. Modern Award. [Educational Services \(Teachers\) Award 2020](#)

Australian Government- Fair Work Ombudsman [Parental Leave Best Practice Guide](#)

Australian Government. Fair Work Ombudsman. [Pregnant employee entitlements](#)

Australian Government. Fair Work Ombudsman. [Sick & carer's leave](#)

Australian Government Services Australia *Paid Parental Leave Scheme Employer Toolkit* (updated 2020).  
<https://www.servicesaustralia.gov.au/organisations/business/services/centrelink/paid-parental-leave-scheme-employers/what-resources-are-available/paid-parental-leave-scheme-employer-toolkit>

Education and Care Services National Law Act 2010. (Amended 2023).  
[Education and Care Services National Regulations](#). (2011). (Amended 2023)

Guide to the National Quality Framework. (2017). (Amended 2023).

NSW Government. NSW Industrial Relations. [Long Service Leave Entitlement NSW](#)

[Western Australian Education and Care Services National Regulations](#)



# STAFF WELLBEING POLICY

According to the World Health Organisation (WHO), adults spend approximately *one third* of their lives at work. Our work in Early Childhood Education requires sustained high physical, mental and emotional effort to complete our job. SMCELC is committed to provide leadership by implementing strategies to support the health, safety and wellbeing of our employees.

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	Professional Standards	Professional standards guide practice, interactions and relationships.

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service

## RELATED POLICIES

Dealing with Complaints Policy (Staff) Interactions with Children, Family and Staff Policy	In-Service and Staff Development Policy Privacy and Confidentiality Policy Work Health and Safety Policy
---	--

## PURPOSE

We believe in providing a healthy workplace that values and enhances the health and wellbeing of our employees. During challenging times of uncertainty, enhancing wellbeing is critical as it can help foster resilience and create a positive and supportive working environment.





## SCOPE

This policy applies to educators, staff, management, approved provider, nominated supervisor and students of SMCELC.

## DEFINITION

Wellbeing is a complex concept but can generally be defined as an interplay between physical, psychological, emotional and social health factors. Wellbeing is linked to our happiness and how we feel about ourselves and our lives. *'Wellbeing can change moment to moment, day to day and be influenced by what's happening in a specific moment'*. (BeYou, 2020)

## IMPLEMENTATION

During this challenging time, SMCELC is focused on implementing proactive measures to support the wellbeing of all employees. As our educators care for, and educate young children, it is essential for staff to implement self-care strategies to enhance their own health and wellbeing. Employees who remain healthy and manage their own emotions, enhance the workplace culture and embody the healthy behaviours we model to children on a daily basis.

External factors beyond our control, may impact the personal wellbeing of employees. SMCELC will collaborate with staff to develop a shared language and understanding of wellbeing, identify the needs of staff at this particular time and implement strategies to support and build their wellbeing.

## WELLNESS PROGRAM

Our work in Early Childhood Education requires sustained high physical, mental and emotional effort to complete our job. Such sustained work demands can have an impact on the wellbeing of employees. A Wellness Program may help individual employees overcome specific health-related issues. (See REF Below) At SMCELC we will encourage employees to create a shared vision to develop a *Wellness Program* that reflects and addresses the needs of our current staff and creates a wellness culture. Management and staff will co-develop a policy and procedures that support the health and wellbeing of employees.

### **Components of a Wellness Program *may* include:**

Environmental wellness:

- Finding satisfaction within the work environment



- Ensuring the work environment and relationships are comfortable and supportive
- Recognising opportunities that lead to new skills and acting on those opportunities
- Working to ensure the stability and longevity of the natural environment

#### Emotional wellness:

- Keeping a positive attitude
- Being sensitive to your feelings and the feelings of others
- Learning to cope with stress
- Being realistic about your expectations and time
- Taking responsibility for your own behaviour
- Dealing with your personal and financial issues realistically
- Viewing challenges as an opportunity
- Being able to work independently
- Being able to work within a team, and knowing you can ask for help

#### Spiritual wellness:

- Being open to different cultures and religions
- Participating in community projects
- Defining personal values and ethics
- Participating in spiritual activities
- Caring about the welfare of others

#### Social wellness:

- Being comfortable with and liking yourself as a person
- Interacting with and accepting people of varying ages, backgrounds, genders, race, lifestyle, etc.
- Foster healthy and positive relationships with co-workers
- Communicating your feelings
- Developing friendships
- Engaging in social activities
- Balancing your time to include both work and life

#### Intellectual wellness:



- Learning because you want to, not because you have been told to
- Completing required tasks
- Learning through professional development, including, readings, discussions, workshops, training, etc.
- Observing what is around you
- Listening
- Staying current with early childhood knowledge
- Questioning
- Exposing yourself to new experiences

Physical wellness:

- Exercising regularly
- Healthy eating
- Getting regular check-ups
- Avoiding the use of tobacco and illicit drugs

#### THE APPROVED PROVIDER, NOMINATED SUPERVISOR AND MANAGEMENT WILL:

- demonstrate commitment to ongoing collaboration and engagement to create a workplace Wellness Program
- consult with employees to ensure workplace strategies meet the needs of the workplace
- support employee's participation in the Wellness Program
- foster mentoring and development pathways for employees. This may include providing programming time, mentoring sessions, professional development opportunities, capacity building, and supporting wellbeing initiatives.
- provide a workplace environment and systems that are supportive of employee wellness
- provide opportunities for employees to participate in wellness activities
- acknowledge stressful situations for employees, both at work and at home
- recognise that an employee's health is determined by several factors, both work and non-work related
- regularly provide employees with information about the importance of health and wellness (newsletters, brochures, readings, etc.)
- display ACECQA posters to support and promote educator wellbeing
- introduce formal leave policies to cover mental health days
- ensure employees take their required breaks (e.g., morning tea, lunch)



- provide access to support agencies, including counselling services
- encourage employees to support colleagues during difficult situations

#### EDUCATORS WILL:

- work within the Service’s procedure and policies implemented to address workplace wellness
- be respectful, caring and inclusive of all colleagues
- utilise each other’s strengths regardless of qualification and experience
- commit to further contributions to ongoing collaborative engagement to evaluate and enhance the Wellness Program
- participate in the Wellness Program
- communicate their wellness with management

#### Resources

*‘Wellness encompasses the health of the whole person- physical, mental, social and emotional’.*

[About Hear2talk](#)- phone 1300 428 255 mental health support

[Beyond Blue](#)- online and phone mental health support. 1300 22 4636

[Beyou](#)- Educator self-care resource for early learning and schools

[Family Day Care Australia](#) Wellbeing Campaign provides information for family day care educators

[Healthier. Happier. Workplaces](#) Queensland Government Resources, information, initiatives to help everyone think about small changes to improve their health and fitness

[Head to Health](#)- Australian Government Department of Health Digital mental health resources for all your needs.

[Smiling Mind](#)- Free mindfulness meditation app to help you look after your mental health and manage stress and daily challenges

[Ted Talks](#)- explore the latest thinking on how to build a better learning community for educators, families and children.

[The Black Dog Institute](#)- Provides useful information on workplace wellbeing and the role we can play in creating a mentally healthy workplace.

[The Spoke](#)- Early Childhood Australia’s Blog provides accurate and current information for the Early Childhood sector.

[Work Health and Wellbeing- Strengthen your business](#) Workplace Health and Safety Queensland. Toolkit designed to help businesses to improve systems that influence work health and wellbeing.



## Source

Australian Children’s Education & Care Quality Authority. (2014).  
Australian Children’s Education & Care Quality Authority. (2020). Supporting Educator Wellbeing Through these Challenging Times.  
Be You (2018): <https://beyou.edu.au>  
Early Childhood Australia Code of Ethics. (2016).  
*Fair Work Act 2009* (Cth).  
Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).  
Guide to the National Quality Framework. (2017). (Amended 2023).  
*Privacy and Personal Information Protection Act 1998* (Cth).  
Revised National Quality Standard. (2018).  
Queensland Government Healthier. Happier. Workplaces  
*Work Health and Safety Act 2011* (Cth).  
*Workplace Relations Act 1996* (Cth).  
World Health Organization



# STUDENT AND VOLUNTEER POLICY

SMCELC values the participation of students and volunteers. Having students and voluntary workers within SMCELC helps to inform the community about our program and the value of the work we do. Students and voluntary workers are welcome at SMCELC; however, the children’s care and safety are our first priority.

## NATIONAL QUALITY STANDARD (NQS)

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

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
120	Educators who are under the age of 18 to be supervised
145	Staff Records
149	Volunteers and Students
168	Policies and Procedures
170	Policies and procedures to be followed
172	Notification of change to policies or procedures



## RELATED POLICIES

Code of Conduct Policy Child Protection Policy Child Safe Environment Policy Dealing with Complaints Policy Interactions with Children, Families and Staff Policy	Privacy and Confidentiality Policy Staffing Arrangements Policy Supervision Policy Work, Health and Safety Policy
---	--

## PURPOSE

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

## SCOPE

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

## IMPLEMENTATION

We have a strong commitment to provide a range of opportunities for volunteers and students to participate in programs and activities while adhering to clear guidelines regarding appropriate interactions and communication with staff, and other adults and children at SMCELC.

*"In genuine partnerships families and educators' value each other's knowledge and roles, communicate freely and respectfully and engage in shared decision making"* (Early Years Learning Framework, 2009).

## MANAGEMENT/NOMINATED SUPERVISOR/ RESPONSIBLE PERSON WILL:

- appoint an educator to be the Student Supervisor/mentor for the duration of the placement
- conduct an orientation for the student or volunteer including taking the student or volunteer on a tour of SMCELC, showing emergency exits, staff room and bathroom facilities.
- provide the student/volunteer with a Student and Volunteer Handbook
- negotiate with the student or volunteer the times/hours to be worked, and dates of the placement.



- advise students or volunteer to bring in a poster with a photo introducing themselves and outlining the reason for their placement
- inform families, children, and educators when work experience students and volunteers are present at SMCELC, including their role and hours they will be attending SMCELC
- ensure work placement students or volunteers are never left alone with children or included in the ratio of adult to children
- ensure students and volunteers are aware that they must not discuss concerns, issues or complaints with parents, guardians and/or visitors
- introduce the student or volunteer to educators and the Lead Educator
- show the student or volunteer where they can access SMCELC policies
- ensure the student or volunteer has signed a confidentiality agreement prior to commencing their placement.
- discuss any relevant important information about specific children to the student or volunteer (i.e. court orders, additional needs, dietary needs) so that the student or volunteer is aware of potential issues
- liaise with learning institutions and accept suitable student placements under the institution's supervision
- assist learning institutions to place suitable students with individual educators
- ensure student's paperwork and insurances are current
- ensure each student or volunteer holds a current Working with Children Check prior to commencing their placement
- verify each student or volunteers Working With Children Check
- ensure students and volunteers provide an immunisation status or a medical contradiction certificate if required.

#### EDUCATORS WILL:

- maintain open communication with work experience students and volunteers along with their practicum teachers about their performance
- support all student's and volunteer's practicum requirements to the best of their ability during the placement
- work as a team sharing appropriate skills and knowledge with each student and volunteer
- ensure all colleagues are provided with relevant information about tasks the student is required to complete in SMCELC as part of their practicum
- be aware of student and volunteer expectations
- have the time and proficiencies to support each student and volunteer in their placement
- encourage students to seek help and advice as required
- be positive role model, showing appropriate behaviour and conduct themselves in a professional manner
- guide the students or volunteer throughout the day
- make the student or volunteer feel welcome and a valued member of the team
- ensure the student or volunteer is not left alone with a child or children.

#### THE LEAD EDUCATOR WILL





- discuss the progress of written work and performance with the student or volunteer
- discuss any concerns raised by the student with the Student Supervisor
- ensure students or volunteers are directly supervised at all times during children’s nappy change times
- encourage students and volunteers to use their initiative
- ensure the student or volunteer remains up to date with their assessments/tasks to be completed
- discuss concerns with student or volunteer with management
- never leave the student or volunteer alone with a child or children
- provide honest and accurate feedback to the student’s training institution supervisor as required

### WORK EXPERIENCE STUDENTS AND VOLUNTEERS WILL

- learn about the children through interaction and practical experience
- develop the skills and knowledge needed to care for and educate children
- learn about the importance of working as part of a team in the Early Childhood profession
- learn strategies for working in a team environment
- learn and accommodate the expectations of qualified educators in SMCELC
- inform their room leader in writing of what will be expected of them by their training body, University or School, or any other training organisation, and provide time sheets and evaluation forms
- keep up to date with all written work requirements
- work a variety of shifts to gain knowledge of different aspects of Service operations
- bring in a poster introducing themselves that will include:
  - Name
  - Photo
  - Course they are studying
  - RTO/university/school they are studying with
  - Dates and times they will be at SMCELC
  - The focus of their study.
- discuss any problems the student may be experiencing with their room leader.
- adhere to all Service policies and procedures
- never remove a child from direct staff supervision
- provide immunisation status

### PROBITY CHECKS

- All students and volunteers will supply identity details to the Nominated Supervisor
- All students and volunteers will complete a Working with Children Check [or similar in each state/territory prior to commencing their placement]
- All students and volunteers will have a meeting with the Nominated Supervisor to receive information regarding the following service policies:
  - Child protection
  - Child Safe Environment
  - Privacy and Confidentiality
  - Dealing with Complaints



- Work, Health and Safety
- Code of conduct
- Safe Transportation
- Photography
- Social Media

### STUDENTS AT RISK

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

1. the Lead Educator will alert the Student's training institution Supervisor of any concerns regarding the student.
2. both the Student Supervisor and the Lead Educator will discuss concerns with the student.
3. the Lead Educator will arrange for the student's supervisor/assessor to visit SMCELC and discuss concerns that have ascended.
4. the student's educational institution and Nominated Supervisor will govern the outcome of the practicum.

### TERMINATION OF STUDENT PRACTICUM OR VOLUNTEER PLACEMENT

Termination of a student's or volunteer's placement will occur if the student or volunteer

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

### SOURCE

Department of Education, Education and Skills (2009). *Belonging, being and becoming: The early years learning framework for Australia*.

Education and Care Services National Law Act 2010. (Amended 2018).

Education and Care Services National Regulations. (2011).

*Fair Work Act 2009* (Cth).

Fair Work Commission: Anti-bullying jurisdiction.

Guide to the National Quality Framework. (2018). (Amended 2020).

Office of the Director of Equal Opportunity in Public Employment. (1996). [Dealing with employee work-related concerns and grievances: Policy and guidelines](#):

Revised National Quality Standards. (2018).

Safe Work Australia. (2016). [Guide for preventing and responding to workplace bullying](#)

TAFE NSW [Student responsibilities in work placement](#)

*Work Health and Safety Act, 2011*.



## STUDENT AND VOLUNTEER ACKNOWLEDGMENTS CHECKLIST

NAME	
INSTITUTION	
PLACEMENT DATES	

ORIENTATION PACK	INCLUDED
Student/Volunteer Policy	
Student/Volunteer Detail Form	
Working With Children Check Information	
Immunisation status (Please check your state/territory requirements)	
Student and Volunteer Handbook	
Student/Volunteer sign in/sign out register	
Service Statement of Philosophy	

ORIENTATION PACK	DISCUSSED Yes/No
<b>SERVICE</b>	
Student/Volunteer Detail Form	
Working with Children Check Number – WWCC and expiry date recorded	
Introduced to educators	



Shown where & how to sign in/out	
Explained breaks and shown a place to take breaks	
Shown the toilet and bathroom facilities	
Explained hand washing procedure – how and when	
Shown all storerooms and sheds	
Shown around the indoor and outdoor environment	
Shown the meeting point and location of all evacuation procedures	
Shown how to use kitchen appliances. e.g. microwave, oven, kettle etc	
Reinforced dress policy	
Communicated routines and shown where this is displayed in each room	
Gone through student handbook, underlining SMCELC philosophy and expectations	
Explained qualifications highlighting fundamental duties and responsibilities	
Clarified management structure within SMCELC	
Reinforced SMCELC's privacy and confidentiality agreement	
Explained opening and closing procedures	
Shown where copies of SMCELC Policies are situated for future access and referral	
Explained the role of the regulatory authority (ACECQA)	
Explained the Assessment and Rating process and National Quality Standards	
No Smoking In the workplace (Code of Conduct)	



SERVICE POLICIES AND PROCEDURES	
Dealing with Complaints	
Supervision	
Child Protection	
Child Safe Environment	
Respect for Children	
Sun Safety	
Behaviour Guidance	
Code of Conduct	
Sleep and Rest	
Social Media	
Safe Transportation	
Photography	
PROCEDURES	
Sleep Procedure	
Nappy Change Procedure	
Toddler Nappy Change Procedure	
Toileting Procedure	
Cleaning Procedure	
Sick Leave	
Supervision	



YOUR SUPERVISOR IS:			
<input type="checkbox"/> I have read and agree to abide by SMCELC policies and procedures outlined in the acknowledgement checklist.			
STUDENT'S NAME:			
STUDENT'S SIGNATURE:		DATE:	
SUPERVISOR NAME:			
SUPERVISOR'S SIGNATURE:		DATE:	



# STUDENT EVALUATION

STUDENT'S NAME:		DATE:	
STUDENT'S SIGNATURE:			

FEEDBACK	Rating - circle (1 – Unacceptable - 10- Exceptional)									
Interactions with children	1	2	3	4	5	6	7	8	9	10
Participation with families	1	2	3	4	5	6	7	8	9	10
Programming	1	2	3	4	5	6	7	8	9	10
Children's experiences	1	2	3	4	5	6	7	8	9	10
Ensuring children's safety	1	2	3	4	5	6	7	8	9	10
Health and Hygiene	1	2	3	4	5	6	7	8	9	10
Collaboration	1	2	3	4	5	6	7	8	9	10
Showing initiative	1	2	3	4	5	6	7	8	9	10
Ability to ask questions	1	2	3	4	5	6	7	8	9	10
Personal Appearance	1	2	3	4	5	6	7	8	9	10
Ability to follow policies and procedures	1	2	3	4	5	6	7	8	9	10
STRENGTHS:										

---



---

AREAS FOR IMPROVEMENT:
------------------------

---



---







# SUPERVISION POLICY

Supervision is an integral part of the whole care and education experience. Supervision helps to protect children from hazards or harm that may arise in their daily experiences in play, interactions with others and daily routines. Effective supervision means educators actively engage in play and learning opportunities that are meaningful to children and support their wellbeing, development and learning.

## NATIONAL QUALITY STANDARD (NQS)

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

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
100	Risk Assessment must be conducted before an excursion
101	Conduct of risk assessment for excursions
102C(2)(g)	Supervision during transportation
102E	Children embarking a means of transport- centre based service
102F	Children disembarking a means of transport- centre based service
115	Premises designed to facilitate supervision
120	Educators who are under 18 to be supervised
121	Application of Division 3
122	Educators must be working directly with children to be included in ratios
123	Educator to child ratios-Centre based services
126	Centre based services-general educator qualifications
132	Requirement for early childhood teacher- centre based services 25-59 children
133	Requirement for early childhood teacher- centre based services 60-80 children
134	Requirement for early childhood teacher- centre based services- more than 80 children



168	Education and care service must have policies and procedures
176	Time to notify certain circumstances to Regulatory Authorities
264	General qualifications for educators – Centre based
CHILDREN (EDUCATION AND CARE SERVICES) NATIONAL LAW	
S.165	Offence to inadequately supervise children
S.167	Offence relating to protection of children from harm and hazards
S.174	Offence to fail to notify certain information to Regulatory Authority

## RELATED POLICIES

Administration of Medication Policy Delivery of Children to, and collection from Education and Care Service Premises Policy Child Safe Environment Policy Code of Conduct Policy Emergency Evacuation Policy	Incident, Injury, Trauma and Illness Policy Nappy Change and Toileting Policy Safe Transportation Policy Sleep and Rest Policy Water Safety Policy
---	--

## PURPOSE

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

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

## SCOPE

This policy applies to educators, families, staff, management, approved provider, nominated supervisor, students, volunteers, and visitors of SMCELC.

## IMPLEMENTATION



Adequate supervision in a centre-based service requires careful consideration depending on the different ages of children and varying abilities. Generally, the younger the child the more they will need adults close by to support and aid. Supervision of infants and toddlers who are sleeping need careful consideration to ensure educators can see and hear children. (See: *Sleep and Rest Policy*). Supervision of preschool age children may involve simultaneous use of indoor and outdoor environments and require effective supervision of children in both environments. (Source: ACECQA, 2020).

#### THE APPROVED PROVIDER, NOMINATED SUPERVISOR AND MANAGEMENT WILL:

- ensure that the premises and facilities are designed and maintained to facilitate adequate supervision of children at all times while maintaining the rights and dignity of all children
- notify the regulatory authorities of any serious incident or complaints alleging the safety, health or wellbeing of children has been compromised within 24 hours of the incident or the time that the person becomes aware of the incident or complaint. This includes if an ambulance was called in response (not as a precaution) to the incident, situation or event.
- notify parents as soon as practicable but within 24 hours if their child is involved in a serious incident/situation at SMCELC. Details of the incident/situation are to be recorded on the *Incident, Injury, Trauma and Illness Record*.
- ensure educators under eighteen years of age (18) work at a centre-based Service only if they are adequately supervised by an educator over the age of 18 at all times and are not left alone with children at any time
- ensure that all educators are aware of where all children are at all times and monitor their environment closely
- ensure educators are able to respond to any situation immediately, particular when a child is distressed or in a hazardous situation
- develop and maintain rosters that ensure continuity of care and adequate supervision at all times when children are being cared for and educated in SMCELC including when children are participating in excursions and when transportation is provided as part of our education and care service (See: *Safe Transportation Policy*)
- ensure a staff member or nominated supervisor is present at SMCELC to account for children when they embark and disembark the vehicle at SMCELC premises (Regulation 102E and 102F)
- ensure flexibility of supervision to provide for educators to supervise individual children or small groups of children



- ensure supervision of sleeping children is active, effective and frequent [as per our supervision plan relevant to the ages and developmental stages of children attending SMCELC- see: Safe Sleep Policy/Procedure]
- ensure educators are aware that if they need to move away from children, another educator is to replace them. (e.g., collecting additional resources or attending to an individual child’s needs)
- conduct risk assessments and plan ongoing supervision taking into consideration the layout of the premises and grounds, any higher risk activities, the presence of any animals, the location of activities and the location of bathroom and nappy change facilities. The supervision plan and strategies will be displayed for families in all rooms and in the outdoor area
- develop, maintain and regularly review a supervision plan and strategies for both the indoor and outdoor areas, which will support educators to position themselves effectively to allow them to observe the maximum area possible
- ensure educators employ ‘active supervision’ strategies at all times
- ensure educators avoid activities or actions that will distract them from supervision, such as speaking to other educators for long periods of time, taking personal phone calls, checking mobile phones or administrative tasks
- ensure educators are positioned to allow them to observe the maximum area possible
- ensure educators move around the environment to provide maximum vision of the area and avoid standing with their back to children or talking with other educators
- adopt accepted best practice; ensuring no staff member is left alone with a child to support child protection protocols
- ensure that a Risk Assessment and Management Plan is carried out before an authorisation is requested for an excursion. The risk assessment will consider and identify the number of adults required to ensure continuous adequate supervision throughout the excursion
- conduct risk assessment to determine how children are supervised while being transported and whether additional adults are required during transportation
- minimum educator qualification requirements including how many educators are to be early childhood teachers, are recognised and adhered to according to legislative requirements
- SMCELC maintains the required educator-to-child ratio working directly with children at all times, based on the ages and number of children being educated and cared for at SMCELC.

AGE GROUP	EDUCATOR TO CHILD RATIOS	APPLIES
-----------	--------------------------	---------



For children from Birth to 24 months of age	1:4	All states and territories
For children aged 24 months and less than 36 months of age	1:5	All states and territories excluding VIC
	1:4	VIC
For children aged 36 months of age or over	1:10	NSW, WA
	1:11	ACT, NT, QLD, SA, VIC
	1:10 2.25 for children attending a preschool program	TAS

For ratio requirements for some preschools and disadvantaged preschools in states/territories see the Information Sheet provided by ACECQA - <http://www.acecqa.gov.au/Improved-educator-to-child-ratios>

#### EDUCATORS WILL:

- monitor and maintain staff to child ratios to ensure adequate supervision of children
- have a sound understanding of their duty of care and responsibilities in ensuring children are within a child safe environment at all times
- communicate and collaborate with others to ensure the effective supervision of children within SMCELC
- alert other colleagues if they need to leave an area for a particular reason to ensure continuous supervision of children (e.g., to obtain resources, visit the bathroom)
- adhere to a supervision plan and strategies for both the indoor and outdoor environment, assisting colleagues to position themselves in order to effectively supervise children’s play. The supervision plan will include the floor plan of SMCELC and include the location of activities, bathroom, and nappy change facilities
- implement vigilant supervision strategies for hygiene requirements including:
  - regular handwashing
  - toileting
  - cough and sneeze routines- using disposable tissues and handwashing
- inform new and relief educators about supervision arrangements, outlining their supervision responsibilities
- regularly evaluate the efficiency of the supervision plan and make changes as required
- ensure any educator under the age of 18 years old is never left alone with children



- ensure that at least one other educator is within sight when working with children and when supporting children with toileting/hygiene routines
- arrange the education and care environment to maximise the ability of educators to supervise all areas accessible to children. Emphasis will be on gates, the fence line and doors during arrival and departure times.
- communicate with each other about their location within the environment and any relevant information about supervising individual children to ensure their needs are met
- maintain correct ratios adhering to the Education and Care Services National Regulations throughout the education and care environment
- providing flexible rostering of supervision depending on the age of children and needs of individual children
- promote children’s agency by making decisions about supervision that allows children to engage in independent exploration and appropriate risk taking
- actively engage with children to support their learning whilst actively supervising and observing children
- ensure that all children are in sight or hearing of educators at all times
- ensure that no child is left alone while eating or at nappy change and toileting times
- adequately supervise children during rest time in accordance with the *Sleep and Rest Policy* and relevant legislative requirements
- effective and adequate supervision is provided when children are transported in a vehicle at all times (see *Safe Transportation Policy* and *Road Safety Policy*)
- ensure that hazardous equipment and chemicals are inaccessible to children
- scan the environment during interactions with individuals or small groups
- implement correct supervision strategies and not perform other duties while responsible for the supervision of children
- listen closely to children whilst supervising areas that may not be in a direct line of sight noticing changes in volume or tone of voice
- plan for a mixture of activities to allow for appropriate supervision of groups of children.

#### CONSIDERATION WILL BE GIVEN TO THE DESIGN AND ARRANGEMENT OF CHILDREN’S ENVIRONMENTS TO SUPPORT ACTIVE SUPERVISION BY:

- using supervision skills to recognise areas of risk therefore reducing the potential for injury or incident to children and adults



- providing direct, constant and proximal monitoring to children undertaking activities that involve some risk and recognising when the ratio of educators to children needs to be increased (e.g., carpentry, water activities, climbing)
- guiding educators to make decisions about when children’s play needs to be interrupted and redirected
- supporting educators with specific strategies for supervision such as positioning, peripheral vision and monitoring children’s arrival and departure from SMCELC
- providing consistent supervision strategies when SMCELC requires relief educators.

### CONTINUOUS IMPROVEMENT/REFLECTION

The *Supervision Policy* will be reviewed on an annual basis in conjunction with children, families, educators, staff and management.

### CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Child Safe Environment Procedure	Transport Pick-up and Drop-off checklist
Direct Supervision sign in/ sign out sheet	Safe Transportation Risk Assessment Management Plan
Risk Assessment Guide and Procedure	Supervision Audit
	Supervision Guidelines and Procedure

### SOURCE

Australian Children’s Education & Care Quality Authority. (2023). *Active Supervision: Ensuring safety and promoting learning*.

Australian Children’s Education & Care Quality Authority. Children’s Health and Safety. *An analysis of Quality Area 2 of the National Quality Standard*. Occasional Paper 2. (2016).

Australian Government Department of Education. (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia. V2.0, 2022](#)

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2018). [Education and Care Services National Regulations](#). (2011).

Frith, J., Kambouris, N., & O’Grady, O. (2003). *Health & safety in children's centres: Model policies & practices* (2nd ed).

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

Guide to the National Quality Framework. (2017). (Amended 2023).

Revised National Quality Standard. (2018).

Victoria Department of Education and Training. (2012). *Supervision* [Practice Note 12]: <https://www.education.vic.gov.au/Documents/childhood/providers/regulation/pracnotessuperv.pdf>



## SUPERVISION GUIDELINES AND PROCEDURE

Effective supervision is integral to creating environments that are safe and responsive to children’s needs and interests. Identifying potential risks and hazards allows educators to determine the level of supervision required for different situations and environments, whilst promoting children’s agency, exploration, and development.

Working in conjunction with the Supervision Policy, this procedure provides guidelines for educators to follow to provide effective supervision while supporting children’s wellbeing, development, and learning.

*Education and Care Services National Law or Regulations (R.101, 115, 120, 121, 122, 123, 126, 132, 133, 134, 166, 168, 176, 264) NQS QA 2: Element 2.2.1 and 2.2.2 Health practices and procedures*  
*Related Policy: Supervision Policy*

SUPERVISION GUIDELINES	
1	<p><b>Planned positioning</b>            Educators position themselves to be able to scan or regularly look around the area to observe children in the environment. Educators ensure close proximity to children who may require additional support.</p>
2	<p><b>Practicing awareness</b>            Requires knowledge of individual children- knowing each child’s range of skills, interests, ability to interact with others and developmental stage. Knowledge of children helps Educators to monitor and enhance skills that promote children’s agency.</p>
3	<p><b>Being alert to the surrounding environment</b>            Involves Educators regularly glancing around the outdoor and indoor area and listening carefully to volume and tone of children’s voices. Children who are not in an Educator’s direct vision are still able to be supervised and responded to immediately if required.</p>
4	<p><b>Using redirection</b>            Children can be redirected to other areas or activities when they are unable to problem solve on their own or undesirable behaviour is imminent or likely to occur. This technique helps ensure the safety of all children. For this to be effective, Educators need to be knowledgeable of the children in their care and any behaviour plans that are current.</p>
5	<p><b>Provide close supervision</b>            In areas that may pose a potential risk to children’s health and safety. Educators are required to evaluate the situation and determine if intervention is required depending on the age and ability of each child. Sometimes, a child needs reassurance to explore and take appropriate risks with the support of an adult. Educators must be aware of ‘blind spots’ within different environments.</p>
6	<p><b>Consideration of all children</b>            Educators are aware of the different ages, personalities, behaviours and characteristics of the children in their care to ensure that different levels of supervision is relevant and responsive to each child’s developmental needs.</p>





7	<b>Consistent supervision strategies</b> Support a positive, inclusive approach to children’s ability to make responsible and appropriate decisions about their behaviour, interactions with others and their learning.	
8	<b>Actively supervising hygiene practices</b> Supervising and modelling appropriate practices such as hand washing, use of hand sanitiser, cough and sneeze etiquette assists in ensuring the health and safety of children and staff.	
9	<b>Observation and engagement</b> Being responsive to children’s supervision needs and engaging in opportunities to promote independence and learning.	
10	<b>Communication and collaboration</b> Ensuring all staff are aware of the needs of individual children and the supervision they may require in any given situation or environment. Communicating when changes in supervision occur due to a range of variations- collecting resources, visiting the bathroom, attending to an individual child’s needs.	
11	<b>Health and Safety</b> Ensuring effective supervision of children due to illness or injury. Children must be closely supervised and kept safe, comfortable until their parents/guardian is able to collect them from SMCELC.	
12	<b>Clear supervision plans</b> Ensuring all staff (including relief staff) understand supervision plans and procedures to ensure the safety of all children	
13	<b>Self-reflection</b> Consider your own supervision practices (observation skills to anticipate times when children may need closer supervision)	

#### SUPERVISION PROCEDURE

1	The Approved Provider, Nominated Supervisor and educators will review and update SMCELC’s <i>Supervision Policy</i> each year	
2	Educators are to be aware of where all children are at all times and monitor their environment closely	
3	Educators are to be able to respond to any situation immediately, particular when a child is distressed or in a hazardous situation	
4	The Director/ Nominated Supervisor will develop and maintain rosters that always ensure continuity of care and adequate supervision when children are being cared for and educated in SMCELC and on excursions.	
5	The Director/ Nominated Supervisor is to adopt accepted best practice; ensuring no staff member is left alone with a child to support child protection protocols.	
6	Educators will have a sound understanding of their duty of care and responsibilities in ensuring children are always within a safe environment	
7	Educators will implement vigilant supervision strategies for hygiene requirements including: <ul style="list-style-type: none"> <li>• regular handwashing</li> <li>• toileting</li> </ul>	



	<ul style="list-style-type: none"> <li>cough and sneeze routines- using disposable tissues and handwashing</li> </ul>	
8	The Director/ Nominated Supervisor will inform new and relief educators about supervision arrangements, outlining their supervision responsibilities	
9	Educators will ensure that hazardous equipment and chemicals are inaccessible to children	
10	Educators will ensure adequate supervision is provided when children are transported in a vehicle at all times (see <i>Safe Transportation Policy</i> and <i>Road Safety Policy</i> )	

#### SUPERVISION PLANS AND RISK ASSESSMENTS

1	The Director/ Nominated Supervisor and educators will conduct risk assessments and plan ongoing supervision taking into consideration the layout of the premises and grounds, any higher risk activities, the presence of any animals, the location of activities and the location of bathroom and nappy change facilities	
2	The Director/ Nominated Supervisor and educators will ensure the supervision plan and strategies will be displayed for families in all rooms and in the outdoor area.	
3	The Director/ Nominated Supervisor will ensure that a Risk Assessment and Management Plan is carried out before an authorisation is requested for an excursion. The risk assessment will consider and identify the number of adults required to ensure continuous adequate supervision throughout the excursion.	
4	The Director/ Nominated Supervisor and educators will regularly evaluate the efficiency of the supervision plan and make changes as required.	

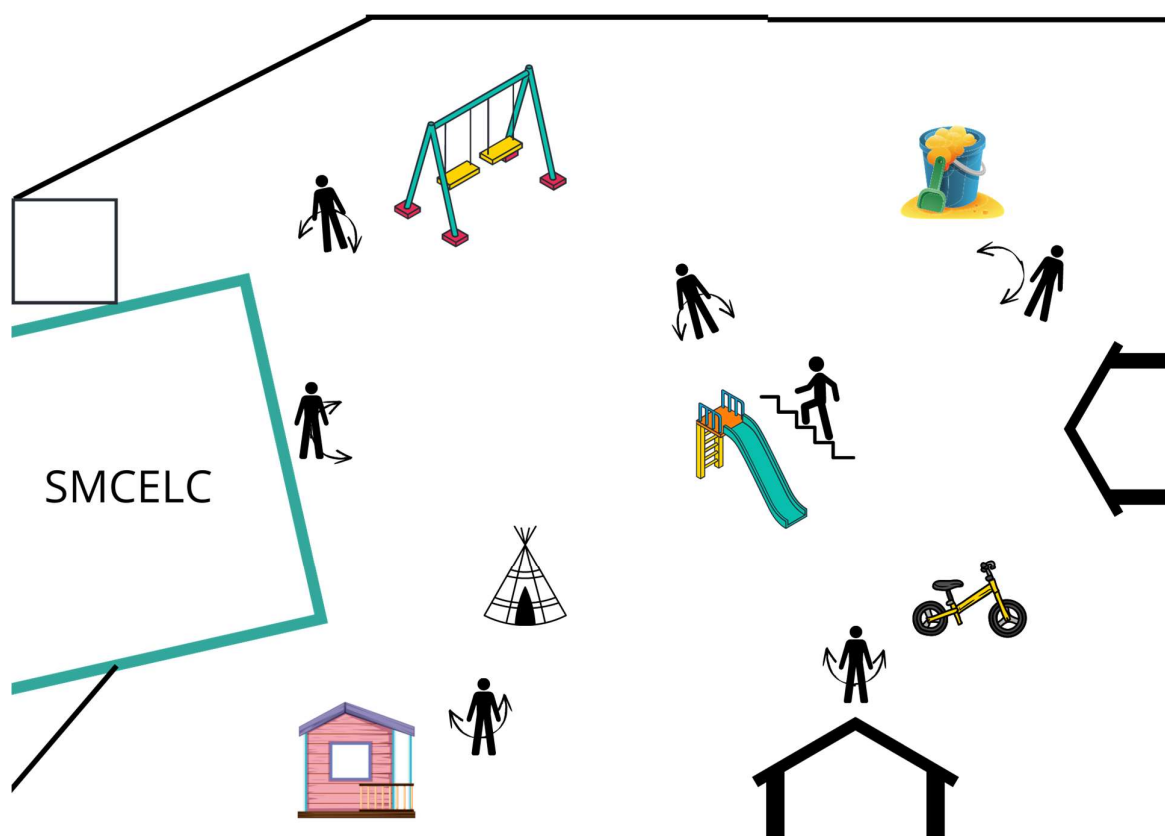
#### ACTIVE SUPERVISION STRATEGIES

1	Educators are to communicate and collaborate with others to ensure the effective supervision of children within SMCELC.	
2	Educators will avoid activities or actions that will distract them from supervision, such as speaking to other educators for long periods of time, taking personal phone calls, checking mobile phones or administrative tasks.	
3	Educators are to position themselves to allow them to observe the maximum area possible	
4	Educators are to move around the environment to provide maximum vision of the area and avoid standing with their back to children or talking with other educators.	
5	Educators will alert other colleagues if they need to leave an area for a particular reason to ensure continuous supervision of children (e.g.: to obtain resources, visit the bathroom) another educator is to replace them, ensuring ratios are maintained at all times	
6	Educators will actively engage with children to support their learning whilst actively supervising and observing children	



7	Educators will ensure that all children are in sight or hearing of educators at all times	
8	Educators will ensure that no child is left alone while eating or at nappy change and toileting times	
9	Educators are to adequately supervise children during rest time in accordance with the Sleep and Rest Policy and relevant legislative requirements	
10	Educators will scan the environment during interactions with individuals or small groups	
11	Educators will listen closely to children whilst supervising areas that may not be in a direct line of sight noticing changes in volume or tone of voice	
12	Educators will plan for a mixture of activities to allow for appropriate supervision of groups of children	

### SUPERVISION PLAN OUTDOOR AREA





# TERMINATION OF ENROLMENT POLICY

Management and staff are dedicated to developing a respectful and effective partnership between the family and Service. This partnership supports children’s inclusion, access, engagement and participation in SMCELC. Management implements systems to manage risks whilst promoting the health, safety and wellbeing of all children and staff within SMCELC. There may be some circumstances where this is compromised due to non-compliance of our policies and therefore the appropriate course of action could lead to the termination of a child’s enrolment.

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN’S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.2	Collaborative partnerships	Collaborative partnerships enhance children’s inclusion, learning and wellbeing.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
155	Interaction with children
168	Education and care service must have policies and procedures
177	Prescribed enrolment and other documents to be kept by approved provider
181	Prescribed enrolment documents to be kept by the Approved Provider
183	Storage of records and other documents

## RELATED POLICIES



Additional Needs Policy	Inclusion Support Management Plan
Behaviour Guidance Policy	Payment of Fees Policy
Enrolment Policy	Withdrawal of a Child Policy
Code of Conduct Policy	Work, Health and Safety Policy

## PURPOSE

*'All children have the right to experience quality education and care in an environment that provides for their physical and psychological wellbeing and provides support for each child's growing competence, confidence and independence.'* Quality Area 2, ACECQA.

We have the legal duty to ensure the health, safety and wellbeing of children, management, educators, families, volunteers and visitors at SMCELC. To promote respectful and effective partnerships with families, we ensure that parents participate in a comprehensive induction and orientation to SMCELC including detailing our terms of enrolment, as per our legal agreement, which advises families on SMCELCs' right to terminate a child's enrolment if a service policy has been breached.

## SCOPE

This policy applies to children, families, approved provider, nominated supervisor, staff, educators and management of SMCELC.

## IMPLEMENTATION

**The Approved Provider/Management/Nominated Supervisor/ Responsible Person will:**

- ensure educators, staff, students and volunteers have knowledge of and adhere to this policy
- ensure families are aware of this *Termination of Enrolment Policy*
- work in partnership with families to promote inclusion of all children within SMCELC
- use positive language and a range of communication strategies with children and families to ensure positive relationships
- discuss concerns or issues of non-compliance with supervisors/management before communicating with families
- document all communication and meetings (informal and formal) with families and outside professional support
- access external professional support to ensure child's inclusion in SMCELC's program
- document proposed strategies and practices suggested to resolve any issue
- develop individual educational plans for children as required (refer to *Behaviour Guidance Plans; Additional Needs Plan, Inclusion Support Management Plan*)
- implement State and Federal Government requirements for vaccination requirements for enrolment of children
- remind families of our *Code of Conduct Policy* and *Family Conduct Guidelines*



- remind families of our *Code of Conduct Policy*
- document evidence of non-compliance, events, behaviour, grievances and observations.
- ensure minutes are collected and signed by all parties present at meetings to ensure a true and accurate record of the meeting.
- notify the Regulatory Authority within 24 hours if a complaint alleges the safety, health or wellbeing of a child is being compromised.

## BEHAVIOUR GUIDANCE

There are times when children’s behaviour requires guidance, which will always be undertaken according to SMCELC’s policies and procedures. Every effort will be made to deal with the behaviour using positive guidance and working closely with families to implement a plan in order to help rectify any unacceptable behaviour. If the child’s behaviour continues to be disruptive and harmful and the safety of other children and staff is compromised, we reserve the right to ask you to withdraw your child from SMCELC.

## SERVICE POLICIES AND PROCEDURES

SMCELC has a range of policies and procedures to ensure the safety, welfare and wellbeing of children, staff, families and visitors of SMCELC. We reserve the right to terminate a child’s enrolment if at any time a Service policy has been breached.

This may include:

- failure to comply with the enrolment contract
- disparaging, hurtful, or unsafe behaviour of a child that continues even with parent collaboration and/or support agency involvement in modifying the behaviour
- non-payment of childcare or late fees and/or recurring late payment of fees
- continuing to pick up the child past the required licensed time after consistent documented warnings
- inability to meet the child's individual needs without family support and commitment to ensure their child receives the best possible support within SMCELC
- deliberate impertinence towards the approved provider or staff- *Code of Conduct policy*
- if a parent knowingly brings their child ill to SMCELC
- consistent child-rearing style differences between the parent and provider
- false information given by a parent either verbally or in writing
- bullying and/or harassing educators, children or families enrolled at SMCELC- *Code of Conduct Policy*
- failure to provide AIR Immunisation History Statement or AIR Immunisation Medical Exemption form or AIR Immunisation History Form (catch up schedule)

## TERMINATION NOTIFICATION



Management or the Nominated Supervisor will advise families in writing that their child’s enrolment will be terminated following all attempts to rectify any non-compliance.

**Two weeks’** notice will be provided to families, unless the safety and wellbeing of other children, staff or families is at risk. In this case, an immediate termination of enrolment may apply.

Any outstanding fees will be provided to families and remain due to be paid upon termination of enrolment. The initial Bond payment made on enrolment will not be refunded until any outstanding fees are paid.

#### TERMINATION ADVISED BY FAMILY

Families are advised upon enrolment of the withdrawal of enrolment conditions. Families are required to provide **two (2) weeks** written notice of termination of enrolment. Families will abide by the conditions set within the *Fee Policy*

#### CONTINUOUS IMPROVEMENT/REFLECTION

Our *Termination of Enrolment Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

#### CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Termination of Enrolment Procedure	
------------------------------------	--

#### SOURCE

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

Australia Children’s Education & Care Quality Authority. (2018). *Guide to the National Quality Framework*.

Early Childhood Australia Code of Ethics. (2016).

[Education and Care Services National Regulations](#). (2011).

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

NSW Government. Anti-Discrimination Act 1977. No 48.  
<https://www.legislation.nsw.gov.au/#/view/act/1977/48/full>

Revised National Quality Standard. (2018).

Work Health and Safety Act 2011 <https://www.legislation.gov.au/Details/C2017C00305>





## TERMINATION OF ENROLMENT PROCEDURE

Management and staff are dedicated to developing a respectful and effective partnership between the family and Service. This partnership supports children’s inclusion, access, engagement and participation in SMCELC. Management implements systems to manage risks whilst promoting the health, safety and wellbeing of all children and staff within SMCELC. There may be some circumstances where this is compromised due to non-compliance of our policies and therefore the appropriate course of action could lead to the termination of a child’s enrolment.

*Education and Care Services National Law or Regulations (R.155, 160, 168). NQS QA2 and 6: Element 2.2, 2.2.2, 2.2.3. 6.1.6.2 Children’s Health and Safety and Collaborative Partnerships with Families and Community Related Policies: Behaviour Guidance Policy, Payment of Fees Policy*

This procedure outlines the process of termination of enrolment within SMCELC. Termination of enrolment is predominately due to family choice, however, termination by Management may also occur due to:

- Non-payment of fees for childcare service
- Abusive behaviour and/or verbal threats towards staff, children or other parents
- Non-compliance with Service policies
- Child’s consistent inappropriate behaviour, compromising the safety of other children, staff and visitors of SMCELC
- Lack of partnership and communication with Service
- Family member committing an illegal act at SMCELC
- Bullying and harassing staff, children or other parents
- Wilfully or negligently making false and misleading statements that relate to the enrolment of a child at SMCELC
- Failure to provide AIR Immunisation History Statement or AIR Immunisation Medical Exemption form or AIR Immunisation History Form (catch up schedule)

<b>WHEN CIRCUMSTANCES ARISE THAT MAY RESULT IN ACTIONING TERMINATION OF ENROLMENT, THE FOLLOWING STEPS WILL BE TAKEN:</b>		
1	Educators and the Director/ Nominated Supervisor will have a formal meeting to discuss the situation that may possibly lead to the termination of enrolment. This meeting is to be documented	
2	Educators and the Director/ Nominated Supervisor will gather all evidence, including documentation of events, behaviour management plans, grievances, observations etc.	
3	The Director/ Nominated Supervisor of SMCELC will arrange a meeting with the family to discuss the situation in an attempt to work towards a positive resolution	



4	Confidential dated records will be made, detailing discussions, concerns raised, strategies and actions to be implemented	
5	The 'minutes' must be signed by all parties present at the end of the meeting as a true and accurate recording of the meeting which will be filed into the child's record	
6	The Director/ Nominated Supervisor will make all attempts toward a resolution within a specified timeframe	
7	If, after all efforts have been exhausted, the Director/ Nominated Supervisor may decide that there is no other alternative and terminate the enrolment of the family. Management will provide families with a notice of termination of enrolment in writing, which will be effective immediately.	
8	Families will receive an invoice of any outstanding fees due	
9	Debt collection process may be initiated following privacy and conditional requirements.	



# TRANSITION POLICY

SMCELC ensures that we provide effective transitions for your child. These may be within the routine, between classrooms and the transition to school. SMCELC supports continuity of learning and transitions for each child by sharing relevant information, clarifying responsibilities and by developing strategies that support a positive transition period (National Quality Standard 6.2). Furthermore, we are committed to engage children, families, professionals, educators, and community members in the transition process to ensure the implementation of this policy is meaningful, supportive and reflective of best practice. Transition is viewed as a collaborative and dynamic process occurring over time ensuring a sense of belonging in all environments (Transition to School: Position Statement, 2011).

**Ready families + ready early childhood services  
+ ready communities + ready schools = ready children**

(Kagan & Rigby, 2003)

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with SMCELC	Families are supported from enrolment to be involved in their service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about SMCELC and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities



## RELATED POLICIES

Anti-bias and Inclusion Policy Educational Program Policy	Privacy and Confidentiality Policy
--	------------------------------------

## PURPOSE

Effective transition practices have as their base, a commitment to building secure, respectful and reciprocal relationships. One outcome of such relationships is that all participants regard themselves, and other participants, as valued members of the school community (Dockett & Perry, 2001).

We will support children and families by strengthening the development and delivery of transition programs/practices and provide a shared understanding between SMCELC and families, extending that to local primary schools, about what is important for children and their families during any internal transition and transition to school process.

We believe it is vital to enhance children’s social and emotional development along with executive functioning skills, to ensure a successful transition. By developing these skills and abilities and promoting their creativity and individuality, we promote children’s ability to become active, confident, capable, and successful learners.

## SCOPE

This policy applies to Management, nominated supervisor, educators, children and families of SMCELC.

## IMPLEMENTATION

Children are challenged with several transitional changes during early childhood. This includes orienting children into early childhood care and education services, transitioning between routines and rooms, and then transitioning into primary school. Children respond in different ways to transitions - some with confidence and others with hesitation. Children’s confidence will be enhanced when changes happen gradually and when time is prioritised to support these transitions with sensitivity, planning, and preparation.



We acknowledge the critical role we as educators have in providing an educational environment that supports children’s wellbeing, promotes equity and celebrates diversity. Our approach to internal and external transitions are developed in collaboration with all stakeholders and ensures children are active participants in their transitions. This approach is inclusive of children and families at all levels of transition. For children attending school the following year, we offer high quality transition practices including additional activities and experiences to help prepare them for a smooth transition to a primary school environment. These positive practices refer to daily programmed activities and experiences that are implemented throughout the year, encouraging the developmental skills that are optimal for children to develop before commencing school.

### INTERNAL TRANSITIONS SPECIFICATIONS

- Management along with Lead Educators will start to assess each child’s transition and development in September each year prior to the October enrolment process.
- Children will automatically transition within their calendar year (December to January Birthdays) to the next age group, if family wishes support this.
- Children who are born January to March, discussions with families will be had regarding their child’s development and if appropriate, and only if a position is available, may be able to progress to the next age group

### INTERNAL TRANSITIONS

At SMCELC we understand how important planning for and preparing a child for their future is, even if it means going from lunch to rest time or from one learning environment to another. Educators ensure that the child and family are informed every step of the way. Educators and Management ensure:

- Talking with families about the transition process
- Discussing settling strategies with families
- Inviting families to meet and greet the Educators
- Conducting a gradual transition process
- Making transitions fun
- Talking to the child about the transition
- Having a familiar Educator stay with the child during the transition process
- Giving the child adequate time to prepare for the transition



- Using positive reinforcement and encouragement

#### INTERNAL TRANSITIONS - EDUCATORS & MANAGEMENT WILL:

- Management will consult with families about how the transition process, developmental requirements/needs will be conducted and what the child will need to bring
- Allocate a primary Educator for the child who is the key person to support the child, conduct observations and group times
- Arrange for the child to visit their new room during periods of the day so they can join in routine activities. It may be of support to the child if a familiar Educator attends this transition as well.
- Educators will ensure your child is informed of the daily routine and discuss upcoming transitions with them before they happen. If a child responds more to visual cues, the Lead Educator may set up a visual routine for the child to assist them with what happens in their new room.
- The pace of transition is dictated by the child, if the child requires additional support, we will continue with the visits until the child feels secure and comfortable.

*We understand that this can be a nervous time for children and families and offer our full support.*

*Should you have any questions please feel free to come and see us.*

#### TRANSITION TO SCHOOL PROGRAM/PRACTICES

This first experience children have of school has a great impact on their progress and future schooling (Margetts, 2007). Transition to school should therefore be prepared for in an understanding, calm, organised, and knowledgeable manner.

As early childhood educators who are instrumental in influencing children's learning patterns for later life, it is our responsibility to set them on a course that will inspire investigation, exploration, problem solving, questioning, discovery, and the disposition to take on challenges.

To ensure the transition to school is a positive experience for children and families, we will implement a range of activities and experiences that may include, but is not limited to:

- visits by children to local primary school setting
- family information sessions
- visits from Primary school teachers and/or Principals to SMCELC
- exchanging information about a child's individual strengths and needs
- networking with educators, primary school teachers and Principals



- developing children’s talking and listening skills
- early literacy- rhyme, chants, songs
- alphabet and number awareness
- shapes and colour awareness
- social and emotional enhancement
- pre-writing awareness
- name writing awareness and name recognition
- concentrating on the task at hand
- determination when faced with complications
- responding positively to new situations
- taking responsibility for their own behaviour
- developing the communication skills necessary for group or individual play
- developing positive feelings about themselves and others
- experiencing a sense of self-satisfaction resulting from achievement
- experiencing eating from lunch boxes, as we educate children about different foods eaten at recess and lunch and how to open different packaged foods.

## PREPARING CHILDREN AS THEY TRANSITION TO SCHOOL

There are many unique differences in the school environment which children should become familiar with as they prepare to transition to school. This includes:

- having one teacher for the majority of the day
- toileting without supervision
- wearing uniforms
- transport
- sitting at a desk
- responsibility for own belongings
- listening to instructions
- specific focused lessons
- a school bell or siren indicating set breaks
- negotiating a large playground
- homework
- the canteen or tuck shop
- before and after school care



## TRANSITION TO SCHOOL - MANAGEMENT WILL

- establish strategies across SMCELC to ensure there is continuity of learning when children transition to school
  - advocate for 'ready' by ensuring schools are ready for our children to transition into their environment
  - discuss expectations with families for their child as they prepare to transition to school
  - work in partnership with families to ensure children's transition to school is positive, informed, and enhances individual development
  - be aware of critical cut off dates with various Education Departments to accommodate children with a disability or developmental delay into new educational settings and share this information with families
  - support and advocate for enhanced transition programs for children with a disability or developmental delay with feeder primary schools
  - be flexible and ensure transition programs are tailored to the specific needs of all children in SMCELC
- share information between SMCELC, schools and families to facilitate a successful transition. (This may include completing Transition to School Statements with parent/carer approval to share information).

## TRANSITION TO SCHOOL - EDUCATORS WILL:

- incorporate transition to school into the daily program by encouraging children to think and talk about school by exploring various elements of primary school (This may include uniforms, eating packed lunches, talking about school and how a school environment is different).
- talk with children about starting school, respecting any concerns and communicating these to families
- ensure children are active participants in their transition to school
- communicate with families to ensure we meet the requirements of the individual strengths and needs of all children and families
- consider family priorities and any concerns about the transition process. Each family's cultural and linguistic needs will be respected, along with family diversity.
- develop a program/practices to ensure a smooth transition for children from the education and care environment to the school environment. The program requires both parent and educator





support for the child. This cooperation will ensure the best possible environment for children's transition.

- contemplate the individual rest or sleep needs of children in the months leading up to the transition to school and whether a reduction in sleep time may prepare some children for the longer school day routine. Children will continue to have rest periods with quiet activities during the day. Beds will be available for any child who requires rest or sleep.
- discuss children's development, strengths, and competencies for transition to school with families
- support each family's decision about when to send children to school, acknowledging the legalities of when children must begin formal schooling
- develop an information package for families about transition to school. This will include information on how to support their child/children and what to expect with the transition process. This package will be reviewed annually to meet the needs of the families and to integrate current information from local schools.
- be supported to access and attend professional development opportunities to ensure current knowledge and practice regarding transition to school
- facilitate relationships and networking with local schools to support children and families with the transition process and to open lines of communication. The importance of school preparation through school visits, orientation days and meeting the kindergarten teachers will be promoted.
- facilitate each child's development as a capable learner through open ended learning experiences
- effectively evaluate SMCELC's transition program
- be flexible and responsive to the needs of children and families
- take into account contextual aspects of community, and of individual families and children within that community.

(Adapted from Dockett & Perry, 2007.)

## TRANSITION TO SCHOOL STATEMENTS

Transition to School Statements vary in each state and territory in Australia. Some states are mandatory, whilst others are optional.

### NSW DEPARTMENT OF EDUCATION- TRANSITION to SCHOOL STATEMENT

The NSW Transition to School Statement is a practical and simple tool designed to enable information to be shared between families, early childhood services and schools. The statement summarises a child's strengths, interests and approaches to learning.



The Statement is completed by the child's early childhood educator in cooperation with the child and the family. All information is provided voluntarily. The Statement is communicated to the child's intended school where it provides the school and teachers with information they can use in planning and preparing for the child's arrival and transition into the new learning environment.

Use of the statement is optional. SMCELC, in collaboration with the family will make the decision about whether to prepare a statement, and the family will choose whether to make it available to the child's intended school and teacher. Parent written authorisation is required for the Department of Education to collect personal and health information about any child enrolled in SMCELC.

[NSW Transition Statement](#)

### WHEN A CHILD MAY NOT BE READY TO TRANSITION TO SCHOOL

We understand that all children are unique and achieve milestones in their own time. Parents and carers know their child's strengths, interests and needs better than anyone and have expectations about what they think their child should be able to do. Parents may ask educators their opinion on specific skills such as pre-writing skills, numbers, social and emotional development to assist in making decisions about starting school. The decision for when their child starts school is an individual decision. For some children, starting school at age six rather than five may provide them with an additional year to mature and increase independence.

We believe that early childhood educators have professional insight to assist families in making the decision about a child's transition to school as they have developed trusting and supportive relationships over time. However, prior to speaking with families about their personal views, educators will discuss their thoughts with management about the child's individual strengths and needs and any recommendation about beginning school will be communicated with families during a scheduled meeting. We encourage parents/carers to discuss the timing of their child's school entry with other professionals who know their child well such as early intervention practitioners. Our staff will adhere to confidentiality at all times.

### TRANSITION TO SCHOOL SPECIFICATIONS

NEW SOUTH WALES (NSW)



- Children can begin compulsory Kindergarten at the beginning of the school year if they turn 5 on or before 31 July in that year. All children must be enrolled in school by the time they turn 6.
- [Transition to School Statement](#)
- Starting school: <https://education.nsw.gov.au/public-schools/going-to-a-public-school/primary-schools/starting-school>
- Transition to school: <https://education.nsw.gov.au/public-schools/going-to-a-public-school/primary-schools/starting-school>
- Getting ready for primary school: <https://education.nsw.gov.au/content/dam/main-education/public-schools/going-to-a-public-school/media/documents/getting-ready-for-school.pdf>
- [Strong and successful start to school Transition guidelines \(2020\)](#).  
<https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/early-learning/media/documents/el-strong-and-successful-start-to-school-transition-guidelines.pdf>

## DEVELOPMENTAL MILESTONES – EARLY YEARS LEARNING FRAMEWORK

Educators refer to the Early Years Learning Framework Developmental Milestones to assist with decisions around children’s readiness to transition and use this to work closely and collaboratively with the family to make a final decision.

## SOURCE

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

Australian Research Alliance for Children & Youth. (2007). School readiness:

[https://www.aracy.org.au/publications-resources/command/download\\_file/id/131/filename/School\\_Readiness.pdf](https://www.aracy.org.au/publications-resources/command/download_file/id/131/filename/School_Readiness.pdf)

Australian Government Department of Education, Skills and Employment. (2009) *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*.

Department of Education, Employment and Workplace Relations. (n.d.). Developmental milestones and the Early Years Learning Framework and the National Quality Standards.

Dockett, S., & Perry, B. (2007). *Transitions to school: Perceptions, expectations and experiences*. Sydney, Australia: UNSW Press.

Dockett, S., & Perry, B. (2014). *Continuity of learning: A resource to support effective transition to school and school age care*. Canberra, ACT: Australian Government Department of Education.

Education and Care Services National Law Act 2010. (Amended 2018).

[Education and Care Services National Regulations](#). (2011).

Early Childhood Australia Code of Ethics. (2016).

Early Childhood Intervention Australia. (2019). Transition to School Resource: <https://re-imagine.com.au/practitioner/transition-to-school/>

Educational Transitions and Change (ETC) Research Group. (2011). *Transition to school: Position statement*. Albury-Wodonga: Research Institute for Professional Practice, Learning and Education, Charles Sturt University. Poster available at: <https://arts-ed.csu.edu.au/education/transitions/publications/School-Transition-Poster.pdf>



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

Guide to the National Quality Framework. (2017). (amended 2020).

Guide to the National Quality Standard. (2017).

Kagan, S. L., & Rigby, D. E. (2003). *Improving the readiness of children for school: Recommendations for state policy*. Washington, DC: Centre for the Study of Social Policy.

Margetts, K. (2007). Understanding and supporting children: Shaping transition practices, *Informing Transitions in the Early Years*, 1, pp. 107 – 119.

Mielekamp, R. (2008). *Sharing our journey: School readiness*. Australia: Rachel Mielekamp.

National Quality Standard Professional Learning Program Newsletter No.70 – *Transitions: Moving in, moving up and moving on*.

NSW Education Standards Authority <https://educationstandards.nsw.edu.au/wps/portal/nesa/parents/parent-guide/transitioning-to-school>

NSW Government Education Centre for Education Statistics & Evaluation. (2016). *The Transition to School*

Revised National Quality Standard. (2018).

State of Victoria (Department of Education and Training). 2017. Transition. A Positive Start to School Resource Kit.

The Royal Children’s Hospital Melbourne. (2008). Policy brief: Rethinking school readiness: [https://www.rch.org.au/uploadedFiles/Main/Content/ccch/PB10\\_SchoolReadiness.pdf](https://www.rch.org.au/uploadedFiles/Main/Content/ccch/PB10_SchoolReadiness.pdf)

Continued next page: Developmental Milestones





# DEVELOPMENTAL MILESTONES

## *BIRTH TO 4 MONTHS*

Excerpt from Department of Education, Employment and Workplace Relations. (n.d.). [Developmental milestones](#)  
[and the Early Years Learning Framework and the National Quality Standards.](#)

CHILD'S NAME	AGE	DATE	
EDUCATOR'S NAME			
DEVELOPMENTAL AREA	OBSERVED	LINK TO EYLF & NQS	COMMENTS



<p>PHYSICAL</p>	<ul style="list-style-type: none"> <li>• moves whole body</li> <li>• squirms, arms wave, legs move up and down</li> <li>• eating and sleeping patterns</li> <li>• startle reflex when placed unwrapped on flat surface/ when hears loud noise</li> <li>• head turns to side when cheek touched</li> <li>• sucking motions with mouth (seeking nipple)</li> <li>• responds to gentle touching, cuddling, rocking</li> <li>• shuts eyes tight in bright sunlight</li> <li>• able to lift head and chest when laying on stomach</li> <li>• begins to roll from side to side</li> <li>• starts reaching to swipe at dangling objects</li> <li>• able to grasp object put into hands</li> </ul>	<p>EYLF Outcome 1: Children have a strong sense of identity - Children develop their emerging autonomy, interdependence, resilience and sense of agency. E.g. “display delight, encouragement and enthusiasm for children’s attempts.” (p.22) NQS: Areas 1, 2, 3, 5, 6</p>	
<p>SOCIAL</p>	<ul style="list-style-type: none"> <li>• smiles and laughs</li> <li>• makes eye contact when held with face about 20cm from face of adult looking at them</li> <li>• may sleep most of the time</li> <li>• alert and preoccupied with faces</li> <li>• moves head to sound of voices</li> </ul>	<p>EYLF Outcome 3: Children have a strong sense of wellbeing - Children become strong in their social and emotional wellbeing. E.g. “promote children’s sense of belonging, connectedness and wellbeing.” (p.31) NQS: Areas 1, 4, 5, 6</p>	



EMOTIONAL	<ul style="list-style-type: none"> <li>• bonding</li> <li>• cries (peaks about six to eight weeks) and levels off about 12-14 weeks</li> <li>• cries when hungry or uncomfortable and usually stops when held</li> <li>• shows excitement as parent prepared to feed</li> </ul>	<p>EYLF Outcome 4: Children are confident and involved learners  - Children resource their own learning through connecting with people. E.g. “provide opportunities and support for children to engage in meaningful learning relationships.” (p.37) NQS: Areas 1, 5, 6</p>	
COGNITIVE	<ul style="list-style-type: none"> <li>• smiles and laughs</li> <li>• looks toward direction of sound</li> <li>• eyes track slow moving target for brief period</li> <li>• looks at edges, patterns with light/dark contrast and faces</li> <li>• imitates adult tongue movements when being held/ talked to</li> <li>• learns through sensory experiences</li> <li>• repeats actions but unaware of ability to cause actions</li> </ul>	<p>EYLF Outcome 4: Children are confident and involved learners  - Children transfer what they have learned from one context to another. E.g. “Develop ability to mirror, repeat and practice the actions of others, either immediately or later.” (p.36) NQS: Areas 1, 3, 4, 5, 6</p>	
LANGUAGE	<ul style="list-style-type: none"> <li>• expresses needs</li> <li>• cries</li> <li>• when content makes small throaty noises</li> <li>• soothed by sound of voice or by low rhythmic sounds</li> <li>• imitates adult tongue movements when being held and talked to</li> <li>• may start to copy sounds</li> <li>• coos and gurgles</li> </ul>	<p>EYLF Outcome 5: Children are effective communicators -  Children use information and communication technologies to access information, investigate ideas and represent their thinking. E.g. “Provide children with access to a range of technologies.” (p.44)  NQS: Areas 1, 5, 6, 7</p>	





<p>SEEK ADVICE IF</p>	<ul style="list-style-type: none"> <li>• is floppy or stiff</li> <li>• cries a lot</li> <li>• arches his/her back</li> <li>• is not responding to sounds</li> <li>• is not showing interest or responding when played with</li> <li>• is not feeding as expected</li> <li>• is not starting to make sounds</li> <li>• is not responding to familiar faces</li> </ul>	<p>NQS: Areas 1,2,6,7</p>	
-----------------------	--	---------------------------	--



# DEVELOPMENTAL MILESTONES

## 4-8 MONTHS

Excerpt from Department of Education, Employment and Workplace Relations. (n.d.). [Developmental milestones and the Early Years Learning Framework and the National Quality Standards.](#)

CHILD'S NAME	AGE	DATE		
EDUCATOR'S NAME				
DEVELOPMENTAL AREA	OBSERVED	LINK TO EYLF & NQS	COMMENTS	
PHYSICAL	<ul style="list-style-type: none"> <li>• plays with feet and toes</li> <li>• makes effort to sit alone, but needs hand support</li> <li>• raises head and chest when lying on stomach</li> <li>• makes crawling movements when lying on stomach</li> <li>• rolls from back to stomach</li> <li>• reaches for and grasp objects, using one hand to grasp</li> <li>• eyes smoothly follow object or person</li> <li>• crawling movements using both hands and feet</li> <li>• able to take weight on feet when standing</li> <li>• watch activities across room - eyes move in unison</li> <li>• turns head to sound of voices</li> </ul>	<p>EYLF Outcome 4: Children are confident and involved learners - Children develop dispositions for learning such as ....persistence... E.g. "Persevere and experience the satisfaction of achievement." (p.34) NQS: Areas 1, 2, 3, 5, 6</p>		



<p>SOCIAL</p>	<ul style="list-style-type: none"> <li>• reacts with arousal, attention or approach to presence of another baby or young child</li> <li>• responds to own name</li> <li>• smiles often and shows excitement when sees preparations being made for meals or for bath</li> <li>• recognises familiar people and stretches arms to be picked up</li> </ul>	<p>EYLF Outcome 5: Children are effective communicators - Children interact verbally and nonverbally with others for a range of purposes. E.g. “are attuned and respond sensitively to children’s efforts to communicate.” (p.40) NQS: Areas 1, 5</p>	
<p>EMOTIONAL</p>	<ul style="list-style-type: none"> <li>• becoming more settled in eating and sleeping patterns</li> <li>• laughs, especially in social interactions</li> <li>• may soothe self when tired or upset by sucking thumb or dummy</li> <li>• begins to show wariness of strangers</li> <li>• may fret when parent leaves the room</li> <li>• happy to see faces they know</li> </ul>	<p>EYLF Outcome 1: Children have a strong sense of identity - Children learn to interact in relation to others with care, empathy and respect. E.g. “initiate one-to-one interactions with children, particularly babies and toddlers during daily routines.” (p.24) NQS: Areas 1, 4, 5, 6</p>	
<p>COGNITIVE</p>	<ul style="list-style-type: none"> <li>• swipes at dangling objects</li> <li>• shakes and stares at toy placed in hand</li> <li>• becomes bored if left alone for long periods of time</li> <li>• repeats accidentally caused actions that are interesting</li> <li>• enjoys games such as peek-a-boo or pat-a-cake</li> <li>• will search for partly hidden object</li> <li>• able to coordinate looking, hearing and touching</li> <li>• enjoys toys, banging objects, scrunching paper</li> <li>• explores objects by looking at and mouthing them</li> <li>• develops preferences for foods</li> <li>• explores objects with mouth</li> </ul>	<p>EYLF Outcome 4: Children are confident and involved learners - Children develop dispositions for learning such as curiosity... E.g. explore and “express wonder and interest in their environments”(p.34) NQS: Areas 1, 2, 3</p>	



<p>LANGUAGE</p>	<ul style="list-style-type: none"> <li>• enjoys games such as peek-a-boo or pat-a-cake</li> <li>• babbles and repeat sounds</li> <li>• makes talking sounds in response to others talking</li> <li>• copies sounds</li> <li>• smiles and babbles at own image in mirror</li> <li>• responds to own name</li> </ul>	<p>EYLF Outcome 5: Children are effective communicators - Children interact verbally and non-verbally for a range of purposes. E.g. “engage in enjoyable interactions using verbal and non-verbal language.” (p.40) NQS: Areas 1, 5</p>	
<p>SEEK ADVICE IF</p>	<ul style="list-style-type: none"> <li>• is not learning to make sounds</li> <li>• is not responding to familiar faces</li> <li>• is not learning to roll when playing on floor</li> <li>• is not responsive to carers</li> <li>• is not babbling and making sounds</li> <li>• is not playing with feet/swapping objects between hands</li> </ul>	<p>NQS 1, 5 6 &amp; 7</p>	



# DEVELOPMENTAL MILESTONES

## 8-12 MONTHS

Excerpt from Department of Education, Employment and Workplace Relations. (n.d.). [Developmental milestones](#)  
[and the Early Years Learning Framework and the National Quality Standards.](#)

<b>CHILD'S NAME</b>		<b>AGE</b>		<b>DATE</b>	
<b>EDUCATOR'S NAME</b>					
<b>DEVELOPMENTAL AREA</b>	<b>OBSERVED</b>	<b>LINK TO EYLF &amp; NQS</b>		<b>COMMENTS</b>	



<p>PHYSICAL</p>	<ul style="list-style-type: none"> <li>• pulls self to standing position when hands held</li> <li>• raises self to sitting position</li> <li>• sits without support</li> <li>• stands by pulling themselves up using furniture</li> <li>• stepping movements around furniture</li> <li>• successfully reach out and grasp toy</li> <li>• transfers objects from hand to hand</li> <li>• picks up and pokes small objects with thumb and finger</li> <li>• picks up and throws small objects</li> <li>• holds biscuit or bottle</li> <li>• crawls</li> <li>• mature crawling (quick and fluent)</li> <li>• may stand alone momentarily</li> <li>• may attempt to crawl up stairs</li> <li>• grasps spoon in palm, but poor aim of food to mouth</li> <li>• uses hands to feed self</li> <li>• alerts peripheral vision</li> <li>• rolls ball and crawls to retrieve</li> </ul>	<p>EYLF Outcome 3: Children have a strong sense of wellbeing - Children take increasing responsibility for their own health and physical wellbeing. E.g. “engage in increasingly complex sensory-motor skills and movement patters.” (p.32) NQS: Areas 1, 2, 3</p>	
<p>SOCIAL</p>	<ul style="list-style-type: none"> <li>• shows definite anxiety or wariness at appearance of strangers</li> </ul>	<p>EYLF Outcome 3: Children have a strong sense of wellbeing - Children become strong in their social and emotional wellbeing. E.g. acknowledge children’s stage of emotional development and support them to develop resilience. NQS: Areas 1, 2, 5</p>	



EMOTIONAL	<ul style="list-style-type: none"> <li>actively seeks to be next to parent or principal caregiver</li> <li>shows signs of anxiety or stress if parent goes away</li> <li>offers toy to adult but does not release it</li> <li>shows signs of empathy to distress of another (but often soothes self)</li> <li>actively explores and plays when parent present, returning now and then for assurance and interaction</li> </ul>	<p>EYLF Outcome 1: Children have a strong sense of identity - Children develop their emerging autonomy, interdependence, resilience, and sense of agency. E.g. “demonstrate an increasing capacity for self-regulation.” (p.22) NQS: Areas 1, 5, 6</p>	
COGNITIVE	<ul style="list-style-type: none"> <li>moves obstacle to get at desired toy</li> <li>bangs two objects held in hands together</li> <li>responds to own name</li> <li>makes gestures to communicate and to symbolise objects, e.g. points to something they want</li> <li>seems to understand some things parent or familiar adults say to them</li> <li>drops toys to be retrieved, handed back, then dropped again/looks in direction of dropped toy</li> <li>smiles at image in mirror</li> <li>likes playing with water</li> <li>shows interest in picture books</li> <li>understands gestures/responds to ‘bye bye’</li> <li>listens with pleasure to sound-making toys and music</li> <li>notices difference and shows surprise</li> </ul>	<p>EYLF Outcome 4: Children are confident and involved learners - Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating. E.g. “Provide babies and toddlers with resources that offer challenge, intrigue and surprise, support their investigations and share their enjoyment.” (p.35) NQS: Areas 1, 5, 6</p>	



<p>LANGUAGE</p>	<ul style="list-style-type: none"> <li>• responds to own name being called, family names and familiar objects</li> <li>• babbles tunefully</li> <li>• says words like 'dada' or 'mama'</li> <li>• waves goodbye</li> <li>• imitates hand clapping</li> <li>• imitates actions and sounds</li> <li>• enjoys finger-rhymes</li> <li>• shouts to attract attention</li> <li>• vocalises loudly using most vowels and consonants - sounding like conversation</li> </ul>	<p>EYLF Outcome 1: Children have a strong sense of identity - Children develop knowledgeable and confident self-identities. E.g. "share children's successes with families." (p.23) NQS: Areas 1, 5</p>	
<p>SEEK ADVICE IF</p>	<ul style="list-style-type: none"> <li>• is not responsive to carers</li> <li>• is not babbling and making sounds</li> <li>• is not beginning to sit, crawl, or pull to stand</li> <li>• is not playing with feet, swapping objects between hands</li> <li>• is not interested in holding toys</li> <li>• is not learning to eat solids</li> </ul>	<p>NQS: Areas 1, 5, 6, 7</p>	





# DEVELOPMENTAL MILESTONES

## 2-3 YEARS

Excerpt from Department of Education, Employment and Workplace Relations. (n.d.). [Developmental milestones and the Early Years Learning Framework and the National Quality Standards.](#)

CHILD'S NAME	AGE	DATE		
EDUCATOR'S NAME				
DEVELOPMENTAL AREA	OBSERVED	LINK TO EYLF & NQS	COMMENTS	
PHYSICAL	<ul style="list-style-type: none"> <li>• walks, runs, climbs, kicks and jumps easily</li> <li>• uses steps one at a time</li> <li>• squats to play and rises without using hands</li> <li>• catches ball rolled to him/her</li> <li>• walks into a ball to kick it</li> <li>• jumps from low step or over low objects</li> <li>• attempts to balance on one foot</li> <li>• avoids obstacles</li> <li>• able to open doors</li> <li>• stops readily</li> <li>• moves about moving to music</li> <li>• turns pages one at a time</li> <li>• holds crayon with fingers</li> <li>• uses a pencil to draw or scribble in circles and lines</li> <li>• gets dressed with help</li> <li>• self-feeds using utensils and a cup</li> </ul>	<p>EYLF Outcome 3: Children have a strong sense of wellbeing - Children take increasing responsibility for their own health and physical wellbeing. E.g. “show enthusiasm for participating in physical play and negotiate play spaces to ensure the safety and wellbeing of themselves and others.” (p.32) NQS: Areas 1, 2, 3, 5</p>		



<p>SOCIAL</p>	<ul style="list-style-type: none"> <li>• plays with other children</li> <li>• simple make believe play</li> <li>• may prefer same sex playmates and toys</li> <li>• unlikely to share toys without protest</li> </ul>	<p>EYLF Outcome 2: Children are connected with and contribute to their world - Children become aware of fairness. E.g. “Engage children in discussions about respectful and equal relations such as when a child dominates in the use of resources.” (p.28) NQS: Areas 1, 5</p>	
<p>EMOTIONAL</p>	<ul style="list-style-type: none"> <li>• shows strong attachment to a parent (or main family carer)</li> <li>• shows distress and protest when they leave and wants that person to do things for them</li> <li>• begins to show guilt or remorse for misdeeds</li> <li>• may be less likely to willingly share toys with peers</li> <li>• demands adult attention</li> </ul>	<p>EYLF Outcome 3: Children have a strong sense of wellbeing - Children become strong in their social and emotional wellbeing. E.g. “Talk with children about their emotions and responses to events with a view to supporting their understandings of emotional regulation and self-control.” (p.31) NQS: Areas 1, 5, 6</p>	
<p>COGNITIVE</p>	<ul style="list-style-type: none"> <li>• builds tower of five to seven objects</li> <li>• lines up objects in ‘train’ fashion</li> <li>• recognises and identifies common objects and pictures by pointing</li> <li>• enjoys playing with sand, water, dough; explores what these materials can do more than making things with them</li> <li>• uses symbolic play, e.g. use a block as a car</li> <li>• shows knowledge of gender-role stereotypes</li> <li>• identifies picture as a boy or girl</li> <li>• engages in making believe and pretend play</li> <li>• begins to count with numbers</li> </ul>	<p>EYLF Outcome 5: Children are effective communicators - Children engage in a range of texts and gain meaning from these texts. E.g. “Take on roles of literacy and numeracy users in their play.” (p.41) NQS: Areas 1, 3, 5</p>	



	<ul style="list-style-type: none"> <li>• recognises similarities and differences</li> <li>• imitates rhythms and animal movements</li> <li>• becoming aware of space through physical activity</li> <li>• can follow two or more directions</li> </ul>		
LANGUAGE	<ul style="list-style-type: none"> <li>• uses two or three words together, e.g. “go potty now”</li> <li>• ‘explosion’ of vocabulary and use of correct grammatical forms of language</li> <li>• refers to self by name and often says ‘mine’</li> <li>• asks lots of questions</li> <li>• uses pronouns and prepositions, simple sentences and phrases</li> <li>• labels own gender</li> <li>• copies words and actions</li> <li>• makes music, sing and dance</li> <li>• likes listening to stories and books</li> </ul>	EYLF Outcome 1: Children have a strong sense of identity - Children feel safe secure and supported. E.g. “children initiate interactions and conversations with trusted educators.” (p.21) NQS: Areas 1, 3, 5, 6	
SEEK ADVICE IF	<ul style="list-style-type: none"> <li>• is not interested in playing</li> <li>• is falling a lot</li> <li>• finds it hard to use small objects</li> <li>• is not understanding simple instructions</li> <li>• is not using many words</li> <li>• is not joining words in meaningful phrases</li> <li>• is not interested in food is not interested in others</li> </ul>	NQS: Areas 1, 5, 6, 7	



# DEVELOPMENTAL MILESTONES

## 3-5 YEARS

Excerpt from Department of Education, Employment and Workplace Relations. (n.d.). [Developmental milestones](#)  
[and the Early Years Learning Framework and the National Quality Standards.](#)

CHILD'S NAME		AGE		DATE	
EDUCATOR'S NAME					
DEVELOPMENTAL AREA	OBSERVED	LINK TO EYLF & NQS		COMMENTS	



<p>PHYSICAL</p>	<ul style="list-style-type: none"> <li>• dresses and undresses with little help</li> <li>• hops, jumps and runs with ease</li> <li>• climbs steps with alternating feet</li> <li>• gallops and skips by leading with one foot</li> <li>• transfers weight forward to throw ball</li> <li>• attempts to catch ball with hands</li> <li>• climbs playground equipment with increasing agility</li> <li>• holds crayon/pencil etc. between thumb and first two fingers</li> <li>• exhibits hand preference</li> <li>• imitates variety of shapes in drawing, e.g. circles</li> <li>• independently cuts paper with scissors</li> <li>• toilet themselves</li> <li>• feeds self with minimum spills</li> <li>• dresses/undresses with minimal assistance</li> <li>• walks and runs more smoothly</li> <li>• enjoys learning simple rhythm and movement routines</li> <li>• develops ability to toilet train at night</li> </ul>	<p><b>EYLF Outcome 3:</b> Children have a strong sense of wellbeing - Children take increasing responsibility for their own health and physical wellbeing. e.g. “Promote continuity of children’s personal health and hygiene by sharing ownership of routines and schedules with children, families and the community.” (p.32)</p> <p><b>NQS: Areas 1, 2, 3, 5, 6</b></p>	
<p>SOCIAL</p>	<ul style="list-style-type: none"> <li>• enjoys playing with other children</li> <li>• may have a particular friend</li> <li>• shares, smiles and cooperates with peers</li> <li>• jointly manipulates objects with one or two other peers</li> <li>• develops independence and social skills they will use for learning and getting on with others at preschool and school</li> </ul>	<p><b>EYLF Outcome 1:</b> Children have a strong sense of identity - Children learn to interact in relation to others with care, empathy and respect. E.g.” express a wide range of emotions, thoughts and views constructively.” (p.24)</p> <p><b>NQS: Areas 1, 5, 6</b></p>	



EMOTIONAL	<ul style="list-style-type: none"> <li>• understands when someone is hurt and comforts them</li> <li>• attains gender stability (sure she/he is a girl/boy)</li> <li>• may show stronger preference for same-sex playmates</li> <li>• may enforce gender-role norms with peers</li> <li>• may show bouts of aggression with peers</li> <li>• likes to give and receive affection from parents</li> <li>• may praise themselves and be boastful</li> </ul>	<p><b>EYLF Outcome 2:</b> Children are connected with and contribute to their world - Children respond to diversity with respect. E.g. “plan experiences and provide resources that broaden children’s perspectives and encourage appreciation of diversity.” (p.27)</p> <p><b>NQS: Areas 1, 2, 5, 6</b></p>	
COGNITIVE	<ul style="list-style-type: none"> <li>• understands opposites (e.g. big/little) and positional words (middle, end)</li> <li>• uses objects and materials to build or construct things, e.g. block tower, puzzle, clay, sand and water</li> <li>• builds tower eight to ten blocks</li> <li>• answers simple questions</li> <li>• counts five to ten things</li> <li>• has a longer attention span</li> <li>• talks to self during play - to help guide what he/she does</li> <li>• follows simple instructions</li> <li>• follows simple rules and enjoys helping</li> <li>• may write some numbers and letters</li> <li>• engages in dramatic play, taking on pretend character roles</li> <li>• recalls events correctly</li> <li>• counts by rote, having memorised numbers</li> <li>• touches objects to count - starting to understand relationship between numbers and objects</li> <li>• can recount a recent story</li> <li>• copies letters and may write some unprompted</li> <li>• can match and name some colours</li> </ul>	<p><b>EYLF Outcome 5:</b> Children are effective communicators - Children express ideas and make meaning using a range of media. E.g. “use language and engage in play to imagine and create roles, scripts, and ideas.” (p.42)</p> <p><b>NQS: Areas 1, 5</b></p>	



<p style="text-align: center;"><b>LANGUAGE</b></p>	<ul style="list-style-type: none"> <li>• speaks in sentences and use many different words</li> <li>• answers simple questions</li> <li>• asks many questions</li> <li>• tells stories</li> <li>• talks constantly</li> <li>• enjoys talking and may like to experiment with new words</li> <li>• uses adult forms of speech</li> <li>• takes part in conversations</li> <li>• enjoys jokes, rhymes and stories</li> <li>• will assert self with words</li> </ul>	<p><b>EYLF Outcome 5:</b> Children are effective communicators - Children use information and communication technologies to access information, investigate ideas and represent their thinking. E.g. “Provide children with access to a range of technologies.” (p.44)  <b>NQS: Areas 1, 5, 6, 7</b></p>	
<p style="text-align: center;"><b>SEEK ADVICE IF</b></p>	<ul style="list-style-type: none"> <li>• is not understood by others</li> <li>• has a speech fluency problem or stammering</li> <li>• is not playing with other children</li> <li>• is not able to have a conversation</li> <li>• is not able to go to the toilet or wash him/herself</li> </ul>	<p><b>NQS: Areas 1,5,6,7</b></p>	



## UV / SUN SAFE POLICY

Australia has one of the highest rates of skin cancer in the world with two in three Australians developing some form of skin cancer before the age of 70. Too much of the sun's UV radiation can cause sunburn, skin and eye damage and skin cancer. Infants and toddlers up to four years of age are particularly vulnerable to UV damage due to lower levels of melanin and a thinner stratum corneum (the outermost layer of skin). UV damage accumulated during childhood and adolescence is strongly associated with an increased risk of skin cancer later in life (Cancer Council Australia).

### NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation
2.1.3	Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child
2.2	Safety	Each child is protected
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard
QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1.1	Fit for Purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child

EDUCATION AND CARE SERVICES NATIONAL LAW	
167	Protection from harm and hazards

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
100	Risk assessment must be conducted before excursions
113	Outdoor space natural environment
114	Outdoor space shade
168	Education and care service must have policies and procedures
168 (2)(a)(ii)	Sun Protection





## RELATED POLICIES

Enrolment Policy Excursion Policy Work Health and Safety Policy	Supervision Policy
---	--------------------

## PURPOSE

To protect all children and staff from the harmful effects of ultraviolet (UV) radiation from the sun. To ensure the outdoor environment provides shade for children, educators and staff to minimise unsafe UV exposure.

## SCOPE

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

## IMPLEMENTATION

SMCELC will work in compliance with the National SunSmart Early Childhood Program to ensure children's health and safety is maintained at all times whilst at SMCELC. This policy applies to all activities on and off site.

## MONITORING UV LEVELS

Sun protection is required when UV levels reach level 3 or above. SMCELC will monitor the UV levels daily through one or more of the following methods:

- using the smartphone [SunSmart app](#) available at iTunes App Store and Google Play store
- using the SunSmart widget on SMCELC's website available at [www.cancer.org.au](http://www.cancer.org.au)
- viewing the Bureau of Meteorology website <http://www.bom.gov.au/>
- visiting [www.myuv.com.au](http://www.myuv.com.au)

## OUTDOOR ACTIVITIES

The sun protection measures listed are used for all outdoor activities during the daily local sun protection times, when the UV Index is 3 or above. The sun protection times are a forecast from the Bureau of Meteorology for the time of day UV levels are forecast to reach 3 or higher. At these levels, a combination of sun protection is recommended for all skin types.



SMCELC will use a combination of sun protection measures (see below) **whenever UV Index levels reach 3 and above.**

### Sun protection times

UV levels vary across Australia and throughout the year. This listing highlights when UV is typically three and above in NSW.

**NSW** All year

Extra care is taken during the peak UV radiation times and outdoor activities are scheduled outside of these times where possible.

The sun protection measures listed are used for all outdoor activities during the **daily local sun protection times**. A combination of sun protection measures are considered when planning all outdoor activities such as excursions and water play.

### SHADE

Management will ensure:

- sufficient natural, portable, or man-made shade is provided, particularly in high use areas
- shaded areas will be used for play experiences
- play experiences will be monitored throughout the day and moved as required to remain in the shade
- regular risk assessments and reviews will be made of the outdoor area to assist in planning for further shade requirements
- children who do not have appropriate hats or outdoor clothing are required to choose a shady play space or a suitable area protected from the sun and not move into unshaded areas of the playground or provided a spare hat/clothing if needed.
- children will still be required to wear hats, protective clothing, and sunscreen when playing under natural or portable shade.

### HATS

Educators, children, and visitors are required to always wear sun safe hats when they are outdoors.

Cancer Council Australia describes sun safe hats as:



- hats that protect a person’s face, neck, and ears, which include:
  - a legionnaire hat – the front peak and flap should overlap at the sides and the flap should cover the neck
  - a bucket hat with a deep crown and angled brim that is at least 5cm for young children and at least 6cm for adults and must shade the face, neck, and ears
  - a broad brimmed hat with a brim size of at least 6cm for children or 7.5cm for adults. The brim should provide shade for the whole face

*Please note: Baseball caps or visors do not provide enough sun protection and therefore are not recommended.*

- Children without a sun safe hat will be required to play in an area protected from the sun. They may be provided with a spare hat by SMCELC if available.

## CLOTHING

- When outdoors, staff and children will wear sun safe clothing that covers as much of the skin as possible. Cancer Council Australia recommends clothing that:
  - covers the shoulders, back and stomach
  - is loose fitting such as loose-fitting shirts and dresses with sleeves and collars or covered neckline, or longer style skirts, shorts and trousers.
- Children who are not wearing sun safe clothing can be provided with spare clothing or will be required to play under shade or in an area protected from the sun or provided with spare clothing.

*Please note: Midriff, crop or singlet tops do not provide enough sun protection and therefore are not recommended.*

## SUNSCREEN

As per Cancer Council Australia recommendations:

- staff and children will apply SPF30 or higher broad-spectrum water-resistant sunscreen 20 minutes before going outdoors and reapply every 2 hours or more frequently if washed or wiped off
- permission to apply sunscreen is included in SMCELC enrolment form (see *Enrolment Policy*)
- where children have allergies or sensitivity to the sunscreen, parents are asked to provide an alternative sunscreen, or the child is encouraged to play in the shade. A record of any allergy must



be provided in writing from the parent/guardian and recorded on the child's enrolment record.

Cancer Council Australia recommends usage tests before applying a new sunscreen.

- to help develop independent skills ready for school, children from three years of age are given opportunities to apply their own sunscreen under supervision of staff, and are encouraged to do so
- sunscreen is stored in a cool, dry place and the use-by-date monitored.

## BABIES

Recommendations for babies from the Cancer Council Australia include:

- babies under 12 months will not be exposed to direct sun when the UV Index levels is 3 or above
- physical protection such as shade positioning, clothing and broad-brimmed hats are the best sun protection measures the front peak and flap should overlap at the sides

If babies are kept out of the sun or well protected from UV radiation by clothing, hats and shade, then sunscreen need only be used occasionally on very small areas of a baby's skin, if parent's have authorised use within the Enrolment Process (See Enrolment Policy). The widespread use of sunscreen on babies under 12 months old is not recommended.

## RISKS OF SUMMER PLAY

Australia has a hot climate and inevitably playground equipment and surfacing can heat up rapidly and retain heat. Many playground surfaces and equipment can exceed temperatures greater than 50°C and if young children come into contact with these surfaces, they can be burned severely within seconds.

The Approved Provider, Nominated Supervisor and educators will:

- ensure risk assessments are conducted to identify any potential hazards to children during summer months that could cause harm or injury to children. Risk minimisation control measures will be put in place to protect children. Potential hazards could include:
  - hot equipment- slides, poles, guardrails, any metal surfaces
  - hot surfaces- rubber and synthetic grass, walkways, concrete surfaces
  - sun burn
  - access to bodies of water (filled water troughs/containers/trays/pools)



- complete a *Daily Playground Surface Temperature Check* during summer months or extreme hot weather
- use a thermometer or their hand to test surface temperature and make an informed decision about permitting children to play on equipment or in the outdoor space. If the surface temperature is determined to be too hot or is recorded as at or above 50°C it is recommended by Kidsafe Australia that children do NOT play on the surface
- ensure children wear closed toed shoes when playing in the outdoor area (children may remove shoes when playing in sand or mud pit). Due to infant and toddler development, we understand that infants and toddlers should go barefoot as often as possible to encourage balance, posture and coordination. This will be encouraged through active supervision of intentional teaching experiences of Educators at SMCELC. Educators must be mindful of the environment, weather and especially Softfall surface temperatures as per the *Daily Playground Surface Temperature Check form*.

## ROLE MODELLING AND WORK HEALTH AND SAFETY

Cancer Council Australia acknowledges that children are more likely to develop sun-safe habits if they are role-modelled and demonstrated by adults around them. Occupational UV exposure is also a WH&S issue. All educators, staff at SMCELC will therefore be required to role model appropriate sun protection behaviours by:

- wearing a sun safe hat (see Hats)
- wearing sun safe clothing (see Clothing)
- applying SPF30+ broad-spectrum water-resistant sunscreen 20 minutes before going outdoors
- using and promoting shade
- wearing sunglasses that meet the Australian Standard 1067:2003 (optional)
- discussing sun protection with children and demonstrating a positive and proactive approach to the management of sun protection in SMCELC
- families and visitors are encouraged to role model positive sun safe behaviour
- monitoring the UV Index Levels and Daily Sun Protection times throughout the day
- regularly monitoring and reviewing the effectiveness of the *Sun Safety Policy*
- submitting the Sun Safety Policy to the Cancer Council every three years to maintain SunSmart status

## EDUCATION AND INFORMATION



- Sun protection will be incorporated regularly into learning programs
- Sun protection information will be promoted to staff, families and visitors
- Educators and staff are encouraged to complete free Cancer Council Generation SunSmart online PL learning modules
- Further information and resources are available from the Cancer Council website <https://www.cancer.org.au/cancer-information/causes-and-prevention/sun-safety> and each state and territory SunSmart web page.  
[See https://www.cancer.org.au/cancer-information/causes-and-prevention/sun-safety/be-sunsmart/sunsmart-in-schools](https://www.cancer.org.au/cancer-information/causes-and-prevention/sun-safety/be-sunsmart/sunsmart-in-schools) for links.
- The *Sun Safety Policy* will be made available to all educators, staff, families, and visitors of SMCELC to ensure a comprehensive understanding about keeping sun safe including appropriate hat, clothing and sunscreen requirements
- When enrolling their child/ren to SMCELC, parents will be required to give permission for educators to apply sunscreen to their child
- Information about Sun Safety will be included in our Family Handbook and sun protection information and resources made accessible and communicated regularly to families.

### Australian Safety Standards

AS 4174:2018 Knitted and woven shade fabrics

AS/NZS 1067.1:2016, Eye and face protection - Sunglasses and fashion spectacles

AS/NZS 4399:2020, Sun protective clothing - Evaluation and classification

AS/NZS 2604:2012 Sunscreen products - Evaluation and classification

AS/NZS 4685.0:2017, Playground equipment and surfacing - Development, installation, inspection, maintenance and operation.6.2.1 General considerations, 6.3.9 Shade and sun protection, Appendix A Shade and sun protection

### SOURCE

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

Australian Government Department of Education, Skills and Employment. (2009) *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*.

Australian Professional Standards for Teachers (APST)- Standard 4.4 and 7.2

ARPANSA [Radiation Protection Standard for Occupational Exposure to Ultraviolet Radiation](#) (2006)

Bureau of meteorology. Home page (for UV Index): <http://www.bom.gov.au/uv/>

Cancer Council Australia. Be SunSmart. <https://www.cancer.org.au/cancer-information/causes-and-prevention/sun-safety/be-sunsmart>

Cancer Council. Home page: <https://www.cancer.org.au/>



Cancer Council. Preventing cancer: Sun protections. <https://www.cancer.org.au/cancer-information/causes-and-prevention/sun-safety>

*Children's Services Act 1996*

Cancer Council. SunSmart programs <http://www.sunsmartnsw.com.au/about/>

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2018).

[Education and Care Services National Regulations](#). (2011)

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

Guide to the National Quality Standard. (2017).

Kidsafe NSW [Playground Safety](#) .(2020).

*Occupational Health and Safety Act 2004*

Revised National Quality Standard. (2020).

Safe Work Australia: [Guide on exposure to solar ultraviolet radiation \(UVR\) \(2019\)](#).

*Please note: Certain health conditions and medications mean some people are more sensitive to UV radiation and need to use sun protection at all times regardless of the UV levels. Please make sure your policy includes the particular needs of these children and staff at your school/service. For further information visit [Risk factors for skin cancer](#) .*



## WATER SAFETY POLICY

The safety and supervision of children is paramount when in or around water. This relates to water play, excursions near water, hot water, drinking water and hygiene practices with water in SMCELC environment. Children will be supervised at all times during water play experiences to help keep children safe in and around water and support children's learning in a safe environment.

### NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.

LEGISLATIVE REQUIREMENTS/EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
Sec. 165	Offence to inadequately supervise children
Sec. 167	Offence relating to protection of children from harm and hazards
25(1)(c)	Additional information about proposed education and care services premises
101	Conduct of risk assessment for excursions
115	Premises designed to facilitate supervision
122	Educators must be working directly with children to be included in ratios
126	Centre based services-general educator qualifications
168(2)(a)(iii)	Education and care service must have policies and procedures in relation to- Water safety, including safety during any water-based activities
170	Policies and procedures to be followed
274	Swimming pools (NSW)
345	Swimming pools prohibition (Tasmania only)





## RELATED POLICIES

Administration of First Aid Policy Child Safe Environment Policy Educational Program Policy Excursion/Incursion Policy Risk Assessment Guide & Procedures	Work Health and Safety Policy Incident, Injury, Trauma and Illness Policy Supervision Policy
---	--

## PURPOSE

To ensure the safety and supervision of children in and around water. This includes water play, excursions near water, hot water, drinking water and hygiene practices with water in SMCELC environment.

## SCOPE

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

## IMPLEMENTATION

Under the Education and Care Services National Regulations, an approved provider must ensure that policies and procedures are in place for managing water safety, including during any water-based activities and take reasonable steps to ensure those policies and procedures are followed.

According to Kidsafe, drowning is one of the leading causes of unintentional death for Australian children. Every year a number of children are killed and hundreds more rescued from near drowning situations. Non-fatal drowning incidents are also of great concern as they can have potential long-term effects, including brain damage and permanent disability.

The most common factor in childhood drowning is lack of supervision. A child can drown in as little as a few centimetres of water. Items such as nappy buckets, sinks, pet drinking bowls, ponds, pools, water features, water tanks are all potential drowning hazards. [<https://kidsafe.com.au/water-safety/>]

## WATER HAZARDS

The National Regulations make reference to '*water hazards*' however the term is not expressly defined. In this policy, a water hazard is defined as anything that can hold 5cm of water and fit a child's nose and mouth and a 'water hazard' may include:



- large bodies of water such as dams, creeks, river or pooling water, swimming pool, portable pools and spas, jetted bathtubs (or Jacuzzis)
- fishponds
- smaller bodies of water such as baths, mop buckets
- sinks, basins
- water features, such as a wishing well
- containers for feeding animals
- water troughs, containers for paddling- clam shells
- beach

#### MANAGEMENT/NOMINATED SUPERVISOR/ RESPONSIBLE PERSON WILL:

- complete detailed risk assessments that identify and assess risks associated with any water hazards and water-based activities
- ensure water hazards and water play are always highly supervised including:
  - direct and constant monitoring of children
  - careful and intentional positioning of educators
  - scanning and moving around the environment
  - observing play and anticipating behaviour
  - ensuring higher adult to child ratios
  - ensuring no child is left unattended when in proximity to water
- provide direction and education to educators, staff and families on the importance of children's safety and supervision in and around water
- ensure health and safety practices incorporate approaches to safe storage of water and water play
- ensure premises adjacent to or providing access to any water hazards that are not able to be adequately supervised at all times (e.g. dams, swimming pool) are to be isolated from children by a child resistant barrier or fence
- ensure there are no items near fencing that children could climb up onto to gain access to a water hazard (pot plants, boxes, chairs)
- conduct a risk assessment in accordance with Regulation 101 prior to taking children on an excursion- consider any water hazards and any risks associated with water-based activities before an excursion/incursion is approved



- ensure at least one educator who holds a current approved first aid qualification is in attendance at SMCELC at all times
- display a Cardiopulmonary Resuscitation (CPR) guide near any swimming pool, wading pool, or body of water
- ensure water hazards and water play are always highly supervised
- ensure hot water is inaccessible to children.

#### EDUCATORS WILL:

- supervise children near water at all times
- never leave children alone near any water
- ensure children in a bath (if required) are directly supervised at all times
- ensure fish / frog ponds and water features that are not able to be adequately supervised at all times and/or pose an unacceptable risk to children are guarded or effective barriers are in place
- complete a daily Safety Inspection of premises to ensure that all hazards are known and minimised

When a hazard or potential hazard is detected, educators will complete a risk assessment to address any concerns and children will be excluded from the area until the hazard has been rectified.

- utilise water activities in appropriate weather as part of the planned program
- allow the children the opportunity to experiment with water, sand, and mixing materials.
- incorporate water safety awareness into the educational program
- monitor all taps on the premises that children have access to and ensure they are turned off securely when not in use
- safely cover or make inaccessible to children all water containers, e.g. mop buckets.
- empty wading pools immediately after every use and store to prevent the collection of water, e.g., upright
- check for and empty any water that has collected in holes or containers after rainfall or watering gardens
- ensure water troughs are not used without a stand to keep it off the ground
- ensure children remain standing on the ground whilst using the water trough
- ensure buckets of water for soaking toys or clothing are inaccessible to children
- ensure water troughs or containers for water play are filled to a safe level and emptied into the garden areas after **each** use



- discourage children from drinking from these water activities (as above)
- ensure laundry, storerooms and educator areas are to have **Staff only** signs on doors to remind adults to close doors behind them
- teach children about staying safe in and around water
- ensure wading pools are hygienically cleaned, disinfected and chlorinated appropriately:
  - ✓ on a daily basis remove leaves and debris, hose away surface dirt and scrub inside with disinfectant
  - ✓ wash away disinfectant before filling pool
  - ✓ add Chlorine to pool before children used the pool
  - ✓ check chlorine levels frequently
  - ✓ children with diarrhoea, upset stomach, open sores or nasal infections should not use the pool
  - ✓ all children should wear appropriate swimwear / bathers, go to the toilet before entering the pool, and follow correct toilet hygiene practices while in the pool
  - ✓ remove all children immediately, empty and disinfect the pool should a child pass a bowel motion whilst in the pool

#### OPERATIONAL SAFETY

- Water tanks will be labelled with “Do Not Drink” signage and the children will be supervised in this area to make sure they are not accessing this water for drinking.
- Educators will discuss with the children the use of water tank water and how it differs from drinking water.
- Warm water is only accessible to children.
- Water for pets at SMCELC must be changed daily and only be accessible to children when educators are present.

**Important:** Parents will be notified as soon as practicable but within 24 hours if their child is involved in an incident/accident at SMCELC or while under Service care. Details of the incident/accident will be recorded on an Incident, Injury, Trauma and Illness Record.

If the incident/accident situation, or event presents imminent or severe risk to the health, safety and wellbeing of the child or if an ambulance was called in response to the emergency (not as a precaution) the regulatory authority will be notified within 24 hours. Educators will follow emergency



procedures and contact emergency services if a child appears to be missing or unaccounted for or is involved in a serious incident or accident.

## SOURCE

- Australian Children’s Education & Care Quality Authority. (2014).  
ACECQA. (2021). Policy and procedure guidelines- *Water Safety Guidelines*  
Early Childhood Australia Code of Ethics. (2016).  
Education and Care Services National Law Act 2010. (Amended 2018).  
[Education and Care Services National Regulations](#). (2011)  
Guide to the Education and Care Services National Law and National Regulations (2017).  
Guide to the National Quality Standard. (2017).  
KidSafe (2021). Water Safety. <https://kidsafe.com.au/water-safety/>  
National Health and Medical Research Council (NHMRC): [www.nhmrc.gov.au](http://www.nhmrc.gov.au)  
NSW Department of Health: [www.health.nsw.gov.au](http://www.health.nsw.gov.au)  
Revised National Quality Standard. (2018).  
Victoria Government. Better Health Channel. Water safety for children.



# WITHDRAWAL OF A CHILD POLICY

To enable SMCELC to meet legal requirements, fill positions and maintain financial viability, families are required to provide notice when withdrawing their child from SMCELC.

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service.
7.1.1	Service philosophy and purposes	A statement of philosophy guides all aspects of SMCELC's operations.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision making and operation of SMCELC.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
160	Child enrolment records to be kept by approved provider and family day care educator
168	Education and care services must have policies and procedures
177	Prescribed enrolment and other documents to be kept by approved provider
181	Confidentiality of records kept by approved provider and Responsibilities
183	Storage of records and other documents

## RELATED LEGISLATION

Childcare Subsidy Secretary's Rules 2017	Family Law Act 1975
A New Tax System (Family Assistance) Act 1999	Family Assistance Law – Incorporating all related legislation for Child Care Provider Handbook in Appendix G <a href="https://www.education.gov.au/child-care-package/child-care-provider-handbook">https://www.education.gov.au/child-care-package/child-care-provider-handbook</a>



## RELATED POLICIES

Acceptance and Refusal Policy	Governance Policy
Children in Workplace Policy	Orientation of Families Policy
Enrolment Policy	Termination of Enrolment Policy

## PURPOSE

We aim to ensure families gain a clear understanding of SMCELC requirements when withdrawing their child from our care.

## SCOPE

This policy applies children to families, Approved Provider, Nominated Supervisor, staff, educators and management of SMCELC.

## IMPLEMENTATION

During the enrolment and orientation process families are to be made aware of SMCELC requirements should they wish to withdraw their child from SMCELC.

## WITHDRAWING FROM SMCELC

- Families are required to provide management with **two weeks written notice** when withdrawing their child from SMCELC.
- The letter must state:
  - the date they are writing the withdrawal notice
  - the child's last day of attendance.
- Written withdrawal notification can be emailed or handed to management.
- This letter will be placed into the child's file and archived once they have left SMCELC.
- All records related to a child's enrolment must be kept securely until the end of 3 years after the last day of the child's attendance.
- Management will add an end date into SMCELC software program to ensure compliance with the Family Assistance Office and Centrelink.
- Fees will be charged up to the end of the **two weeks** from the date at which notice was received in writing, whether or not the child has attended SMCELC during those two weeks.



- A final account is to be processed by administration and noted on the withdrawal form. The final account is to be issued immediately to the family advising of the balance (payment is due or no payment due as applicable).
- A copy of the final account and withdrawal form is to be kept in child's file.
- Families must ensure the account is paid prior to final attendance.
- If payment has not been received, the debt recovery process is to start immediately.
- If the child does not attend during their **two weeks of notice**, Childcare Subsidy (CCS) will not be paid after their last day of attendance (including if the child does not attend on their last day) and full fees will be applicable (This is a policy of the Family Assistance Office in relation to Child Care Subsidy).
- If at any time during the child's enrolment it is felt that it is necessary to discuss the viability of the placement due to a concern regarding the duty of care to the child or other children in our care, SMCELC will immediately contact the Parent/Authorised Person/s to discuss all options. This may include the termination of the child's position (*See Termination of Enrolment Policy*).

#### CONTINUING ENROLMENT FOR THE NEW YEAR

- Prior to the end of each year, families will be provided with an email to confirm their child's continuing enrolment for the New Year.
- Failure to respond may result in their child not being considered for a future position.
- Families with children going to school the following year will be required to complete the Re-enrolment form confirming that their child will be going to school the following year
- Families who require care in the New Year until the school year starts, will need to advise management in writing on the Re-enrolment form, stating their child's last date of attendance at SMCELC. Any extensions to the advised date will be assessed by management and subject to availability which will be confirmed in writing for families.
- The Families with children going to school the following year will be required to complete the Re-enrolment form confirming that their child will be going to school the following year, adding an end date to their child's care
- Families who require care in the New Year until the school year starts, will need to advise management in writing on the Re-enrolment form, stating their child's last date of attendance at the Service. Any extensions to the advised date will be assessed by management and subject to availability which will be confirmed in writing for families.
- The Complying Written Arrangement will be updated





Families eligible for Child Care Subsidy are responsible for ensuring that all information requested by Centrelink is provided to them in order to ensure no interruption to CCS payment.

### EMPLOYEES WITH CHILDREN AT THE SERVICE

Employees are welcome to enrol their child at SMCELC, however, if an employee is terminated from their position, SMCELC reserves the right to terminate the child's position due to conflict of interest. . (See *Children in the Workplace Policy*).

### WITHDRAWAL PRIOR TO COMMENCEMENT OF CARE

If a family has accepted the offer of a placement, then decides to withdraw from SMCELC before the agreed commencement date, the written notice period applies. If less than the written notice period is given prior to the agreed commencement date, full payment of the two weeks holding deposit/bond is payable to SMCELC and is non-refundable.

### 14 Week Rule (CCS)

An enrolment will end for Child Care Subsidy purposes, if a child does not attend a session of care at SMCELC for 14 continuous weeks. This is a rule set by CCS and the Department of Education. For further information see the CCS Handbook.

This ensures that enrolments at SMCELC are current and do not remain open indefinitely in the Child Care Subsidy system.

### UPDATING AND ENDING ARRANGEMENTS AND ENROLMENTS

Enrolment notices must be updated in the following circumstances:

- The family disagrees with details of an enrolment and the service agrees an update is required
- The care arrangement between the service and family changes
- The service notices information on the enrolment is incorrect
- The enrolment ends

Our Service will update the enrolment notice with our **CCS Software** (or PEP) with 7 days of any of the events above occurring.

### CONTINUOUS IMPROVEMENT/REFLECTION



Our *Withdrawal of a Child Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

## CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Enrolment Information Update Form	
Notification of Changes to Enrolment Form Family Exit Survey	Termination of Enrolment Form

## SOURCE

Australia Children’s Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).  
Australian Government Department of Education (2023) Child Care Provider handbook  
<https://www.education.gov.au/child-care-package/child-care-provider-handbook>  
Australian Government Services Australia Child Care Subsidy  
<https://www.servicesaustralia.gov.au/individuals/services/centrelink/child-care-subsidy>  
Early Childhood Australia Code of Ethics. (2016).  
[Education and Care Services National Regulations](#). (Amended 2023).  
Education and Care Services National Law and the Education and Care Services National Regulations. (2017).  
Revised National Quality Framework. (2017). (Amended 2020).



# WORK HEALTH AND SAFETY POLICY

Everyone has a right to be safe at work. SMCELC is committed to creating and maintaining a safe and healthy environment for educators, staff, children, families and visitors. We ensure that educators and staff are aware of and meet their legal and ethical responsibilities as clearly documented in current National Regulations and Work Health and Safety laws. Our *Work Health and Safety Policy*, procedures and practices ensure that management fulfils its responsibility to provide a safe workplace, without any negative impact on the health and wellbeing of employees; employees meet their health and safety obligations and are safe in the workplace; and the work environment supports quality early education and care.

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.1.3	Healthy Lifestyles	Healthy eating and physical activity are promoted and appropriate for each child.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
82	Tobacco, drug and alcohol-free environment
83	Staff members and family day care educators not to be affected by alcohol or drugs



168	Policies and procedures are required in relation to health and safety
171	Policies and procedures to be kept available

## RELATED POLICIES

Administration of First Aid Policy Administration of Medication Policy Anaphylaxis Management Policy Bush Fire Policy Child Protection Policy Child Safe Environment Policy Dealing with Infectious Disease Policy Acceptance and Refusal of Authorisation Emergency Evacuation Policy Excursion/Incursion Policy	Incident, Illness, Accident and Trauma Policy Lockdown Policy Medical Conditions Policy Nutrition and Food Safety Policy Sick Children Policy Sleep and Rest Policy Sun Safety Policy Water Safety Policy
--	--

## PURPOSE

Our objective is to protect the health, safety, and welfare of children, families, educators, and visitors within SMCELC adhering to moral and legal obligations outlined in Work Health and Safety (WHS) laws. We aim to go beyond compliance with all relevant legislation and work towards best practice to ensure a safe work environment. SMCELC is committed to continuous improvement in all areas of workplace health, safety, and wellbeing.

## SCOPE

This policy applies to children, families, staff, management, the approved provider, nominated supervisor, students and visitors of SMCELC.



## IMPLEMENTATION

We believe that the provision of a safe working and learning environment for children, families, staff, and visitors are an integral and essential responsibility during SMCELC operation. Work Health and Safety regulations require the Approved Provider to eliminate risks in the workplace or if that is not reasonably practicable, minimise the risks so far as is reasonably practicable.

SMCELC has a duty to consult with staff, visitors and families about work health and safety requirements and develop comprehensive policies and procedures to manage risks and hazards appropriately and effectively. All employees have a duty to take reasonable care for their own health and safety and to not adversely affect the health and safety of others.

### Legislation

Each state and territory government have its own Work Health and Safety (WHS) laws and a regulator to enforce them. In NSW we are legislated by Work Health and Safety Act 2011 and Work Health (NSW) and regulated by SafeWork NSW.

### Workers Compensation Obligations

Approved Providers will ensure the following to facilitate compliance of WH&S Laws and regulations relating to Workers Compensation obligations:

1. Hold workers compensation insurance
2. Provide information relating to how employees can make a claim. This may include displaying a poster relating to injuries at work – check your state or territory WorkSafe website for specific requirements
  - a. [NSW If you get injured at work poster](#) (poster displayed in staff room)
  - b. Provide information to employees regarding a return-to-work program as advised with State Insurance Regulatory Authority - [NSW Return to work program](#)
3. Ensure staff incident reports are completed for all near-miss injuries or injuries, complete an injury register to record near-miss injuries and injuries.
4. **Ensure staff injuries are reported to workers compensation insurer and state/territory WorkSafe within 48 hours. See each state or territory for information about injuries or serious incidents which are reportable to WorkSafe**



- a. [SafeWork NSW 13 10 50](#)
5. Support the employee with the following
  - a. Assist with Dr appointment and certificate of capacity
  - b. Identify suitable duties based on certificate of capacity
  - c. Consider modification of existing duties
  - d. Consider modification of the workplace
6. Assist with participation of workers injury management plan upon return to work in consultation with insurer and medical practitioner, including providing suitable work conditions and alternative suitable employment if pre-injury role is unsuitable.

**The Approved Provider and management are committed to:**

- providing all employees with a safe and healthy work and learning environment so far as reasonably practicable
- ensuring the health and safety of children in attendance at SMCELC so far as reasonably practicable
- ensuring the health and safety of visitors, including contract workers and volunteers, whilst at SMCELC so far as reasonably practicable
- providing and maintaining an environment free of risks or hazards to health and safety so far as reasonably practicable
- providing and maintaining an environment that is tobacco, alcohol and drug free
- ensuring the provision of adequate facilities to protect all persons from risks to their health and safety including access to adult toilets, provision of hand hygiene resources (soap and water, alcohol-based hand sanitiser, paper towel) and personal protection equipment (PPE) (disposable gloves, masks, glasses)
- implementing a proactive process of risk management facilitating continuous improvement
- ongoing consultation, collaboration and communication with all staff throughout the risk assessment process
- implementing a strategic approach to health and safety by using measurable objectives to monitor performance
- meaningful consultation with employees regarding work, health and safety issues
- providing an effective and accessible safety management procedure for all employees to guide safe working and learning throughout the workplace
- ensuring Safety Data Sheets (SDS) are provided for all hazardous chemicals used at SMCELC



- supporting and promoting the health and wellbeing of all employees
- promoting dignity and respect within SMCELC and taking action to prevent and respond to bullying in its workplace
- providing staff with appropriate information, training, and guidance to facilitate a safe and productive work and learning environment
- **notifying the regulatory authority within 24 hours of any incident, situation or event that has occurred and presented imminent or severe risk to the health, safety and/or wellbeing of any person present at SMCELC or if an ambulance was called in response to the incident/situation (not as a precaution)**
- investigating and managing any incident or accident to prevent further reoccurrence
- providing return to work programs to facilitate safe and sustainable return to work for employees
- providing a program of continuous improvement through engaging with industry and new technology and reviewing and updating policies and procedures
- implementing safety management systems / procedures
- keep up to date about current health risks and implement risk minimisation measures to reduce the risk of transmission of viruses such as coronavirus
- maintain accurate records of all WHS issues and maintenance

### A Nominated Supervisor and Educators responsibilities

Educators and other staff must ensure:

- the health and safety of children, families and visitors of SMCELC is paramount
- policies and procedures are being followed and adhered to at all times
- that they observe, implement and fulfil the responsibilities under the current Work Health and Safety Act and National Regulations
- they participate in the review of WHS policies
- they take practical steps and responsibility for their own health and safety and of others affected by their actions at work
- work, health, and safety audits are conducted frequently to ensure SMCELC is maintaining a safe environment for children, families, staff and visitors
- appropriate resources and processes are in place to identify hazards, eliminate or minimise risks and achieve work health and safety compliance
- they know the location of fire extinguishers, blankets or other safety devices and know how to use them



- identified risks are assessed and controlled
- that any potential and actual hazards in the workplace are reported to the Health and Safety Representative (HSR – Safework NSW)
- management and/or the Safework NSW is notified of any incidents and accidents in the workplace as soon as practicable
- workplace incidents are reported and investigated to ascertain the circumstances of the incident or accident and appropriate action is taken to prevent further incidents from occurring
- correct record keeping procedures for incidents and accidents in the WHS Reporting folder are followed
- compliance with any reasonable instruction or lawful direction, including wearing personal protective equipment (PPE) supplied by the employer as required
- areas identified for improvement are included in the Quality Improvement Plan (QIP)
- they participate in training and consultation with the support of management
- they follow the correct manual handling procedures
- that work areas are safe, and they will help reduce accidents to themselves and others
- all safety checklists are implemented as required on a regular basis
- children’s equipment is regularly checked for safety
- that children are supervised at all times
- all dangerous chemicals are stored appropriately
- children are kept out of kitchen areas unless supervised during a cooking experience
- all power points have safety plugs
- no hot drinks are around children (bottled water only)
- gates are closed and locked after entry/exit, front door automatically locks and requires a passcode to gain entry
- all spills are cleaned up immediately (to prevent slipping), following the correct cleaning procedure
- reports and/or concerns about work health and safety are reviewed and responded to
- current work health and safety knowledge is maintained

#### Families and visitors are to:

- take reasonable care of their own health and safety whilst visiting SMCELC
- report any health and safety issues to management
- participate in consultation in WHS issues affecting them





- take reasonable care to ensure they don't affect the health and safety of other people (e.g.: Health Declaration for infectious diseases)
- comply to Service policies and procedures in relation to WHS including actions to reduce the risk of transmission of infectious diseases or illnesses such as physical distancing (if recommended by Australian Government Department of Health) personal hygiene practices and exclusion if children and visitors if unwell (*See. Dealing with Infectious Diseases Policy*)
- comply to Service policies related to the use of tobacco, alcohol and drugs at all times. (*See. Code of Conduct Policy*)

## HEALTH AND SAFETY REPRESENTATIVE

**Name: Kylie Mitchell – Assistant Director & HSR**

Our educators and staff will elect a Health and Safety Representative (HSR) as per WHS legislation. If a request is made for a Health and Safety Representative, the Approved Provider/Nominated Supervisor will:

- initiate consultation with workers about the number of HSR required
- provide all educators and staff with the opportunity to nominate a HSR and contribute to the decision of who will hold this position if there is more than one contender
- notify staff of the outcome of the consultation as soon as possible

The Approved Provider/Nominated Supervisor must keep a current list of all Health and Safety Representatives and display a copy at the workplace in a prominent position.

A Health and Safety Representative (HSR) can:

- inspect the workplace as directed by management
- be present and represent a staff member at an interview (with their consent) with the Approved Provider/Nominated Supervisor or an inspector regarding health and safety issues
- monitor compliance measures by the Approved Provider/Nominated Supervisor
- enquire into any risk to the health or safety of staff at SMCELC.

SMCELC will ensure HSR are:

- never prevented from carrying out any of their duties
- able to give people assisting them access to the workplace



- able to take paid leave to attend to their health and safety duties
- able to 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. SMCELC will pay the course costs and reasonable expenses.
- able to access any resources, facilities and assistance that they reasonably require to undertake their duties.

Health and Safety Representatives are elected for **12 months** unless they leave SMCELC, are disqualified or resign. They are not personally liable for anything done or not done in good faith whilst carrying out their role.

### DUTY OF CARE

A duty of care is the legal obligation to provide reasonable care while performing any acts or making any omissions that could foreseeably harm others.

The duty encompasses a wide range of matters, including (but not limited to):

- provision of adequate supervision
- ensuring grounds, premises and equipment are safe for children's use
- implementing strategies to prevent bullying and
- providing medical assistance (if competent to do so) or seeking assistance from a medically trained person to aid a child who is injured or becomes ill at SMCELC.

The Approved Provider and Nominated Supervisor will ensure all practical steps are taken to ensure the health and safety of all educators, staff, volunteers, children, their families, and any other people impacted by SMCELC operations. This includes ascertaining and eliminating or minimising all realistically foreseeable hazards and providing suitable training and instruction for employees to ensure health and safety. Educators, staff, and volunteers will also take reasonable care for their own health and safety, ensuring their conduct does not adversely affect the health and safety of other people. Staff, educators, families and visitors are notified that smoking on or within SMCELC's premises, including car parks, is prohibited. Educators and staff must not consume alcohol or be affected by alcohol or drugs (including prescription medication) so as to impair the educator's capacity to supervise or provide education and care to children.

### HAZARD IDENTIFICATION

A hazard is a source of potential harm or a situation that could cause or lead to harm to people or property. Workplace hazards can be physical, chemical, biological, mechanical or psychological.



Potential Hazard	What does this include?	Example	Potential accident
<b>Physical</b>	Floors, stairs, steps, ladders, fire, falling objects, slippery surfaces, manual handling (lifting, pulling, pushing), noise, heat and cold, radiation, poor lighting, ventilation	Children’s beds placed in an open area, wet bathroom floors, lifting children for nappy changes.	Trips, slips and falls, Manual handling injury (soft tissue/back injury)
<b>Mechanical and/or Electrical</b>	Electricity, machinery, equipment, washers and dryers, kitchen appliances, motor vehicles.	Lint accumulation in dryers can be a combustion hazard. Frayed power cords or unplugged power points are an electrical hazard.	Fire, electric shock, electrocution
<b>Chemical</b>	Includes substances such as acids or poisons, cleaning agents, dusts and fumes.	Cleaning chemicals, Medication	Fire, explosion, poisoning
<b>Biological</b>	Includes bacteria, viruses, mould, mildew, insects, vermin and animals.	Sick staff or children attending SMCELC, Contaminated food, mice infestation.	Cross-infection, food poisoning.



Psychological	Workplace stressors.	Bullying, children's needs exceed skill or confidence of educators, insufficient management support.	High stress levels (staff and children), compromised care practices, failure to be inclusive.
---------------	----------------------	--	---

Reference: Work Health and Safety in Education and Care Services PSC National Alliance (2012).

## RISK MANAGEMENT

Risk Management is part of SMCELC's commitment to Work Health and Safety (WHS) to ensure that clear processes are in place for the identification of hazards, assessment of risks and implementation of control measures so far as reasonably practicable. Risk management plans include risk identification and risk assessment. Plans are reviewed regularly to ensure that they are effective in controlling risks.

SMCELC will comply with WHS legislation and ensure all staff and visitors are aware of the potential hazards and risks and are provided with the necessary information and strategies to undertake to help keep them safe and healthy.

**Risk Management** is a systematic and methodical examination of potential risks and hazards within our working and learning environment. The process of risk assessment assist to:

- identify hazards
- assess who or what might be harmed and how
- evaluate the risks and deciding on appropriate control measures
- record findings
- review the effectiveness of exiting control measures regularly and update when necessary assessments regularly
- consult and communicate with all stakeholders- staff, families, visitors and community members.

Risks assessments are routinely conducted for emergencies including evacuation, lockdown, excursions and management of natural disasters such as bush fire, flood, cyclone and earthquake.  
(see relevant policies for specific risk assessments)



Additionally, risk assessments can be undertaken when presented with a hazard such as the potential health risk associated with exposure to a serious infectious disease and implement control measures to manage those risks.

## HAZARD REDUCTION

Educators and staff have responsibilities to take a risk management approach to all activities and plan for the safety of themselves and children. This may include:

- always work with safety in mind
- be aware of any hazards and report them immediately
- keep hallways and doors completely clear as an object could become a hazard in an emergency evacuation situation
- using resources appropriately
- open doors slowly
- do not stand on furniture (chairs or tables)
- walk, not run within SMCELC (particularly up and down stairs)
- adhere to sun protection guidelines
- ensure personal safety by wearing PPE, implementing hand hygiene procedures
- follow behaviour guidance plans to ensure personal safety and that of other children

## HAZARDOUS MATERIALS

We strive to minimise the health and safety risks associated with the handling and storage of hazardous materials. We adopt a risk management strategy that enables practices that minimise the risk of harm, injury, or illness caused by any hazardous material.

As far as is reasonably practical, SMCELC will:

- provide the least hazardous chemical, product, or equipment for the task without jeopardising hygiene
- ensure that staff, contractors, students, and visitors are protected from both short- and long-term health effects of hazardous substances and processes
- ensure all staff, contractors, visitors, and students have access to Safety Data Sheets (SDS) (stored in Chemical Cupboard in A4 Binder) and adequate training on the safe use and storage of all hazardous substances prior to any exposure to those substances.



- ensure that non-toxic plants are planted within the workplace and regular garden and grounds maintenance will be undertaken to minimise the risk of toxic plants within the grounds and premises.

## CLEANING

Educators and staff must:

- adhere to the cleaning schedules and procedures within SMCELC including hand washing, use of gloves, colour coded mops/cloths
- follow manufacturer’s directions for cleaning products and chemicals (see Safety Data Sheets- SDS)
- ensure a register of all hazardous chemicals, substances and equipment is used at SMCELC. The register should include where they are stored, their use, any risks, first aid instructions and the current SDS.
- chemicals are never mixed together
- chemicals and cleaning products are stored in original containers provided by the manufacturer
- all items are clearly labelled
- wash hands immediately if any chemical is spilled
- in the event of a chemical spill, isolate the area and advise the Nominated Supervisor
- wash hands thoroughly after using any chemical or disinfectant
- ensure containers are disposed of correctly following local council guidelines and not reused under any circumstances
- seek medical advice immediately if poisoning or potentially hazardous ingestion, inhalation, skin or eye exposure has occurred.
- **Poisons Information Line 13 11 26 or call an ambulance on 000**
- ensure emergency, medical and first aid procedures are carried out

## SLIPS TRIPS AND FALLS

Children must be adequately supervised at all times. Identifying potential hazards such as sustaining an injury from play equipment or slipping on a wet surface should be considered through the risk assessment process. Establishing appropriate control measures for staff and children, assist in managing the possible risk.

All staff should:

- wear covered shoes with slip resistant soles and heels



- be alert for any object that could be a trip hazard
- pick up any objects sticking up from the floor or ground, so as not to cause injury
- ensure warning signs alerting others of wet and slippery floors are used
- immediately clean any spills to avoid slips and falls
- notify the Nominated Supervisor and the HSR if a slip or fall is witnessed, whether it is a work colleague or visitor
- ensure the appropriate paperwork is completed (including notification to the Regulatory Authority if required).

### ELECTRICAL EQUIPMENT TESTING

Services must ensure that electrical equipment is tested by a qualified person on a regular basis which is recorded with a tag attached to the equipment tested. This must be kept until the equipment is next tested or disposed of and must specify:

- name of the tester
- date and outcome of the testing
- re-test date

Records will be maintained including details of electrical equipment tested, tag number, location, test date, pass/fail and when electrical equipment is due to be re-tested (the recommendations are for all equipment to be tested annually).

### MAINTENANCE OF FIRE EQUIPMENT

All fire equipment at SMCELC will be maintained as per the Australian Workplace Safety Standards. External agencies will be employed to conduct the maintenance of the fire equipment. Fire extinguishers will be inspected every six months. (Chubb Fire conducts these inspections)

### BACK CARE AND MANUAL HANDLING

SMCELC refers to [Safe Work Australia / Manual Handling](#) practices as part of our commitment to ensure a best practice approach. Educators are at risk of work-related ergonomic injuries, particularly back injuries, through carrying children, bending, reaching and not using adult sized furniture.

Manual handling is any activity requiring the use of strength used by the person to lift, lower, push, pull, carry or otherwise move, hold or restrain any person or object.



Manual handling injuries may be caused by the activities listed above. Injuries can include back strains, similar strains and sprains in parts of the body such as the neck, arm, shoulder and knee. Manual handling injuries also include overuse injuries or, because of falling during manual handling, bruising or laceration.

## RECOMMENDATIONS

- Due to the physical demands of working with children, it is sensible to do warm-up exercises for three to five minutes before starting work particularly through the winter period as muscles and tendons are more likely to be damaged when cold. Simple exercises to warm and stretch all the major muscle groups will help prevent injury.
- To help prevent injuries, there are legal requirements for manual handling in the workplace.

## THE APPROVED PROVIDER/NOMINATED SUPERVISOR WILL:

- provide educators and staff with annual training in Manual Handling and Back Care
- make sure that equipment and containers are designed and maintained to be, as far as workable, safe and without risk to health and safety when manually handled
- make sure that the work practices involving manual handling and the work environment are designed to be, as far as workable, consistent with safe manual handling activities
- identify, assess and control all risks associated with manual handling in each workplace
- clearly mark any equipment which requires more than one person to lift or move it.

## 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

## TO HELP PREVENT MANUAL HANDLING INJURIES

- Kneel rather than bend down
- Sit down with the children rather than bend over
- Sit in an appropriately sized chair or on the floor





- Carry children only when necessary
- The correct way to carry a child is with one arm under the child's buttocks and the other arm supporting the child's back. At the same time, hold the child facing you, as close to your body as possible
- *Adults should try to avoid carrying a child on their hip because this can strain the back*
- When lifting awkward loads, be careful to lift with a balanced and comfortable posture
- Minimise the need to reach above shoulder level
- If necessary, use a step ladder
- Avoid extended reaching forward
- For example, leaning into low equipment boxes
- Share the load if the equipment is heavy, long or awkward
- To lift a child out of a cot, it is vital to put the side down of the cot first, lean against the cot and raise the child as close as possible to your body. Do not stretch over and lift.
- When sliding, pulling or pushing equipment that is not easy to move, e.g. trestles or gym mats, ask for help and organise a team lift
- Where possible, rearrange surroundings to meet the needs of both children and adults
- Remember these needs when buying furniture and equipment or upgrading facilities
- Use equipment and furniture that can be moved around as safely and easily as possible
- To complete lengthy writing tasks, e.g. program planning, sit at an appropriate adult sized chair at an adult sized table
- Larger children to climb up steps/ladder provided to change table.

### AVOID TWISTING WHEN LIFTING

Many injuries result from twisting while lifting. To avoid this:

- 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 your strength
- use beds and equipment that are easy to move
- make sure you can see where you are going when carrying equipment or children
- be especially careful when lifting a child with special needs.

### AVOID ACCIDENTS WITH CAREFUL 'HOUSEKEEPING'

'Good housekeeping' means fewer accidents. Check that:



- the floors and other walking surfaces are uncluttered, even and non-slip
- the workplace is tidy
- there is adequate space to perform each task
- equipment is maintained regularly
- lighting is adequate.

### HOW TO LIFT SAFELY

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

### HOW TO ORGANISE A TEAM LIFT

1. Ask a colleague who is willing and able to help. Ideally the colleague should be well matched to you in size and strength.
2. Agree on a plan of action. A coordinated movement during a lift is important
3. Timing is important for co-ordination. One person should act as a team leader and '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.

- The best height range for handling loads is around waist level
- The acceptable height for lifting is any point between the individual's knuckle and shoulder
- Seldom-used objects can be stored at the shoulder-to-raised arm height (use ladders to avoid stretching)
- Avoid storing objects at a level between an individual's knuckles and the floor
- Mechanical aids such as ladders and trolleys should be used where possible to avoid lifting

### RISKY PLAY/ ADVENTUROUS PLAY



Educators will provide an environment that encourages children to effectively learn in play which involves supporting them to take risks. No play space is risk free. It is important for children's development to become adventurous and participate in opportunities to explore and test their own capabilities, manage risk, and to grow as capable, resourceful, and resilient people.

Educators will assess the risks to children's safety and develop guidelines to encourage children to test their abilities within a safe environment.

When we find children exploring risky play, educators will supervise and assist when appropriate.

## FURTHER RESOURCES

Child Care Centre Desktop: *Work Health and Safety Manual*

NSW: SafeWork NSW administers the Work Health and Safety legislation, and has several codes of practice on specific work safety issues which are available online at

<https://www.safework.nsw.gov.au/>

For further information see: <https://www.safeworkaustralia.gov.au/>

## Source

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

Australian Children's Education & Care Quality Authority. (2012). PSC- National Alliance *How to- Work health and safety in education and care services*.

Australian Government. Department of Education, Skills and Employment. *Belonging, Being and Becoming. The Early Years Learning Framework for Australia*. (2009).

Early Childhood Australia Code of Ethics. (2016).

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

Guide to the National Quality Framework (2017). (amended 2020).

National Health and Medical Research Council. (2012) (updated June 2013). *Staying healthy: Preventing infectious diseases in early childhood education and care services*.

Revised National Quality Standard. (2018).

Safe Work Australia

*Work Health and Safety Act 2011* (Cth).

Work Health and Safety Regulations 2017



## BATHROOM AND NAPPY CHANGE CLEANING PROCEDURE

Our Service is committed to minimise the spread of infectious diseases and viruses by implementing recommendations as stated in the *Staying healthy: Preventing infectious diseases in early childhood education and care services* (Fifth Edition) developed by the Australian Government National Health and Medical Research Council and advice provided from the Australian Health Protection Principal Committee (AHPPC).

Working in conjunction with the *Nappy Change and Toileting Policy and Physical Environment Policy*, this procedure provides detailed steps for educators to follow when cleaning the bathroom area to provide a clean, safe, and hygienic place for nappy changes and toileting

*Education and Care Services National Law or Regulations (R. 103, 105, 106, 109 and 112) NQS QA 2: Element 2.1.1 and 2.1.2 Health practices and procedures*

*Related Policy: Nappy Change and Toileting Policy and Physical Environment Policy*

BATHROOM CLEANING PROCEDURE	
1	The Director/ Nominated Supervisor and educators will review the Service's <i>Health and Safety Policy</i> and <i>Physical Environment Policy</i> to ensure awareness of appropriate cleaning
2	Educators will ensure necessary Personal Protective Equipment (PPE) and resources are available before beginning to clean bathroom areas. <ul style="list-style-type: none"> <li>• Gloves</li> <li>• Yellow Cleaning Cloths</li> <li>• Cleaning solution - detergent</li> <li>• Broom, corresponding mop and bucket</li> </ul>
3	Educators are to wear disposal gloves when cleaning bathroom environment areas. Educators will wash and dry hands before using disposable gloves
4	Educators are to prepare cleaning solution as per manufacturer's advice and instructions on Safety Data Sheet (detergent and/or disinfectant (only needs to be used if surface contaminated))
5	Educators are to clean surfaces and areas with prepared cleaning solution and cleaning cloth as per <i>Bathroom Cleaning Checklist</i> <ul style="list-style-type: none"> <li>• Hand basins and surrounding areas</li> <li>• Door, door handles and light switches</li> <li>• Hand dryers</li> <li>• Toilet doors, tiles surrounding toilet paper, top of dividers (if required)</li> <li>• Nappy change bench area</li> <li>• Nappy change mat</li> </ul>
6	Educators will ensure floors within the bathroom are swept and mopped after lunch and at the end of the day



7	Educators will use different paper towel for each toilet, wipe over the toilet thoroughly using cleaning solution, including cistern, seat and bowl rim, flush the toilet	
8	Educators will use different paper towel as they wipe down the change mat following each nappy change. At the end of the day, educators are to thoroughly wash the nappy change mat and bench area with cleaning solution. Allow the nappy change mat to dry, preferably in the sun.	
9	Educators are to check PPE equipment soap dispensers, paper towel, toilet paper, tissues, gloves, hand sanitiser and refill if necessary	
10	Educators will disinfect the bathroom area with bleach solution in the event of spills (urine/ faeces/ vomit). Additional hygiene measures must be implemented to reduce spread of diseases such as gastroenteritis.	
11	Educators are to empty rubbish bins after lunch and at the end of the day	
17	Educators will complete the <i>Bathroom Cleaning Checklist</i> following the completion of each task	
18	Educators will complete a <i>Hygiene and Cleaning Frequency Record</i> for areas that are touched frequently, such as door handles, tap handles, toilet buttons	
19	Management will ensure a <i>Bathroom Safety Audit</i> is completed on a regular basis to ensure regular cleaning of the Bathroom has been completed to a high standard	



## POLICY REVIEW CALENDAR – AUGUST 2023

	POLICY FOR REVIEW		POLICY UPDATED & FILED			
			DATE	LDC		
JANUARY	Educational Program Policy	QA1	13-01-23	✓		
		QA1	13-01-23	✓		
	Acceptance and Refusal of Authorisation Policy	QA2	13-01-23	✓		
		QA2				
	Delivery of Children to and from Education and Care Premises (change of name of policy)	QA2	13-01-23	✓		
		QA2				
	Emergency Evacuation Policy	QA2	13-01-23	✓		
		QA2				
	Lockdown Policy	QA2	13-01-23	✓		
		QA2				
	Nappy Change and Toileting Policy	QA2	13-01-23	✓		
FEBRUARY	Bottle Safety and Preparation Policy	QA2	13-02-23	✓		
	Breastfeeding Policy	QA2	13-02-23	✓		
	Physical Environment Policy	QA2	13-02-23	✓		
		QA2	13-02-23	✓		
	Sleep and Rest Policy	QA2	13-02-23	✓		
		QA2	13-02-23			
	Environmentally Responsible Policy	QA3	13-02-23	✓		
	Staffing Arrangements Policy	QA4	13-02-23 Updated June 23	✓		



		QA6	13-02-23	✓		
--	--	-----	----------	---	--	--

	POLICY FOR REVIEW		POLICY UPDATED & FILED			
			DATE	LDC	FDC	OSHC
MARCH		QA1	13-03-23	✓		
		QA2	13-03-23	✓		
		QA2	13-03-23	✓		
	Dealing with Infectious Disease Policy	QA2	13-03-23	✓		
	Immunisation Policy	QA2	13-03-23	✓		
	Incident, Injury, Trauma and Illness Policy	QA2	13-03-23	✓		
	Sick Children Policy	QA2	13-03-23	✓		
		QA2	13-03-23	✓		
	Privacy and Confidentiality Policy	QA7	13-03-23	✓		
APRIL	Additional Needs Policy	QA1	13-04-23	✓		
	Administration of Medication Policy	QA2	13-04-23	✓		
	Supervision Policy	QA2	13-04-23	✓		
	Staff Wellness Policy	QA4	13-04-23	✓		
	Anti-Bias and Inclusion Policy	QA5	13-04-23	✓		
		QA5	13-04-23	✓		
		QA6	13-04-23	✓		
MAY	Administration of First Aid Policy	QA2	15-05-23	✓		
	Child Safety and Wellbeing Policy (VIC)	QA2	15-05-23	✓		
	Excursions / Incursions Policy	QA2	15-05-23	✓		
	Nutrition and Food Safety Policy	QA2	Updated July 23	✓		
	Performance Management Policy	QA4	15-05-23	✓		



	Behaviour Guidance Policy	QA5	15-05-23	✓		
	Interaction with Children, Family and Staff Policy	QA5	15-05-23	✓		
		QA7	15-05-23	✓		
	Payment of Fees Policy	QA7	15-05-23 Updated July 23 FDC	✓		
	Professional Development Policy	QA7	15-05-23	✓		
	<b>POLICY FOR REVIEW</b>		<b>POLICY UPDATED &amp; FILED</b>			
			<b>DATE</b>	<b>LDC</b>		
JUNE	Bush Fire Polic NSW	QA2	13-06-23	✓		
		QA2	13-06-23	✓		
	Hand Washing Policy	QA2	13-06-23	✓		
	Medical Conditions Policy	QA2	13-06-23	✓		
	Work Health and Safety Policy	QA2	13-06-23	✓		
		QA2	13-06-23	✓		
		QA4	13-06-23	✓		
		QA6	13-06-23	✓		
		QA6	13-06-23	✓		
		QA7	13-06-23	✓		

	<b>POLICY FOR REVIEW</b>		<b>POLICY UPDATED &amp; FILED</b>			
			<b>DATE</b>	<b>LDC</b>		
JULY		QA2	13-07-23	✓		
		QA2	13-07-23	✓		
		QA2	13-07-23	✓		
		QA2	13-07-23	✓		
		QA2	13-07-23	✓		
	Health and Safety Policy	QA2	13-07-23	✓		





		QA2	13-07-23			
	Safe Transportation Policy	QA2	13-07-23	✓		
AUGUST		QA2	14-08-23	✓		
	Child Protection Policy (Each state)	QA2	14-08-23	✓		
		QA2	14-08-23	✓		
	Snake Awareness Policy	QA2	14-08-23	✓		
	Bullying, Discrimination and Harassment Policy	QA4	Updated March 23 13.3.23 14-08-23	✓		
	Dealing with Complaints Policy (Staff)	QA4	14-08-23	✓		
		QA4	14-08-23	✓		
	Dealing with Complaints Policy (merged with General Policy)	QA7	Updated April 23 14-08-23	✓		
		QA6		✗		
		QA7	14-08-23	✓		
SEPTEMBER		QA1		✓		
		QA2		✓		
	Sun Safe Policy	QA2		✓		
	Water Safety Policy	QA2		✓		
	Photograph Policy	QA2		✓		
		QA3		✓		
		QA5		✓		
		QA5		✓		
	Enrolment Policy	QA6	Updated March 23 13.3.23	✓		
	POLICY FOR REVIEW		POLICY UPDATED & FILED			
			DATE	LDC		
OCT OB		QA1		✓		



		QA2		✓		
		QA2		✓		
		QA2		✓		
		QA2		✓		
		QA2		✓		
		QA4		✓		
		QA4		✓		
		QA7		✓		
	Student and Volunteer Policy	QA7		✓		
NOVEMBER		QA1		✓		
		QA2		✓		
	Child Safe Environment Policy [All states excluding VIC/SA]	QA2	Updated March 23 13.3.23	✓		
	)	QA2		✓		
	]	QA2		✓		
	Termination of Enrolment Policy	QA2		✓		
	Recruitment Policy	QA4		✓		
	Probation and Induction Orientation Policy	QA4		✓		
	Probation and Induction Orientation Policy (employee)	QA4	Updated March 23 13.3.23			
		QA6		✓		
	Orientation of Families Policy	QA6		✓		
	Governance Policy	QA7	Updated June 23	✓		
	Withdrawal of a Child Policy	QA7		✓		

	POLICY FOR REVIEW	POLICY UPDATED & FILED			
		DATE	LDC		



DECEMBER		QA2		✓		
		QA2		✓		
		QA2		✓		
	Code of Conduct Policy	QA4		✓		
		QA5		✓		
	Record Keeping and Retention Policy	QA7	Updated June 23	✓		
		QA7	Updated June 23	✓		
	Relief Staff Policy	QA7		✓		
		QA7		✓		
<b>ADDITIONAL FAMILY DAY CARE POLICIES</b>						
	<b>POLICY FOR REVIEW</b>		<b>POLICY UPDATED &amp; FILED</b>			
		QA	DATE	FDC		
SEPTEMBER		QA2		✓		
		QA7		✓		
		QA7		✓		
		QA7		✓		
		QA7		✓		
		QA7		✓		
		QA7		✓		
		QA7		✓		

<b>CCS RELATED POLICIES</b>						
	<b>POLICY &amp; PROCEDURE FOR REVIEW</b>		<b>POLICY UPDATED &amp; FILED</b>			
		QA	DATE		ALL SECTORS	
OCT OB	CCS Account Policy	QA7	15-7-23		✓	



	CCS Data Security Policy	QA 7	15-7-23		✓	
	CCS Governance Policy	QA7	15-7-23		✓	
	CCS Notifications Policy	QA7	15-7-23		✓	
	CCS Personnel Policy	QA7	15-7-23		✓	
	<b>GUIDES FOR REVIEW</b>					
		QA	DATE	LDC	FDC	OSHC
	CCS Application Guide	QA7	15-7-23	✓		
	CCS Procedures Guide	QA7	15-7-23	✓		

