

STAFF HANDBOOK



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'Snowy Mountains Care & Early Learning Centre'

Philosophy

The backbone of any Service is the Philosophy; this document guides educators on practices, interactions with families and colleagues, our goals and standards, and the greater community that makes our Service unique.

We provide high quality care and education during a child's early years. Research has proven that the early years are most valuable, enabling a child to progress successfully through their future life.

Our team pride themselves as professionals in the Early Education and Care sector. Our Educators are highly trained and qualified. Our Educators continue to develop their knowledge through ongoing personal and professional education. The team ensure a collaborative approach and continuously reflect on our principles, program, and practice to deliver exceptional, attentive care and education.

The Management, Team Members and Educators are committed to continual improvement utilising a self-assessment process and the National Quality Standard is continually critically reflected upon and discussed to ensure our approach is current, compliant and provides the best outcomes for children and their families.

Children's health and safety are paramount across our team of Educators. Each child is respected without discrimination or bias and their voice is honoured and supported each day. Educators build and promote strong relationships with children to develop their identity and a positive attitude towards their learning.

Each child is given every opportunity to succeed and are viewed as capable learners. Each child can develop their own understandings and contributions to their learning. Each child's participation is sought when decisions are made that affect them. The rights and best interests of the child, along with our commitment to continuous improvement, best practice and quality outcomes underpin our program and practice.

Program and planning at SMCELC places your child right at the centre of the planning cycle. The child is the focus. Educators observe the child's social, emotional, physical, language and cognitive development to inform your child's individual learning program. We use your child's interests to foster these skills and then extend with intentional teaching through play. Educators also scaffold experiences and activities for the best outcomes for your child. For our preschool aged children, our program and planning is directly linked to school transition and building on the skills required for school readiness.

Our evaluation and development of learning is underpinned by the Early Years Learning Framework and the National Quality Standard. Each Educator also reflects on the learning, the intention, how and why, the benefits and their approach to ensure their teaching and planning strategies can improve for ongoing learning.

We ensure that diversity, equity, and inclusion are embedded in our everyday practice. The children's background, values and beliefs are respected and appreciated. Indigenous and Torres Strait Islander cultures are also embedded into our practice, and we endeavour to be part of the spirit of reconciliation.

Play is the foundation of children's learning. A child's development is stimulated through a variety of open ended and child centred activities. Children explore their world and are fostered to think and attempt skills that challenge the children to stay curious and confident within their safe environments, such as risk taking.

Environment, nature, and sustainability are important to us and is visible within our practice, program, and policies. Children are supported to become environmentally responsible and show respect for the environment.

Collaborative partnerships with families and the community are valued and promoted. These active partnerships fundamentally assist our centre to achieve our high-quality education and care. We also encourage excursions that ensure visibility and participation within the local community.

Child Safe Organisation

SMCELC aims to support the active participation of children in our service. We support and respect our children, their families and our employees. We promote a child safe environment that is inclusive, transparent and promotes children's participation. Children's safety is paramount, and we aim to take all practical steps to protect children from all types of abuse, harm and neglect. We understand our responsibilities and statutory duty of care to comply with both the Child Safe Standards and the Reportable Conduct Scheme to build our capacity as an organisation to prevent and respond to allegations of child abuse.

All staff, students and volunteers carry out their responsibilities as mandatory reporters as required by law under the Children and Young Persons (Care and Protection Act 1998) and maintain up to date with knowledge of child protection law and the Child Safe Standards.

Our staff are recruited through a rigorous and consistent screening and selection process to ensure they display the right personal qualities and experiences to provide high quality supervision and care to children. All staff are required to provide a current Working With Children Check before beginning employment.

Code of Ethics

I. IN RELATION TO CHILDREN, I WILL:

- act in the best interests of all children
- create and maintain safe, healthy, inclusive environments that support children's agency and enhance their learning
- provide a meaningful curriculum to enrich children's learning, balancing child and educator-initiated experiences
- understand and be able to explain to others how play and leisure enhance children's learning, development and wellbeing
- ensure childhood is a time for being in the here and now and not solely about preparation for the future
- collaborate with children as global citizens in learning about our shared responsibilities to the environment and humanity
- value the relationship between children and their families and enhance these relationships through my practice
- ensure that children are not discriminated against on the basis of gender, sexuality, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin
- negotiate children's participation in research, by taking into account their safety, privacy, levels of fatigue and interest
- respect children as capable learners by including their perspectives in teaching, learning and assessment
- safeguard the security of information and documentation about children, particularly when shared on digital platforms.

II. IN RELATION TO FAMILIES, I WILL:

- support families as children's first and most important teacher and respect their right to make decisions about their children
- listen to and learn with families and engage in shared decision making, planning and assessment practices in relation to children's learning, development and wellbeing
- develop respectful relationships based on open communication with the aim of encouraging families' engagement and to build a strong sense of belonging

- learn about, respect and respond to the uniqueness of each family, their circumstances, culture, family structure, customs, language, beliefs and kinship system
- respect families' right to privacy and maintain confidentiality.

III. IN RELATION TO COLLEAGUES, I WILL:

- encourage others to adopt and act in accordance with this Code, and take action in the presence of unethical behaviours
- build a spirit of collegiality and professionalism through collaborative relationships based on trust, respect and honesty
- acknowledge and support the diverse strengths and experiences of colleagues in order to build shared professional knowledge, understanding and skills
- use constructive processes to address differences of opinion in order to negotiate shared perspectives and actions
- participate in a 'lively culture of professional inquiry' to support continuous improvement
- implement strategies that support and mentor colleagues to make positive contributions to the profession
- maintain ethical relationships in my online interactions.

IV. IN RELATION TO COMMUNITIES AND SOCIETY, I WILL:

- learn about local community contexts and aspirations in order to create responsive programs to enhance children's learning, development and wellbeing
- collaborate with people, services and agencies to develop shared understandings and actions that support children and families
- use research and practice-based evidence to advocate for a society where all children have access to quality education and care
- promote the value of children's contribution as citizens to the development of strong communities
- work to promote increased appreciation of the importance of childhood including how children learn and develop, in order to inform programs and systems of assessment that benefit children
- advocate for the development and implementation of laws and policies that promote the rights and best interests of children and families.

VII. IN RELATION TO MYSELF AS A PROFESSIONAL, I WILL:

- base my work on research, theories, content knowledge, practice evidence and my understanding of the children and families with whom I work
- take responsibility for articulating my professional values, knowledge and practice and the positive contribution our profession makes to society
- engage in critical reflection, ongoing professional learning and support research that builds my knowledge and that of the profession
- work within the scope of my professional role and avoid misrepresentation of my professional competence and qualifications
- encourage qualities and practices of ethical leadership within the profession
- model quality practice and provide constructive feedback and assessment for students as aspiring professionals
- mentor new graduates by supporting their induction into the profession
- advocate for my profession and the provision of quality education and care.

source: ECA Code of Ethics (2019) Early Childhood Australia

Service Details

Our Service operates 50 weeks of each year between the hours of 8.00am and 6.00pm Monday to Friday. The Service is Community owned and was established in 1991. We are run by the community for the community. Our Approved Provider is a Management Committee made up of parents from existing families within the service.

Community Not for Profit
MANAGEMENT COMMITTEE

Kylie Mitchell ASSISTANT DIRECTOR	Moira McAspurn DIRECTOR/NOMINATED SUPERVISOR	Cansin Fricke EDUCATION COORDINATOR
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Alara Boswell
EDUCATIONAL LEADER

LICENSING DETAILS

We are licensed for the following number of children per session of care (56 in total)

0-2 Years	2-3 Years	3-5 Years
Min 8	Min 10	Min 20
Max 11	Max 15	Max 30

(Ratios are maintained at all times across the service as per the Education and Care Services National Regulations.)

GOVERNING BODIES

Our industry's national body that ensures high quality early childhood education and care is ACECQA (Australian Children's Education and Care Quality Authority). ACECQA facilitates the National Quality Framework that is underpinned by the National Quality Standard, Education and Care Services National Law, Education and Care Services National Regulations, and the Framework for Early Years Learning- *Belonging, Being and Becoming*.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS

This set of regulations guides our practices when considering and developing our policies, practices and procedures. It is vital that you are aware of the Regulations and Amendment Regulations. There are copies available in our office or online:

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

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

NATIONAL QUALITY STANDARD

The National Quality Standard was informed by research about best practice and the way in which high quality education and care contributes to positive outcomes for children. It comprises quality areas, standards and concepts. The seven quality areas in the National Quality Standard are:

1. Educational program and practice
2. Children's health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Governance and leadership

Within these quality areas sit Standards and Elements that guide our practice. We will be assessed by this document and ranked with:

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

If we are rated at 'Exceeds National Quality Standard' we are then able to apply to receive the rating of 'Excellent'. The quality rating we receive must be displayed at our Service and is published on the national registers on the ACECQA website.

To achieve our expected level of quality in our Service, you must be aware of the National Quality Framework and Standards. There is a copy of the Guide to the National Quality Framework in our office or online: <https://www.acecqa.gov.au/nqf/national-quality-standard>

The Early Years Learning Framework (EYLF)

- Our Curriculum

The Early Years Learning Framework (EYLF) is the first National learning framework that recognises children learn from birth. In all our interactions, we must be mindful of *Belonging, Being and Becoming*, including the principles, practices and learning outcomes. All of our programming, observations, planning, and reflection is based on this framework. There is a copy in each room, staff room, and office. It is also available online: [Belonging, Being and Becoming The Early Years Learning Framework For Australia](#).

The Educators' Guide to the Early Years Learning Framework for Australia supports curriculum decision making and is a very helpful resource. [Educators' Guide to the Early Years Learning Framework For Australia](#)

Through the framework's five learning outcomes educators will assist children in developing:

- A strong sense of identity
- Connections with their world
- A strong sense of wellbeing
- Confidence and involvement in their learning

This holistic approach in our learning environment allows educators and families to work together in planning and reflecting on each child, and seeing their development as an ongoing journey that ebbs and flows naturally, supported by intentional teaching practices that is documented, scaffolded and nurtured to cultivate the best potential outcomes.

We share this information with families in a number of ways; observations, day book entries, project workbooks, verbally, in newsletters, information sheets and formal family meetings. We view information sharing as one of the most critical strengths of our Service supported by a professional approach and strict confidentiality.

Time is given to educators off the floor, where they are replaced to enable them to complete observations, programs and daybook / journal entries. This time will be entered in the roster, so it is available and accounted for.

PROGRAMMING

- The program is based on the foundation of the Early Years Learning Framework
- A variety of experiences will be provided which give children the opportunity to practice skills in all developmental areas while also catering for interests, strengths, and developmental needs, and providing enjoyment.
- Age-appropriate activities are to be provided in both structured and unstructured learning times that cater for children's individual interests, strengths, and developmental needs.
- Information will be gathered from families upon enrolment and updated at regular intervals, regarding the child's needs, interest and family background. This information is treated confidentially and allows educators to provide experiences that interest and extends children's current development. We feel that it is important to develop a partnership between parents and educators to ensure that consistency between home and the Service occurs and that the best possible care is provided.
- Children, parents and educators will be encouraged to work together in the development of the program being offered within the Service.
- A conscience balance between indoor and outdoor experiences will be planned for.
- A program that supports the development of each child's social, physical, emotional, cognitive, language and creative potential will be adopted in the Service.
- The program will be guided by observations on children that have been reflected on and then followed up as per our programming procedure.
- Critical reflection of our program is conducted regularly.
- Observations and / or jottings on the children will be carried out by the group educators documenting their knowledge, skills, interests, and developmental needs. This information will be used to program suitable experiences that scaffold on previous observations and evaluated to reflect the children's current interests. The programs will be displayed within the Service for parents and visitors to view. Completed observations are kept in a confidential file.
- Educators from each group work together to produce an interest based and child-centred program. This program will be evaluated and extended upon daily, then weekly.
- Through interacting with children during free choice learning times educators are able to discover the child's interests and extend upon these in a relaxed, spontaneous atmosphere. Educators will interact with children in a way that encourages and challenges them to extend their thinking and interests.
- The learning environments are set up with designated areas for different types of play and learning experiences. Children are provided with a large range of choices of activities and are

responsible for packing away these activities when they are finished, supported by educators. Some areas may remain available for children and only change to support children's interests and ideas. We wish to instil in children care and respect for their equipment.

- The environment and program will be age-appropriate, engaging, and supportive of each child's interests and needs.
- The environment and program will encourage free choice in selection of activities.
- Our Service documents children's learning and development through Educa (www.educa.com.au)
- Transition from one room to another within the Service will be undertaken in consultation with the family of the child, the current educator, and the new educator. While the transition will be more than likely instigated because of age, a child will not be forced to progress or be held back in a particular room because of their age. Developmental maturity including emotional maturity will be a contributing factor if agreed by all parties.
- Transition to a new room will be introduced over a period of three weeks to allow the child to feel comfortable and settled in the new environment.

DAILY ROUTINE

We embrace the full intent of the Framework and recognise that gone are the days of a service having a set routine of pre-determined intervals. We have a '*routine*' guideline in each room for assistance, especially for relief educators; however, the children and their needs and interests dictate us. We do not withhold food for a child who is hungry or insist that a child separates from an activity that they are engaged in simply because the routine says so. Likewise, we may spend more time outdoors in fine weather if the children are engaged in the experiences. While following the order of the daily routine is beneficial to children, time slots stated on the guideline are to be used as indicators dependent upon children's interests and needs throughout the day. Our day, like our approach, is open ended; there are no predetermined outcomes, expectations or limitations other than considerations to safety and supervision at all times.

In regard to safety, it is imperative that all daily procedures are carried out; room safety checks, outdoors checks, end of day checks, and kitchen checklists must all be carried out without fail. Safety is never compromised.

YOUR OWN CONTRIBUTION

You have been employed because we recognise specific qualities in you that will complement our Service and be valued by families. If you see an area that needs attention, a procedure that would benefit from being reviewed, or something that should be considered to be implemented in our practice, the most efficient way of starting the process is to raise the item at our regular staff meetings with the aim of including it into our Quality Improvement Planning routine.

This routine utilises a Workbook that acknowledges the issue or recommendation, responsibility, timeframe, and plan of action. A specific item is also included in our staff meeting agenda, so all staff are aware and involved.

Staff meetings are another effective way to contribute to the Service. One meeting is held every 4-6 weeks and the agenda is emailed to each staff member 1 week prior. It is compulsory for all staff to attend these meetings. We stress that the agenda, minutes and discussions relating to the meeting are confidential.

PROFESSIONAL GROWTH

SMCELC has a responsibility to our stakeholders to ensure that all our staff members are kept up to date with changes and advancements in the early childhood sector. We believe that ongoing professional development is one of the most important ingredients in a high quality and effective service. Our responsibility is to ensure you are properly trained to embrace the role you are expected to undertake. SMCELC will pay for 3 in-services a year for permanent employees (casual employees will be offered in-services at a pro rata rate). The service's Educational Leader will work with you to identify areas of strengths and areas for further development as part of your Professional Development Plan.

Your responsibility is to take the opportunity to improve your knowledge, reflect on your pedagogy, and look for ways to improve your practice. Additionally, it is expected that you will participate actively in the training you are offered and share the information with your colleagues.

CURRICULUM (PEDAGOGY) AND EDUCATOR'S DEVELOPMENT TRAINING

It is important for educators to continue learning for their own pedagogical development and reflection and keep up to date with current theories and practices. The Service's Educational Leader will oversee the allocation of professional development to ensure that all staff members are receiving

correct training based on the information that educators provide in their Professional Development Plan.

- A Child Protection ‘refresher’ training course is to be attended by each educator every 12-18 months as a minimum to ensure knowledge is current, this is best practice.
- It is a condition of employment that all educators keep their First Aid, CPR, Asthma and Anaphylaxis emergency training (as required) current and supply the Service with valid certificates.
- Management supports educators to undertake WHS training as a part of their in-service training.
- Permanent educators are to attend a minimum of 3 professional development/in-services training over a 12-month period
- To assist and support educators in furthering their training, SMCELC will contribute 100% of standard in-service fees for permanent educators (travel is at your own expense). Professional Development approvals are required by the Educational Leader for this to occur.
- Management may support other in-service training above the minimum expected, in respect to the cost of the in-service, if approved by the Nominated Supervisor beforehand.
- Following attendance of training and workshops, educators are required to complete a Professional Development review to share with all other educators and management. With assistance from the Educational Leader, the educator will be asked to share skills and knowledge learnt from professional development with other team members at a staff meeting
- All in-services attended (which are paid for or subsidised by the Service) must be first approved by the Educational Leader of the service. Only in-services which are beneficial to the Service and other educators will be approved for payment by the service, at the discretion of the Educational Leader.
- Educators are to monitor and document their own record of Professional Development Reflection showing their commitment to reflective practice, embracing it as ongoing learning that involves engaging with questions of philosophy, ethics and practice and their influence on the learning environment. This is able to be done in Educa under your personal profile.
- Educators seeking accreditation are responsible for recording all Professional Development as evidence of learning.
- An educator’s Professional Development Plan (PDP) will be discussed with the Educational Leader and Nominated Supervisor during the Staff Performance Review cycle.
- Families will be made aware of all staff professional training and development through the Service’s Newsletter

- A record of in-service training will be kept in the 'Professional Development Folder' located in the office.
- Relief educators will be advised of details concerning in-service topics and locations.

QUESTIONS TO GUIDE REFLECTION INCLUDE:

- What are my understandings of each child?
- What theories, philosophies and understandings shape and assist my work?
- Who is advantaged when I work in this way? Who is disadvantaged?
- What questions do I have about my work? What am I challenged by? What am I curious about? What am I confronted by?
- What aspects of my work are not helped by the theories and guidance that I usually draw on to make sense of what I do?
- Are there other theories or knowledge that could help me to understand better what I have observed or experienced? What are they? How might those theories and that knowledge affect my practice?

(source: Belonging, Being and Becoming: The Early Years Learning Framework for Australia)

Induction and Orientation

A comprehensive induction and orientation will occur at the commencement of your employment which will include our commitment to ensuring a child safe organisation. It will be an introduction to our facilities, our philosophy, policies, colleagues and families, familiarisation with programming and documentation, and of course an introduction to the children. Continuity and security in the Service environment for the children is always protected.

EMERGENCY/EVACUATION MANAGEMENT AND PROCEDURES

We will provide information about emergency and evacuation procedures, management plans, risk assessments and evacuation plans during the initial induction to ensure a safe and healthy working environment. This will also cover your role in any emergency procedures. The *Emergency Evacuation Policy* and *Lockdown Policy* provides guidance and procedures for educators to confidently manage emergency situations effectively and efficiently, while maintaining the safety and wellbeing of children, families and visitors.

WHS INDUCTION

The workplace health and safety induction will consist of an introduction to the related policies and procedures that you will need to be familiar with prior to commencing your employment. This will include hazard and incident forms, reporting procedures, use of PPE equipment, location of fire safety equipment, use of Safety Data Sheets (SDS) and locations, Work Cover information, security procedures and location of first aid kits. WHS checklists for indoor and outdoor environments, bathrooms and kitchens will also be included in the induction.

(Manual currently being reviewed and implemented May 2022 – Assistant Director)

DUTY RESPONSIBILITIES

You have general responsibilities that relate to the administrative side of the Service. You must:

- sign in on arrival and out on departure
- report any hazards promptly to the Nominated Supervisor
- report an accident or near-miss accident you are involved in (the forms are available in the office). It must be completed on the day unless there is a medical reason preventing you to do so, plus it must be co-signed by another staff member who witnessed the accident. This is to be given to the Nominated Supervisor who will be directed by Work Cover legislation on what action needs to follow.

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. Probationary meetings will be scheduled within the first week of employment and at the end of the probationary period.

PROBATION MEETING REVIEW

The Nominated Supervisor will conduct a performance review before your 3-month probation period has expired. A Formal Probation Letter will be provided to advise your employment outcome:

- Extend probation or
- Terminate employment or
- Probation passed

EDUCATOR DEVELOPMENT REVIEW

There will be an Educator Development Review completed by the Nominated Supervisor during your probationary period. Thereafter, all permanent employees will be reviewed on an annual basis.

UPGRADING QUALIFICATIONS

SMCELC will support any employees that are eligible to enter into a traineeship and further their qualifications in the industry. Please see the Nominated Supervisor for further information.

Benefits of Employment

PROFESSIONAL DEVELOPMENT

The professional development and training provided by the Australian Traineeship system will put your career ahead of others. Nationally recognised vocational education and training will secure your future as a professional in your field. Management will also support your career by providing feedback on your performance and guidance for your development (along with specific training via in-services).

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 at [Australian Taxation Office](#).

ANNUAL LEAVE AND PERSONAL LEAVE

Annual Leave and Personal Leave will be accrued at the rate as stated in the relevant Award. To request Annual Leave, you must lodge an Annual Leave Request form and hand it to the Nominated Supervisor. You will be notified in writing if your request has been successful. 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.

PERSONAL AND CARER’S LEAVE

Personal Leave will be accrued at the rate as stated in the relevant. All permanent full-time staff are entitled to 10 days sick/personal leave each year, and pro-rata for Part-time staff. Staff must contact the Service and speak with the Nominated Supervisor or Responsible person as early as possible. A minimum of 4 hours’ notice is required when calling in sick. Staff will be required to supply a medical certificate to support the leave.

CASUAL EMPLOYMENT (RELIEF STAFF)

Regular casual employees are used as first preference when replacing staff to ensure continuity with the children, families, colleagues, program and documentation.

First time relief staff members are to arrive 30 minutes before the start of their shift to read the Staff Handbook and view the Service Policy Manual. If at the end of the relief staff member’s first shift the

Nominated Supervisor deems the potential relief staff member suitable to be added to the Service's Relief Staff List they will then be given a link to the Policy & Procedure Manual to review.

All relief staff are encouraged to arrive 15 minutes before the start of the shift to make themselves aware of the routine set for the day, familiarise themselves with the program, the children in their care, staff communication book and any other important points that are necessary to be aware of in order for the day to run smoothly.

Relief staff members are to rely on the direction of the Room Leader and other permanent staff for direction and support throughout the day.

Relief staff members are to introduce themselves to families, explain their position within the Service, who they are replacing and how long they expect to be placed at the Service. This should be done with the support of the Room Leader for continuity and security for families leaving their child in the care of the Service.

All relief staff members are to accept the responsibility of the importance of confidentiality of all children within their care and their families, and treat any information shared with them professionally and sensitively and in the best interest of the child.

Relief staff (and all staff) members are requested to be mindful of the time when they take their breaks and return promptly to minimise any disruption to the set routine and/or required ratios.

It is advised that all staff members whether relief or permanent, look after their health and keep their immunisations up to date.

Relief Staff are equally as responsible as permanent staff to adhere to Early Childhood Australia's Code of Ethics.

A photo of the staff member, with their name, qualifications and role in the Service will be put in a prominent area for families to refer to.

FULL TIME/PART TIME EMPLOYMENT

All full time/ part time employees are entitled to sick, maternity, and annual leave as per the requirements outlined in the relevant enterprise agreement or contract. In general, this will mean that as a permanent full-time employee you will be entitled to 4 weeks annual leave after 1 year of service, 10 days sick leave per year (provided that medical evidence is available) and maternity leave as outlined in relevant Award and National Employment Standards.

Employment Guidelines

It is an expectation of your employment that you will conduct yourself within these guidelines. Failure to do so may result in disciplinary action.

RESPECTFUL AND AUTHENTIC RELATIONSHIPS WITH FAMILIES AND COLLEAGUES

SMCELC is renowned for its warm, friendly and professional approach by our employees. The Service strives for a happy working environment amongst all colleagues. Please treat fellow colleagues with the respect and courtesy you would like to receive yourself. Please do not use obscene or offensive language within the workplace. SMCELC offers an equal opportunity workplace free from discrimination or harassment. Those found using obscene or offensive language, practicing discrimination, harassment, or vilification based on gender, race or religion will have their employment terminated.

VISITORS

Friends or family are not permitted to visit you at the Service whilst you are rostered on, unless Management has given prior permission. Your attention to the children and the program should not be compromised.

UNIFORMS AND NAME BADGES

- You will be provided with a uniform and name badge.
- All employees must wear the uniform during their working hours.
- Skirts, dresses and shorts must not be any shorter (or longer) than knee length.
- Enclosed shoes must be worn at all times; no high heels or wedges.
- Clothes must be suitable for movement, active play and messy play.
- No clothing with offensive logos or political statements are to be worn.

PERSONAL TELEPHONE CALLS/MAIL

Employees are not authorised to use the service's phones for personal reasons unless in the case of an emergency. No personal mobile phones are to be used or carried during working hours. No personal mail or deliveries should be directed to the service. Please leave it in your locker.

USING EMAIL

Email is to be used only for bona fide company usage, not for private communications.

Passwords and access privileges are to be treated as strictly confidential to the person issued with that access or persons delegated to know and use that access in the normal course of business. 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.

USING THE INTERNET AND OTHER EXTERNAL ON-LINE SERVICES

Access to external on-line services, including the Internet as provided by the Service, is for authorised company use only.

Users of external on-line services are expected to maintain the highest ethical and professional standards in all communication transmitted or downloaded over each such service.

SOCIAL MEDIA RESPONSIBILITY

The Service offers a Facebook page to its current families and staff as a showcase tool. The administrator of the account is the Service's Nominated Supervisor. Only current families and staff have access to the page as the page is public for marketing purposes.

The Administrator controls the content on the page and ensures that the postings are relevant and respectful of the Service, the children, the staff, families, and greater community. For privacy reasons photographs will not be posted on the 'wall'.

Staff members that have a personal Facebook account are not permitted to post any negative comments relating to the service, children, colleagues or families. If you choose to 'like' the Service's page you have a responsibility to ensure that your profile picture is always an appropriate representation of an early childhood educator. If it is not, please do not 'like' the page.

Staff members are to use their own personal discretion when adding a family of the Service as a 'friend' on Facebook. The Service does not recommend staff to add families of the Service as they will be seen still as a representative of the Service and held to the Service's Code of Conduct on all posts on their private 'wall' if families have access. Families are asked in our Social Media policy to respect that staff may have a personal policy on adding families due to their professional philosophy and that the Service does not recommend staff to have families as friends on their private account. Staff members are not permitted to request the 'friendship' of families from the Service.

SMOKING

Smoking is NOT permitted in or on surrounding areas of the Service. It is expected that at all times your clothes will be smoke free. If, after adequate warning an employee is found smoking, their employment at the Service may be terminated. Employees are also not permitted to smoke in public whilst wearing the company uniform. SMCELC supports the Smoke Free Act 2000. The company and its employees will follow all conditions outlined in this act.

ALCOHOL AND DRUGS

SMCELC is bound by the Education and Care National Regulations. As such, alcohol, drugs, or other substance abuse by employees can have serious adverse effects on their own health and the safety of others. As such, all employees must not:

- consume alcohol nor be under the influence of alcohol while working
- use or possess illegal drugs at any workplace
- drive a vehicle, having consumed alcohol or suffering from the effects of illegal substances
- bring alcohol or any illegal drugs onto the premises

If a co-worker suspects another to be affected by drugs or alcohol, they must inform the Nominated Supervisor immediately. No employee will be allowed to work under the influence of drugs or alcohol.

Employees undergoing prescribed medical treatment with a controlled substance that may affect the safe performance of their duties are required to report this to the Nominated Supervisor. All issues pertaining to these matters shall be kept strictly confidential.

A breach of this policy may initiate appropriate action including the termination of employment.

CALLING IN SICK

If you are sick you must contact the Nominated Supervisor or assigned nominee at least four 4 hours before the commencement of your shift. Under no circumstances are messages to be left with a colleague. If you do not notify the Nominated Supervisor/Responsible Person and do not attend for your shift, it will be considered that you have abandoned your responsibilities and your employment may be terminated. For those in permanent positions, the Nominated Supervisor can request a medical certificate at their discretion for any sick leave, you are to provide one if the absence falls on or before a Public Holiday.

MEALS AND SNACKS

If bringing your own food to the service, employees must be considerate of children's allergies and the service's nutrition policy. Unless eating with the children, all food should be consumed on breaks in the designated lunchroom (rather than in front of the children).

RESPONSIBILITIES

- Do not become involved with politics or internal bickering, and treat all you see and hear as STRICTLY CONFIDENTIAL
- All information shared with families and professionals is STRICTLY CONFIDENTIAL
- Information about children can only be shared with authorised organisations to support child wellbeing or safety
- Know your job description and what it entails. Early Childhood Australia's Code of Ethics is a standard that you will be held to
- Be aware of WHS policies and procedures. Safety is imperative
- Know your responsibilities as a Mandatory Reporter
- Be aware of your responsibility to report an allegation of reportable conduct of any employee or volunteer as part of the Reportable Conduct Scheme
- Always represent the Service in the manner that is reflected in this handbook. Remember that when wearing the uniform outside the Service, you are still representing the Service and must act accordingly
- Be involved and an active contributor to the revising of policies and procedures and the Quality Improvement Planning- (QIP).

Employment Policy

EQUAL EMPLOYMENT OPPORTUNITY

Equal opportunity does not begin and end at the point of hiring. Management and Supervisors also have the responsibility of maintaining a non-discriminatory work environment.

SMCELC strives to ensure that all employees and potential employees have an equal opportunity to be recruited and succeed within the service. This is measured by monitoring the progression of the individual every three months through the Nominated Supervisor. All employees complete Professional Development Plans and with this, the Educational Leader and employee will look for ways to promote growth and opportunity for each employee.

We recognise that securing a work place free of discrimination creates a more productive workforce. At the Service, all employees or prospective employees are to be treated fairly and without bias.

Employees will not be discriminated against on any grounds.

Compliance

You are required to adhere to all Service policies and policies, and all requirements outlined in this handbook.

Please notify in writing if altering your residential address, telephone number or bank details. You can email details to admin@smcelc.com.au

Staff wages and payroll

You will be paid on a fortnightly basis unless otherwise stated in your letter of appointment. The pay fortnight runs from Monday through to the following Friday. Wages/salaries will be paid into your nominated bank account every fortnight on a Wednesday.

You will be expected to work according to your published roster. Any variations or changes you wish to make must be done through the Nominated Supervisor.

We maintain a genuine 'Open Door' policy at all times. If there are any problems at work, please do not hesitate to discuss them with the Nominated Supervisor (or a Responsible Person if there is a conflict of interest).

Rosters are dictated by many influences; one important consideration is the arrival and departure times of children. While we always roster responsibly ensuring that we always cover ratios, there will be occasions when for reasons out of our control children are collected later than usual or later than anticipated. If this is the case, it may mean that you are not able to leave the premises when your shift ends. You will be required to stay to maintain ratios, overtime or time in lieu will be discussed in the event you are required to stay to maintain ratios.

Staff Parental Leave

The Paid Parental Leave scheme is an entitlement for working parents of children born or adopted on or after 1 January 2011. Eligible working parents can get 18 weeks of government funded Parental Leave Pay at the National Minimum Wage.

Full-time, part-time, casual, seasonal, contract, and self-employed workers may be eligible for help under the scheme.

THE PAID PARENTAL LEAVE SCHEME IS DESIGNED TO:

- Provide financial support during the time parents take off work in the vital early months to care for their newborn or recently adopted child
- Enhance child and maternal health and development
- Encourage women's workforce participation
- Promote work/family balance.

THE PAID PARENTAL LEAVE SCHEME WILL HELP EMPLOYERS TO:

- Keep valuable and skilled staff by encouraging them to stay connected with the workforce when they become parents
- Improve family friendly workplace conditions
- Increase workforce participation of parents.

AN EMPLOYER MUST PROVIDE PARENTAL LEAVE PAY TO AN ELIGIBLE EMPLOYEE WHO:

- Has a child born or adopted on or after 1 July 2011
- Has worked for the employer for at least 12 months prior to the expected date of birth or adoption
- Will be employed by the employer for the Paid Parental Leave period
- Works in Australia
- Expects to receive at least eight weeks of Parental Leave Pay

If an employee does not meet this criterion, the employer may choose if they would like to provide Parental Leave Pay or not. If Parental Leave Pay is not paid by the employer, the Australian Government (through the Department of Human Services) may pay it directly to the employee.

The Paid Parental Leave scheme does not change an employee's existing employer-provided leave entitlements.

An eligible employee may be able to access up to 18 weeks of government-funded Parental Leave Pay, as well as existing employer-provided paid or unpaid leave.

Under the National Employment Standards in the Fair Work Act 2009, an employee employed with the same employer for 12 months or more before the birth or adoption, may be entitled to up to 12 months of unpaid parental leave. An employee can also request an additional 12 months unpaid leave.

Fathers and other eligible partners can apply for a two-week *Dad and Partner Pay* to help them take time off work to support new mothers in their caring role and to be involved in the care of their new baby right from the start. *Dad and Partner Pay* is income tested.

The Service requires a minimum of 10 weeks written notice if a staff member plans to take parental leave; this will be acknowledged in writing by management.

The Service requires continuity in our practice, relationships and policies. To keep the continuity, we require staff members who are on paternal leave to commit to 'keeping in touch days'. The Nominated Supervisor will inform the staff member of the days that are required such as staff meetings and in-services. There will be a maximum of 10 days throughout the leave and the employee will be paid their normal wage for the day or part day's work. Keeping in touch days must be at least 42 days after the birth of the child. It can only be earlier if an employee requests it. If an employee requests a keeping in touch day earlier, it cannot be earlier than 14 days after the birth.

Leading up to returning to the Service as a rostered employee, 4 weeks before the return date we will work towards:

- beginning discussions early about how the employee plans to manage their return to work and what their role will be
- speaking to the employee about any accommodations that the employer may be able to make at the workplace, e.g., access to a place for breastfeeding or expressing and storing breast milk, or flexible working arrangements during the early weeks for settling a young child into child care
- clearly communicating expectations around working hours and the taking of leave.
- giving appropriate consideration to any requests the employee makes for flexible working arrangements, an obligation set out in the Fair Work Act.

Termination of Employment

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.

[Children's Service Award 2010](#) [Services 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 must provide an extra week of notice if an employee is over 45 years old and has worked for the employer for at least 2 years. This only applies if the Employer is terminating the employment agreement.

Early Childhood Teachers are to refer to their Enterprise Agreement

DISMISSAL WILL OCCUR FOR THE FOLLOWING BREACHES OF DISCIPLINE:

- reporting to work under the influence of alcohol or drugs
- refusal to complete required additional training
- possessing or selling drugs at the Service
- immoral, immature, or indecent conduct whilst at the Service
- inappropriate use of company equipment and/or resources
- refusing to work as directed
- possessing a dangerous weapon whilst at the Service
- bringing disrepute to the Service
- bringing disrepute to the relationship between a family and the Service
- disclosure of confidential information
- falsifying documentation
- fraternising with families
- stealing, abusing or destroying company property
- interfering with work schedules, falsification of reports, documents or wages information
- failure to report for work

- walking off the job
- failure to follow policies and procedures, requirements of this handbook, and/or the Code of Conduct
- vulgarity, disrespectful conduct to families, management or colleagues
- making or publishing on social media or any other form of media false, vicious, or malicious statements about any client, employee, supervisor, the company, or its services
- failure to hand in lost property is regarded as stealing and dismissal will follow. Lost property is to be handed to the Nominated Supervisor.

Please note that some of the above breaches may also result in the Service referring your details to the police or relevant authority.

DISCIPLINARY ACTION WILL OCCUR FOR THE FOLLOWING BREACHES OF DISCIPLINE:

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
- low level of enthusiasm
- lack of personal cleanliness
- taking excessive breaks
- failure to report health, fire or safety hazards
- repeated tardiness

Grievances/Dealing with Complaints

The Service will always aim to provide a fair and equitable workplace; this includes procedures for settling grievances. We should all work together to ensure a safe, healthy and harmonious work environment.

We acknowledge that conflict is a natural part of the work environment. It may relate to something as simple as leaving a dirty teacup on the sink or more major issues such as what changes to make to the daily routine. Conflict may also arise due to seemingly incompatible personalities. It is important that all conflict is resolved. Unresolved conflict leads to tension, stress, low productivity, sour 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.

It is every staff member's responsibility to contribute to the development of an open, healthy and constructive work environment. All grievances, whether considered minor or not, are to be dealt with promptly and thoroughly.

The Service's employees are expected to look at conflict in a positive way, ready to learn something new or improve work relationships.

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

Educators should reflect on the service's *Dealing with Complaints Policy* and Early Childhood Australia's Code of Ethics for guidance and direction of appropriate behaviour.

IN- SERVICING AND RESOURCES FOR CONFLICT RESOLUTION

- All employees are encouraged to attend courses on '*Conflict Resolution*' or similar courses on interpersonal communication skills as part of their professional development.
- Resources are also available for borrowing through management.
- A grievance can be any type of problem, concern or complaint related to work or the work environment raised by a staff member.
- At all times any grievance should be addressed immediately between the persons involved.

- Employees are to use skills in conflict resolution and not act unreasonably, oppressively or in a discriminatory manner. It is important that all persons acknowledge that a grievance exists. It is the responsibility of all persons involved to confer with a view to resolve the grievance.

GRIEVANCE PROCEDURES

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

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

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

When the persons involved cannot resolve the grievance in a constructive way the following steps will be followed.

- The aggrieved person is to contact their immediate supervisor (Nominated Supervisor or Approved Provider) 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, (e.g.: unions, Work Cover and funding bodies), discuss options available and help to formulate a plan of action. If an employee does not feel comfortable in approaching their supervisor, or the conflict is with their immediate supervisor, they can contact the next level of management to act as Mediator.
- If an amicable resolution does not occur at this meeting the Mediator is to present a report to the next level of management outlining:
 - the nature of the grievance
 - the procedures followed to date
 - the solution(s) sought
 - the recommended plan of action or resolution
- If an agreement is reached the mediator is to present a report to the next level of management outlining:
 - the nature of the grievance

- the procedures followed to date
- the solution(s) agreed upon
- the plan of action to reach this solution and review time if warranted

A copy of this report is to be provided to all persons involved in the grievance, and a copy is to be retained at the workplace.

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 *Grievance Policy* have been followed it may then be necessary to take disciplinary action.

CONFIDENTIALITY

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

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

SUPPORT PERSON

A Staff member is able to nominate a support person to attend any meetings with them. This person may be a union representative but is not limited to that. It can in fact be anyone else whom the staff member (members) feels comfortable will offer support.

General Policies and Procedures

The following policies are to be read and understood in conjunction with the contents of the Staff Handbook:

- Child Protection Policy
- Child Safe Environment Policy
- Interactions with Children, Families and Staff Policy
- Workplace Health and Safety Policy
- Student and Voluntary Workers Policy
- Sun Safety Policy

MANUAL HANDLING PROCEDURE

The correct manual handling procedure is as follows:

Assess the risk:

- How heavy is the object?
- Do I need help to move the object?
- Is the path clear of obstacles?
- Can I move this object safely?

Prepare:

- Assess object to be lifted, path to be followed and final placement of object.
- Clear path of obstructions
- Check load for sharp edges, staples etc.
- Assess load to see if suitable to carry without assistance
- Seated work - never lifts loads in excess of 4.5 kg
- Standing Position - as the load increases so does the risk of injury. Therefore, more care is required for heavy weights. Only lift weights that you can safely handle.
- No employee will lift, lower or carry loads in excess of each individual's safe working load.
- Never lift loads which are too heavy for you – seek assistance if required

Then Lift:

- The front foot should be beside the object and pointing in the direction of travel.

- The back foot should be slightly behind and a hip width from the front foot.
- Hands should be diagonally opposite full length of fingers and if possible, the palms of the hands should be used.
- Bend your knees and use your legs to lift the load.
- Your back should be as near to straight as possible (raise head with chin in just before lifting this will keep your spine straight).
- Arms should be kept as straight as possible with elbows close to your sides.

Follow the procedure for nappy changes, with the child using the ladder to climb up to the table and down, not you lifting.

Do not stand on tables, chairs or other items to hang things in a room or reach items stored above.

REMEMBER

DON'T change your grip while carrying.

DON'T twist. Always use your feet to move your body.

DO face the spot on which the load will rest.

GENERAL FIRST AID

All serious incidents should be referred to an employee with First Aid training. There will always be a first aid qualified staff member on duty to comply with Education and Care Services National Regulations. (Reg.136).

When an accident or near-miss accident takes place, an *Incident, Injury, Trauma and Illness Record* must be complete at the time of the accident. It should not be left to a later time. Any trauma to the head must result in an immediate phone call to the family, no matter how insignificant the injury appears to be.

Minor cuts

- Rest the affected area. Continued movement will only lead to continued bleeding
- After bleeding is controlled, wash area under running water
- If dirty, wash surrounding skin with soap and water. Towel dry
- If a wound is deep with edges separated, bring together and hold with adhesive strip
- Dress wound with gauze bandage.

Bruising

- Rest the affected area.
- Ice the area. The application of cold to the skin surface reduces pain, swelling and bleeding in tissue below. Wrap ice (or ice pack) in a wet cloth before applying
- Apply pressure to the area to slow down blood flow in the area
- Raise body part above heart level to further reduce blood flow to damaged tissues
- Do not apply lotions, ointments or oily dressings
- Do not prick or break blisters
- Do not put towels, cotton wool or adhesive dressing directly on the wound

Burns

- Flood the area with gentle running cold tap water for about 10 minutes
- Remove jewellery and clothing from the affected area except if stuck to skin
- Cover the area with a sterile, non-stick dressing.

Chemical Burns

- Refer to Safety Data Sheet (SDS) for the product
- Flood the affected area with large volumes of water
- Wash the area with running water for a further 20 minutes to dilute any further remaining chemicals
- Dress the affected area as you would a burn

GENERAL SAFETY HINTS

(Use this information as a general guide only)

- Always work with safety in mind
- Be aware of any hazards and report them immediately
- Hallways and doors must always be kept completely clear. Objects left lying around could be hazardous in the case of any emergency evacuation
- Walk, do not run (particularly up and down stairs)
- Do not stand on chairs or furniture – you may fall
- Open doors slowly – someone may be on the other side
- Do not leave your room without telling your room colleague. This is for safety and security reasons
- Report all accidents immediately, no matter how small they might appear
- Practice good hand washing techniques

- Know the evacuation procedures for emergencies

Cleaning

- Improper use of Chemicals can be dangerous. Always read the directions on the packaging
- Always adhere to the cleaning schedule in the Service. Do not introduce new products to the Service without approval from the Nominated Supervisor
- Never mix chemicals together
- Never put chemicals into unmarked containers
- Always follow manufacturer's directions (see Safety Data Sheets – they are available on site)
- Replace lids firmly on containers after use to stop accidental spills
- Do not sniff or taste the chemical
- Wash your hands immediately if you spill chemicals on them
- If in doubt, speak to the Nominated Supervisor about what you are handling and its correct use. By doing this, you will help prevent accidents from happening
- In the event of a chemical spill, isolate the area and advise the Nominated Supervisor.

Electrical

- Always check the equipment, particularly for frayed cords and plugs. If the cord is damaged do not use it and report
- Always keep electrical leads and plugs out of water and away from dampness, to avoid an electrical accident (if you receive a minor shock, immediately stop using the equipment and have it checked)
- Keep power cords out of the way so that you do not accidentally trip on them
- Turn the power off before removing the power lead from the socket
- Hold the plug in your hand when disconnecting the lead. Pulling the plug out from a distance may cause damage to the equipment or the wall socket
- Do not use faulty equipment. Report it immediately to your supervisor
- Do not attempt to fix anything electrical
- Do not tamper with any electrical installation
- Replace child safety sockets in the power point as soon as you are finished with the socket

Slips and Trips

- Wear covered in shoes with slip resistant soles and heels. This will help to prevent falls and provide protection for your feet

- Look for objects that could trip you
- Pick up objects and cover any item sticking up from the floor so as not to cause injury
- When using mops or brooms, leave standing in an upright position out of children's reach. If left lying down, they can be stepped on and cause injury
- It is critical that warning signs must be displayed on wet and slippery floors, where others may walk
- It is critical that you clean up spills immediately to avoid slips and falls. If you witness a slip and fall whilst on duty, whether it is a work colleague or visitor the appropriate paperwork must be filled out immediately

IMPORTANT: Safety is everyone's' responsibility – that includes you.

Think safety, work safely. Report all accidents no matter how small and make your workplace a safe workplace.

Job Descriptions

Your job description/responsibilities will be handed to you prior or upon commencement of your employment.

Acknowledgement Form

By signing this page, you acknowledge:

1. That you have read and will abide by the Staff Handbook
2. That you have read and will abide by the Service's Policy Manual in its entirety
3. You adhere to the Child Safe Standards
4. That you have been introduced to the Service's WHS Procedures and Reporting including:
 - Room Checklist
 - Cleaning Routines
 - Storage of Hazardous Products
 - Accident Reporting
5. That you have been introduced to the Service's Programming Procedure and documentation including.
 - Programming Cycle
 - Observations and evaluations
 - Documentation/Portfolios
6. That you have been introduced and are confident with the families and children
7. You are aware of individual children's medical management plans for allergies, asthma, diabetes, epilepsy or other medical requirement. You are aware of children with additional needs or behaviour plans.
8. You are respectful and inclusive of all children and demonstrate cultural awareness and respect for Aboriginal and Torres Strait Islander children and children from culturally and/or linguistically diverse backgrounds
9. That you are aware of administrative commitments such as;
 - sign In and out procedure
 - payroll procedure
 - staff meeting procedure
 - Quality Improvement Plan
10. You have provided copies of your current First Aid Certificate, Child Protection Training, Asthma and Anaphylaxis Emergency Management Certificate, Industry Qualifications and relevant certificates for In-services that relate to the Industry
11. You will successfully complete a Working with Children's Check
12. You have completed the Job application and supplied details of 2 referees
13. Received your Uniform and Name badge

I _____ hereby acknowledge having received a copy, read and understood the Staff Handbook and Procedures and Policies of (Submit name of service) and:
 I agree to abide by these requirements at all times.

I agree to abide by the National Quality Framework including, the National Quality Standard, the Early Years Learning Framework, Education and Care Services National Law, Education and Care Services National Regulations, and Early Childhood Australia’s Code of Ethics.

SIGNED		DATE	
WITNESS		DATE	