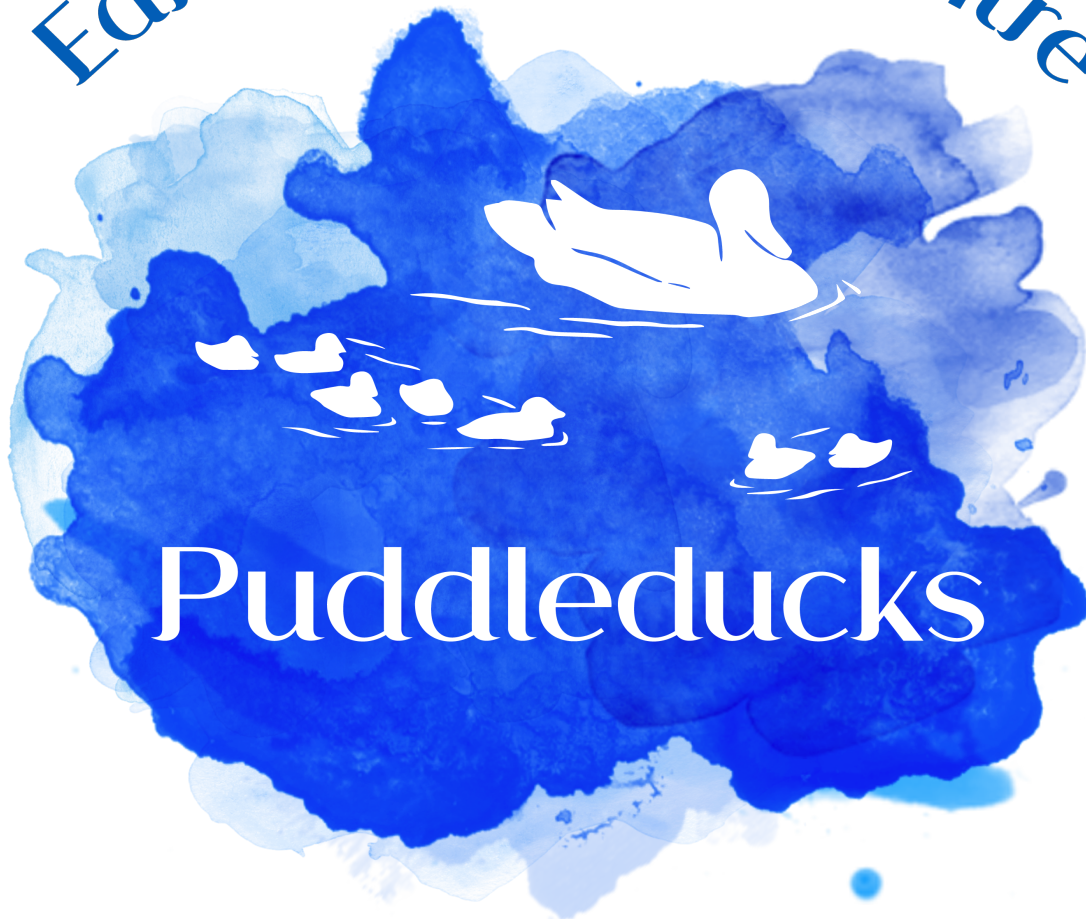


Early Learning Centre



Puddleducks

POLICY DOCUMENT

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SECTION A:
PUDDLEDUCKS



A1 - Mission Statement

At Puddleducks we provide the highest quality standard of Education and Care responding to the community's needs and contributing to the continuing education and wellbeing of children in our care.



A2 - Philosophy

At Puddleducks we believe in providing a fun, inclusive, age appropriate, creative, active and sustainable program with a variety of choice, in a safe and caring environment.

We believe in respecting individuality whilst challenging the children's growth cognitively, socially, emotionally and physically and encouraging the development of essential life skills.

A3 - Goals

FAMILIES

- Treat all families equally and with respect to their cultures and beliefs.
- Be understanding to all families and their situations.
- Provide a safe and happy place to leave their children.
- Build trusting relationships.
- Listen to families input.
- Establish good communication and information about the service and their children.
- Encourage involvement and participation at the service.

MANAGEMENT

- Provide all educators with support and training.
- Establish regular channels of communication.
- Treat educators equally and with respect.
- Provide a professional workplace.
- Keep up to date with relevant legislation.
- Employ quality educators.
- Review educator performances.

EDUCATORS

- Employ educators to be role models.
- Bring a variety of skills and talents to the role of care.
- Provide a healthy, safe and friendly environment.
- Encourage child development.
- Provide links between school, community and families.
- Make continuing improvements through evaluation.

COMMUNITY

- Provide a quality service to the local community.
- Make community aware of our service.
- Provide children and families with a link to the community through involvement at the service.
- Continually evaluate the service and whether it meets the needs of the local community.

SOCIAL ISSUES

- Provide equal employment opportunities.
- Demonstrate a non-bias approach from management and educators and teach this value to children.
- Treat all children equally and with respect.
- Be aware and adhere to child protection laws.
- Have a fair and just means of discipline.
- Provide an all-inclusive program and workplace.

CHILDREN

- Provide a wide range of activities, both indoors and outdoors.
- Provide activities that promote development:
 - physically
 - cognitively

- socially
- emotionally
- Provide age appropriate programs.
- Establish systems to regularly evaluate programs.
- Design programs in consultation with children and families to establish areas of interest.
- Use observations of children to program activities specifically for their developmental needs and desires.
- Introduce children to new life opportunities and provide development of self-help skills.
- Provide a comfortable, homely and familiar environment, a “home away from home”.

**SECTION B:
ADMINISTRATION AND
MANAGEMENT**

B1 - Hours of Operation

Policy Statement

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

Procedures

- The service will operate Monday – Friday, between the hours of: 7:30am – 6:00pm, or as agreed by Management.
- The service will be closed on designated public holidays and for two weeks over the Christmas period.
- All parents / caregivers will be notified of days of closure through our notice board, email or newsletters.
- No children are to be left unattended at the service outside these hours.
- Refer to Delivery and Collection of Children policy for further information regarding these procedures.

Considerations

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

For further information

NSW Legislation www.legislation.nsw.gov.au

ACECQA www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

B2 - Service Access

Policy Statement

We aim to provide places for children needing education and care. We will not discriminate against any families needing care, however, priority of access will be determined by the government guidelines and placement on the waiting list.

Procedures

- Our service will be available to children who are within the designated age brackets under the Service License.
- No-one will be discriminated against on the basis of his or her cultural background, religion, sex, disability, marital status or income.
- The service will ensure that access to children and families with special needs is catered for wherever possible. Support, should it be needed, will be sought from local authorities e.g. The Inclusion Support Agency.
- Under agreement with the Commonwealth Government the main priority for a place in the service will be given to:
 - Priority 1—a child at risk of serious abuse or neglect
 - Priority 2—a child of a single parent who satisfies, or of parents / caregivers who both satisfy, the work, training, study test
 - Priority 3—any other child.

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

- Aboriginal and Torres Strait Islander families
 - Families which include a disabled person
 - Families which include an individual whose adjusted taxable income does not exceed the current lower income threshold determined by the Family Assistance Office or whose partner is on income support
 - Families in a non-English speaking background
 - Socially isolated families
 - Single parent families
- Other places will be available if not filled by the above priorities.
 - If required, a waiting list will be developed and updated regularly which identifies priority of access eligibility, date placed on list and required days of care.

Considerations

Priority of Access Guidelines.

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

For further information

NSW Legislation www.legislation.nsw.gov.au

ACECQA www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

B3 - Enrolment and Orientation

Policy Statement

We aim to provide an efficient enrolment procedure that is clear and understandable to all in the local community. We will ensure the confidentiality of our families through provision of secure recording and storage procedures. All legislation relating to privacy will be adhered to.

Procedures

- New families will be given an orientation pack including all the relevant information needed when enrolling at Puddleducks.
- An enrolment form must be fully completed for each child, including the Child Care Subsidy (CCS) preferences, before the child can attend the service.
- Puddleducks has a two day minimum enrollment policy. This is to ensure the educators get to know your child and your child becomes familiar and settles into their environment.
- The enrolment form must contain all relevant information relating to personal, medical and guardian access details for each child, parent or guardian and emergency contacts along with any other special requirements.
- Prior to attendance the service has to be given copy of the child(ren)'s –
 - Birth certificate
 - Australian Childhood Immunisation Register (ACIR) Immunisation History Statement which shows that their child is up to date with their scheduled immunisations, or;
 - ACIR Immunisation Exemption Conscientious Objection Form (IMMU12) which has been certified by an immunisation provider and a parent/guardian, or;
 - ACIR Immunisation Exemption – Medical Contraindication Form (IMMU11) has been certified by an immunisation provider, or;
 - ACIR Immunisation History form on which the immunisation provider has certified that the child is on a recognized catch-up schedule.
- If the child is subject to an access order or agreement, the service must have a copy on record plus any subsequent alteration registered by the court.
- All enrolment forms are to be kept confidential from all except educators, management and Commonwealth and/or State Department Officers.
- Enrolment details are to be updated every 18 months or when there are changes to the child/family circumstances.
- It is the responsibility of the parent to inform educators of any changes to circumstances throughout the year in writing.

As a condition of enrolment parents / caregivers are expected to maintain respectful interactions with all educators, staff, parents and children at all times. Inappropriate conduct may lead to in the first instance a written warning and in the second instance, instant cancellation of enrollment. Any incidences considered particularly severe in nature or threatening to the wellbeing of others by the Nominated Supervisor may lead to instant cancellation of enrollment with no prior warnings.

Considerations

Privacy Act 1988

Child Care Benefit (Eligibility of Child Care Services for Approval and Continued Approval)

Determination 2000.

Family Law Act 1975

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

Public Health Act 2010 & Public Health Amendment (Vaccination of Children Attending Child Care Facilities) Bill 2013

For more information

Privacy Act www.privacy.gov.au/law/act

Servicelink www.servicelink.gov.au

Family Law Act www.comlaw.gov.au

NSW Legislation www.legislation.nsw.gov.au

ACECQA www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

B4 - Fees

Policy Statement

We aim to provide a quality service that is affordable. Fee levels will be set by management on completion of a budget review and according to the required service income.

Procedures

Setting Fees

- Fees are to be set by management based on the budget and ensuring that the required income will be received to run the service efficiently and of high quality.
- Fees will be reviewed based on attendance and the services ability to meet running costs. Parents / caregivers will be given sufficient notice of any changes in the fees.

Fee Payment

- The method of payment is through a direct debit system.
- Invoices will be issued with a balance owing fortnightly. Charges will be for two weeks in advance.
- Charges will be debited from a nominated bank account or credit card fortnightly on a Friday. If families are experiencing difficulty, the Director must be contacted to discuss a payment plan.
- Invoices will be emailed as a default method.
- Fees are to be paid for the days the child is booked into the service, including public holidays and times when the child is absent due to illness or holidays. CCS is paid for sick days and up to 42 days allowable absences per year.
- 4 full week's prior notice, in writing, is to be given to the service for any changes or cancellation of bookings.
- All records will be kept confidential and stored in the administration area. Parents / caregivers may access particulars of their fees and payments at any time and information can be given in writing upon request.
- The service is approved to offer the Child Care Subsidy (CCS) to eligible families.
- This benefit is paid to the service unless otherwise instructed by the parent.
- Families cannot be offered the CCS until assessments have been completed by the Family Assistance Office (FAO).
- All documentation pertaining to the CCS will be kept for the specified time and made available to Commonwealth Department Officers upon request.
- To receive Subsidies parents / caregivers must have applied for Customer Reference Numbers (CRNs) and be assessed for CCS by the FAO and provide these numbers to the service.

Overdue Fees

- Parents / caregivers are encouraged to discuss any difficulties they may have in paying fees with the Director who will discuss suitable arrangements for payment of fees.
- If no previous arrangements have been made regarding overdue fees, the service will:
 - (i) Provide a reminder invoice for fees overdue by 1 week.
 - (ii) Provide a 2nd reminder invoice with a warning for fees overdue by 2 weeks.
 - (iii) Have the Director contact or speak with the account holder about potential cancellation of placement for fees overdue by 3 weeks.
 - (iv) If no attempt to pay or discuss the payment of fees has been made after 4 weeks, a letter will be sent by the Director to inform of pending cancellation.

- (v) If still no arrangement has been made to pay the fees or the agreement made has not been kept, the child's place will be cancelled.
- (vi) If the above procedures are not effective debt recovery procedures will commence.

Late Fees

- Any parent who collects their children after 6:00pm will be, in the first instance, given a warning, and in the second and subsequent instances be charged a late fee of \$15.00 per family for every 15 minutes or part there-of.
- Wherever possible parents / caregivers should advise the service when they will be late to collect their child.
- If the parent continues to collect their child after 6:00pm the Director will need to discuss other options with them, and suitable arrangements made.

Puddleducks Hat Fee

- New Puddleducks hats are charged to family's accounts upon enrolment and for replacement if needed. The hats are \$15.00.

Considerations

Child Care Subsidy (Eligibility of approval from the Family Assistance Office) Determination 2000.

For further information

Child Care Benefit www.comlaw.gov.au

Family Assistance Office (FAO) 136150

B5 - Delivery and Collection of Children

Policy Statement

We aim to provide a procedure for the delivery and picking up children, which is clear and ensures the safety and wellbeing of the children in our care. Parents / caregivers are required to follow specific communication procedures to ensure we can provide appropriate care of their children including appropriate authorizations for delivery and collection, emergency medical attention and for any excursions that may be undertaken by the service.

Procedures

Delivery of Children

- Children are not to be left alone at the service at any time prior to the opening hours of the service.
- On arrival, the adult accompanying the child is responsible for signing the child in on QK Kiosk on the iPad.
- Any points of information are to be communicated to the educators.
- The adult dropping off the child is responsible for making sure that an educator is aware of the child's arrival before they leave the service.
- Should the child require any medication, parents / caregivers must fill in and sign the medication form.
- Should the child have any changes to their daily routine this should be posted on Kinderloop prior to arrival and communicated to educators.

Collection of Children

- Children must be collected by 6:00pm
- The authorized adult who is collecting the child must sign the child out on QK Kiosk.
- The authorized adult and children are to ensure that all belongings are collected.
- The authorized adult must ensure that an educator is aware they are taking the child from the service.
- Educators are to be notified if the adult collecting the child is to be later than usual and the child notified to avoid any anxiety.
- If the child is to be collected by anyone other than the contacts provided on the enrolment form, parents / caregivers must have informed the service prior to pick up. This change should be confirmed in writing, and the person collecting the child is asked to bring photo identification.
- The names and contact numbers of all people authorized to collect the child must be included on the enrolment form.
- The service will not release the child to anyone who is not authorized without prior written consent and in line with the service policy.
- If the service has not been notified and someone other than an authorized person comes to collect the child, the service will phone the parent to get written consent in the form of an email. The child will not be released until a written authorization has been received and the unknown persons ID checked.
- If a child is deemed not fit to be in childcare by the Responsible Person the primary contacts will be contacted as it is expected that the child be collected within one hour.

Refusals of Authorizations

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

- When someone who does not have authorization attempts to collect a child from the service, the educators will:
 - Be polite, firm and clear and remember the primary duty is to the children in our care.
 - Clarify the legal position with the non-custodial parent. For example, educators may say “I’m sorry but I’m not legally able to allow the child to leave with you without authorization as per the parenting orders”.
 - Ask the person politely to leave.
 - If they refuse to leave, call the police.
 - In all cases the educators should be aware of any unfamiliar person on the premises and find out what they want as quickly as possible.
 - Also see “lock down procedure in regards to a security threat by a threatening or abusive person”.
- A person authorized to collect should be a responsible adult aged over 18 years.
- If an educator suspects that a parent is in an ‘unfit condition’ (affected by alcohol or other drugs, mentally or physically ill, threatening or in fear of violence) the educator must first consult with the Director. These educators will make a judgment about the safety of the child and the ability of the carer to provide appropriate care.
- Educators must acknowledge that a primary carer has the right to leave the childcare service with the child.

Late Pick up

- If a parent is running late, the educators must be informed before 6:00 pm and a late pick up time arranged.
- In the absence of late pick up arrangements, the child will be held at the service during which time the parents / caregivers, guardians or emergency contacts will be called.
- If by 8:00 pm arrangements have not been made for the child/ren, the Community Services’ Children’s Emergency Service will be called and the child passed into their care.

Leaving the service

Children will only leave the service where:

- An authorized person collects
- A parent / caregiver gives written permission for someone else to collect
- A parent / caregiver gives written permission for a child to attend an excursion/activity
- The child requires medical, hospital or ambulance treatment, in which case all attempts to contact the child’s parent/guardian will be made in order to gain permission for treatment.
- There is an emergency and the service need to be evacuated.

Considerations

Education and Care Services National Law and Regulations 2011

The Australian Children’s Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

NSW Children and Young Person’s (Care and Protection) Act 1998

Children’s Legislation Amendment (Wood Enquiry Recommendations) Act 2009

NSW Government *Keep Them Safe – A shared approach to child wellbeing*

Family Law Act 1975

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

Human Services Network www.hsnet.nsw.gov.au

Keep Them Safe www.keepthemsafe.nsw.gov.au

Family Law Act www.comlaw.gov.au

B6 - Accepting and Refusing Authorisations

Policy Statement

The Centre has the right to refuse or accept requests for authorisations from the parent in line with the Centre's Policy and current legislation. We respect the decisions of all parents to accept or refuse all authorisation requests by the Centre in regards to their child. We will maintain a register of the authorisation refusals to ensure parents requests are adhered to.

Procedures

All parents are made aware of the Authorisation disclosure at the bottom of their child's enrolment form and given an individual Puddleducks Authorisation form if requested.

Puddleducks requests authorisation and acknowledgement for the following:

- Permission for any parenting orders and photos of prohibited persons to be kept in their child's enrolment file.
- Permission for their child's Anaphylaxis medical management plan and photograph to be displayed at the Centre.
- Permission for Puddleducks to call an ambulance for their child in an emergency
- Consent for the Puddleducks staff to seek medical, dental, hospital and ambulance services if the parent or the emergency contacts are not contactable
- Permission for Puddleducks staff to take and display photographs of their child at the Centre (Kinderloop Consent form)

All authorisations are on QiKids and documented in the child file.

All 'refusal' of authorisations are kept in a register at the Centre. Staff are to consult the authorisations to clarify what applies before placing any child in a situation that may need an authorisation.

Individual written authorisation is needed:

- If a child is leaving the service on an excursion where the child will be leaving and returning to the service with an educator.

Individual written authorisations are accepted in the parent by email or personal note.

A supervisor may disregard the authorisation refusal if a child is in a life-threatening situation. Parents seeking authorisation for their child for any matter whilst in the care of Puddleducks educators may be refused if not cohesive with Centre policies, the service philosophy or current legislation.

Considerations

Education and Care Services National Law and Regulations 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

NSW Children and Young Person's (Care and Protection) Act 1998

Children’s Legislation Amendment (Wood Enquiry Recommendations) Act 2009
NSW Government *Keep Them Safe – A shared approach to child wellbeing*
Family Law Act 1975

For further information

NSW Legislation

www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

Human Services Network www.hsnet.nsw.gov.au

Keep Them Safe www.keepthemsafe.nsw.gov.au

Family Law Act www.comlaw.gov.au

B7 - Absent and Missing Children

Policy Statement

We aim to ensure the safety and welfare of the children in relation to attendance by ensuring clear communication and cooperation between the service and families.

Procedures

Absent Children

- Parents / caregivers and guardians are to advise the service if their child will be late or absent on a day they are booked into to attend the service via phone, email or the communication book.
- If by 10.00am educators have not heard from the child's primary contact they will be marked as absent and charged a \$20.00 non notification fee.

Missing Children

- Call for roll call on the mat
- Mark the roll
- Arrange appropriate supervision levels and send an educator to assist in looking around the service area.
- Try to make contact with the child's parent or guardian to inform them and find out any further information, such as if they have been collected without educators being notified.
- If the child cannot be located the police will be contacted.
- The Centre Providers and Nominated Supervisor will be informed immediately

Considerations

NSW Children and Young Person's (Care and Protection) Act 1998

Children's Legislation Amendment (Wood Enquiry Recommendations) Act 2009

NSW Government *Keep Them Safe – A shared approach to child wellbeing*

Education and Care Services National Law and Regulations 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

For further information

Human Services Network www.hsnet.nsw.gov.au

Keep Them Safe www.keepthemsafe.nsw.gov.au

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

B8 - Maintenance of Records

Policy Statement

We aim to ensure that all appropriate and required records are kept for the specified period. We will protect the privacy and confidentiality of all clients, educators and management of the service, by ensuring that all records and information are kept in a secure place and information is only disclosed to persons with legal rights to such information.

Procedure

- Educators and management will ensure that all required records including child, educators, attendance, and financial are recorded, properly maintained, updated and kept in the nominated secure place.
- All records are kept confidential and only made available to authorised persons.
- Educators must not give information on matters relating to the children to anyone, other than the parents / caregivers enrolling the child when this information has been obtained in the course of enrolment at the service.
- Exceptions are made:
 - For normal information exchange among educators and management for the daily operation of the service and well-being of educators and children.
 - When required to do so in a court of law when subpoenaed.
 - When the welfare of the child is at risk of harm and the appropriate government agencies are contacted.

Considerations

Education and Care Services National Law and Regulations 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Network of Community Activities –Record keeping factsheet #28

Privacy Act 1988

Department of Education and Communities (DECs)

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Keeping Developmental Records http://www.ncac.gov.au/factsheets/fdcqa_factsheet_12.pdf

Network of Community Activities www.net.org.au

Privacy Act www.privacy.gov.au/law/act

Department of Education and Communities (DECs) www.dec.nsw.gov.au

B9 - Policy Development and Review

Policy Statement

We aim to provide effective management and a quality service through the ongoing development and review of policies, which are required to run the service efficiently. Management will ensure that all individuals are aware of relevant policies and have free access to the policy document.

Procedure

- Management will ensure the development of all required policies under the Education and Care Services National Law and Regulation 2011, and the National Quality Framework and Standards.
- Other policies will be developed as necessary, based on the following criteria:
 - An issue or problem arises that is not addressed in the current policy.
 - A current policy is not meeting the current need.
 - Daily operations of the service are unclear to educators, parents / caregivers and/or management.
 - Educators, parents / caregivers and management are unsure what to do in a certain situation.
 - There have been changes due to outside influences.
- All policies must reflect the current philosophy of the service.
- We will ensure that any new management members, educators and families entering the service are made aware of the policy document and that it is kept in a specified place and made available to those who wish to see it.
- Educators and parents / caregivers and any other relevant persons will be encouraged to have input into the development of these policies.
- Policies will be reviewed on a bi-annual basis or more frequently if the need arises.
- Any changes to existing policies will be circulated to all involved in the service through the appropriate communication channels.

Considerations

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

B10 - Participation

Policy Statement

We believe that input from parents / caregivers in issues relating to their children is important. We aim to provide a caring and supportive environment where everyone feels welcomed and valued. Involvement of parents / caregivers will be actively sought and open communication constantly maintained.

Procedures

- Educators will greet and farewell parents / caregivers on arrival and departure and communicate with parents / caregivers in a positive and supportive manner, making the parents / caregivers feel welcome and valued.
- Educators will exchange information, communicating to parents / caregivers about their child or what they did on that day that may be of interest to them.
- Educators will accept individual differences in the way parents / caregivers bring up their children.
- Parents / caregivers will be informed of all relevant issues in the service through direct contact, Puddleducks newsletters and Facebook page, emailed updates, notice boards and letters home.
- Parents / caregivers are welcome at the service at any time and educators will happily explain the activities or answer any questions about the service to them.
- Parents / caregivers need to be aware however of the educators's requirements to supervise the children. If parents / caregivers wish to discuss or exchange detailed information about their child, an appointed time suitable to both will be organised.
- Parents / caregivers are encouraged to become involved in the services activities. We will seek this involvement by:
 - Keeping parents / caregivers informed and updated on current events / news / issues in the service.
 - Asking for their assistance and participation in particular events.
 - Informing them of the Participation policy through our Orientation Pack.
 - Informing them of relevant management decisions.
 - Encouraging feedback and input from parents / caregivers relating to the program, policies, Quality Improvement Plan or other issues relating to the service.
 - Encouraging parents / caregivers/carers to share skills and knowledge in a variety of ways and to contribute to the diversity of experiences for the children attending the service.

Considerations

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

Early Years Learning Framework - *Being Belonging Becoming*

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF, NQS, EYLF www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

B11 - Grievances

Policy Statement

Our priority is to do everything possible to improve the quality of our service. We believe parents / caregivers have an important role at the service and we value their comments. Parents / caregivers should feel free to communicate any concerns they have in relation to the service without fearing negative consequences and be made aware of the grievance procedure.

Procedure

- We will support parents / caregivers right to make a formal or informal grievance.
- If a parent / caregiver has a grievance or comment, they should discuss this with the Director and come to a resolution to address the issue.
- If the grievance is not handled to the parent's satisfaction at this level, they should address their grievance or comment to the Owner either verbally or in writing.
- The Owner will discuss the issue with the Director and develop a strategy to resolve the problem where the parent/caregiver may be present if necessary.
- Any grievance or comments made to the Owner will be recorded, stating the issue and how it was resolved.
- If the issue cannot be resolved in this manner, the parent/caregiver may contact an outside party such as the NSW regulatory authority or the Department of Education and Communities (DECs) for further advice or options.

Considerations

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

Net www.net.org.au

B12 - Governance and Management of the Service

Policy Statement

We are a locally owned and operated Centre that provides a quality service. We will ensure that we operate according to the legal requirements of a managing body. The management/owner will ensure that decisions are made in a proper way, according to the Service's constitution, Philosophy and Policies and in the best interest of the service.

Procedures

- Puddleducks Early Learning Centre is a registered business name of the privately owned company Puddleducks Pty Ltd.
- Puddleducks Pty Ltd has entered into an agreement with the Commonwealth of Australia as the operator of Puddleducks Early Learning Centre under which the Commonwealth has approved funding for the provision of Child Care Subsidy (CCS).
- Puddleducks Pty Ltd has a current provider approval with the Department of Community Services.
- Decisions about the overall operation of the service will be made at the management level. Parents / caregivers and educators will be kept informed and have opportunities to have input into the management of the service.
- The Director will attend meetings regarding the running of the service and will provide information to the owner/management to assist in making decisions.
- The Director may also raise issues on behalf of the educators and provide feedback to other educators on the owner/managements decisions.
- Management members may gain access to the services records, etc, but only in accordance with confidentiality guidelines and when necessary to fulfil their management responsibilities.
- Confidentiality will be maintained at all levels at all times.
- The owner is responsible for all financial aspects and will ensure that all funding, government legislation and acts are fully followed, and that clear records of all financial transactions are recorded and stored for the required time in a secure place.

Considerations

Education and Care Services National Law and Regulations 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Network of Community Activities –Record keeping factsheet #28

Privacy Act 1988

Department of Education and Communities (DECs)

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Keeping Developmental Records http://www.ncac.gov.au/factsheets/fdcqa_factsheet_12.pdf

Network of Community Activities www.net.org.au

Privacy Act www.privacy.gov.au/law/act

Department of Education and Communities (DECs) www.dec.nsw.gov.au

SECTION C: FACILITIES AND EQUIPMENT

C1 - Security

Policy Statement

We aim to ensure the proper security of the building by ensuring measures are in place regarding entry and access of the building.

Procedures

- Only approved educators and management will be given a key to access the building and its equipment.
- A safe and secure place will be provided to keep all monies and important documents. Access to this area will only be permitted by management, educators and the Director.
- Management will ensure all monies and documents are locked away when the building is vacated.
- Educators will ensure the building is in a secure manner before leaving.
- Educators must ensure that all windows and cupboards are locked. Heating and lighting are off and doors properly secured.
- Educators will inform the Director, police and Owner as soon as possible if there has been a break into the service of any kind.

Considerations

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Work Health and Safety Act and Regulation 2011

Department of Education and Communities (DECs)

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

WHS www.legislation.nsw.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

C2 - Building Equipment, Repairs and Maintenance

Policy Statement

We aim to provide a safe and secure environment through proper and immediate attention to all aspects of building and equipment repairs and maintenance.

Procedures

- Equipment will be chosen to meet the children's developmental needs and interests.
- Buildings and equipment will be maintained in a safe, clean condition and in good repair.
- Plugs, sockets, power cords or extension cords will be maintained as child safe.
- The service and equipment will be regularly checked to ensure they are in a good and safe condition by the appropriate authorities.
- Educators should ensure safe handling of any tools and equipment used as any part of an activity.
- Anything that requires maintenance should be brought to the Directors attention immediately.
- A maintenance log will be kept, that records any maintenance requiring attention.
- Both urgent and non-urgent repairs will be directed the owner that will organise to have the problem rectified.
- Maintenance reports should be carried out every 6 months and this report presented to the Director.
- Should the service be considered unsafe or a health risk, then the service will be closed, after notice has been given to all parties, until the problem has been rectified.

Considerations

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Work Health and Safety (WHS) Act and Regulation 2011

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

WHS www.legislation.nsw.gov.au

C3 - Storage

Policy Statement

The service will provide safe and secure storage facilities for all indoor and outdoor equipment; ensuring relevant equipment is accessible to the children.

Dangerous objects and all confidential records are only made accessible to those persons permitted to access them (i.e.: educators, management and any authorised departments).

Procedures

- Storage areas will be cleaned and tidied when necessary.
- A large number of resources are stored within the classroom to support children's sense of agency.
- Children will show respect for and pack equipment away that has been removed from shelves or storage areas.
- All equipment will be packed away neatly.
- Drawing paper and materials will be provided to children at all times, including a paper recycling system where children can deposit paper.
- All craft equipment is to be properly washed at the end of each day before storage.
- The daily sports equipment available to the children will be regularly maintained and rotated.
- The kitchen will undergo regular external hygiene audits.
- Kitchen and other rubbish areas will be kept clean and tidied and emptied daily.
- All items such as cleaning materials, disinfectants, flammable, poisonous and other dangerous substances, potentially hazardous first aid equipment and medications should be stored in a secure area, inaccessible to children.

Considerations

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

Work Health and Safety (WHS) Act and Regulation 2011

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

WHS www.legislation.nsw.gov.au

C4 - Heating and Ventilation

Policy Statement

We aim to provide a safe and quality environment by ensuring adequate provision and maintenance of heating, ventilation and lighting in the service with consideration of sustainable practices.

Procedures

- All heating and cooking systems will be of good quality and checked regularly to ensure safety and reliability. Maintenance of the appliances will be conducted as per the maintenance policy.
- Educators will ensure that heating and ventilation levels are comfortable.
- Where activities involve toxic material such as paints and glues, educators are to ensure adequate ventilation.
- Adequate light will be maintained both indoors and outdoors.
- Energy consumption will be limited to when reasonably necessary e.g. use of air conditioning limited to when other sustainable methods have proven ineffective.

Considerations

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

Work Health and Safety (WHS) Act and Regulation 2011

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

WHS www.legislation.nsw.gov.au

C5 - Pest Control

Policy Statement

We aim to provide a clean and safe environment free from infestation. Every effort will be made to ensure this is done with minimum use of chemicals.

Procedures

- Equipment and food items will be properly stored so as not to attract pests.
- Bins will be emptied and cleared daily.
- Kitchen and food preparation areas will be cleaned daily.
- Should any pests or vermin be identified then action will be taken to rid the service of the problem by;
 - Initially using non-chemical methods.
 - Low irritant, environmentally friendly products will be used minimally with adequate ventilation.
 - Notifying the Director to organise a pest control visit.
- Use of chemical products will be conducted outside service hours.

Considerations

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

Work Health and Safety Act and Regulation 2011

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

WHS www.legislation.nsw.gov.au

C6 - Indoor Environment

Policy Statement

We aim to provide a comfortable and child safe indoor environment that allows flexibility and access to a variety of activities, which inspires and facilitates a range of indoor play and educational experiences.

Procedures

- All areas will be smoke free.
- Separate areas in the indoor environment will be provided for:
 - Parents / caregivers to sign their children in/out of the service.
 - An administration area to answer the phone, talk to parents / caregivers confidentially, maintain records and store relevant documents.
 - Kitchen for preparation and storage of food.
 - Children's toilets.
 - Hooks for children to store bags with their belongings.
 - First aid.
 - A 'quiet area' where children's needs for rest and relaxation can be catered for.

Our indoor area is divided into 4 rooms.

1. The Nursey – This room will have approximately 10 children aged 3 months to approximately 2 years with their own dedicated outdoor area. The educators will focus on caring interactions to ensure the babies feel secure and nurtured.
2. Ducklings – This room will have approximately 10 children aged approximately 2 to 3 years old. This group will be encouraged to explore all areas of play with an emphasis on developing self-help skills and independence.
3. Ducks – This room is for the children aged approximately 3 to 4 years old. The group will have approximately 24 children. This group will have educators that introduce structured group times whilst still exploring and learning through play.
4. Preschool – This room is for the children aged 4+ that will be moving onto 'big school'. The group will have approximately 24 children and will be learning focused. The room will be stimulating yet structured. The emphasis on this group is 'school readiness' whilst providing plenty of opportunities for play.

- Indoor areas to be appropriately set up to allow children to participate in a variety of activities with the Early Years Learning Framework in mind.
- The children will cross play rooms when reflected in the timetable or deemed appropriate by educators.
- All items obstructing play and access areas are to be removed and stored appropriately.
- Access for families with disabilities will be maintained ensuring all necessary requirements are considered in the building environment where available.
- Access to outdoor areas should be clear and easily accessible by children and educators.

Considerations

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF), National Quality Standard (NQS) and Being, Belonging, Becoming (EYLF)
Department of Education and Communities (DECs)
Work Health and Safety Act and Regulation 2011

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF, NQS & EYLF www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

WHS www.legislation.nsw.gov.au

C7 - Outdoor Environment

Policy Statement

We aim to provide a child safe and secure outdoor environment where children have access to a variety of activities, and inspires and facilitates a range of outdoor play and educational experiences.

Procedures

- All areas will be smoke free.
- Children will only play in areas supervised by educators.
- Children will have the opportunity to participate in large or small group activities or individually.
- Outdoor play areas are divided age specifically into three sections with developmentally appropriate equipment. The children will cross play areas when reflected in the timetable or deemed appropriate by educators.
- Outdoor areas to be appropriately set up to allow children to participate in a variety of experiences with The Early Years Learning framework in mind.
- Clear boundaries will be set and enforced by educators.
- Where possible, all activities will be set up in shaded areas.
- Use of other outdoor areas or venues will be considered in regards to safety, adequate supervision and child development.

Considerations

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF), National Quality Standard (NQS) and Being, Belonging, Becoming (EYLF)
Department of Education and Communities (DECs)

Work Health and Safety Act and Regulation 2011

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

WHS www.legislation.nsw.gov.au

SECTION D: EDUCATORS POLICIES

D1 - Educator Recruitment

Policy Statement

We believe that educators are the most valuable asset of the service and that high quality educators are imperative to the smooth running of the service. We aim to attract experienced and appropriately trained child care/teaching staff and encourage them to stay, using their skills and expertise to enrich the service. We aim to select educators through fair advertising and selection processes.

Procedures

- When a position becomes available the selection process will be carried out by the Director and Owner.
- Advertisements will be placed in the local papers or online and in areas to attract educators (e.g.: TAFE, and University campus).
- Either the Director or Owner will contact the applicants to determine a time and date for the interview with each applicant being given a job description before the interview for review.
- The Director / Owner will follow the pre-determined interview questions, which relate to aspects of the position, the person and their suitability for the role.
- The Director /Owner will ensure Equal Opportunity guidelines are followed.
- Each applicant will be asked the same questions, with responses recorded.
- The Director /Owner will make a decision on the applicant most suitable for the position based on the interview questions and the applicant's referees that will be contacted after the interview.
- Once the Director/Owners have discussed the applicants, a decision will be made and the Director/Owners will contact the successful and unsuccessful applicants.
- A commencement date will be negotiated with the successful applicant, a letter of confirmation sent and a time for orientation arranged.
- All educators are interviewed and employed by Puddleducks Pty Ltd.
- All educators will be trained or training childcare educators or Early Childhood Teachers.
- Childcare educators are employed under the Children's Services Award 2010.
- All permanent educators are hired in the first instance for a twelve week probationary period. During this time, their performance will be assessed against their job description. The Director/Owner may choose to terminate the employment during this period.

Equal Employment Opportunities

- All educator positions that cannot be filled internally will be advertised according to Equal Opportunity Legislation.
- No one will be discriminated against based on his or her cultural background, religion, sex, disability, marital status or income.
- The Director/Owner will ask applicants and referees the pre-determined questions, which relate to aspects of the position, the person and their suitability for the role.
- All applicants will be selected according to equal opportunity guidelines.
- Selection is based only on suitability for the position based on the selection criteria, which have been drawn up by the Director/Owner. The criteria will cover issues such as qualifications and experience, appropriate knowledge to meet the children's needs, good communication skills, and demonstration of being a fit and proper person for the job,

including a successful Working with Children Check and appropriate answers to the interview questions.

Considerations

Anti-Discrimination Act 1977

Equal Employment Opportunity (EEO) NSW

Equal Employment Act 1987

Children's Services Award 2010

Department of Education and Training (DET)

NSW Industrial Relations

Fair Work Act 2009

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

For further information

Anti-Discrimination Act & EEO www.eeo.nsw.gov.au

Equal Employment Act www.commlaw.gov.au

Children's Services Award www.airc.gov.au/awardmod/awards/MA000120.pdf

DET www.det.nsw.edu.au

NSW Industrial Relations www.industrialrelations.nsw.gov.au

Fair Work Act www.fwa.gov.au

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

D2 - Conditions of Employment

Policy Statement

We aim to provide a flexible, harmonious working environment that ensures the rights of employees are met at all times. All educators will be employed under the appropriate awards and conditions, taking into consideration Equal Employment Act, Income Tax Assessment Act, Superannuation Act, Fair Work Act and the Work Health and Safety Act and Regulation.

Procedures

- All educators are employed under the Children's Services Award 2010.
- All permanent educators are hired in the first instance for a twelve week probationary period. During this time, their performance will be assessed against their job description.
- During the first twelve weeks of employment, the employment may be terminated by a days' notice given by either party. In this case, the procedures set down in the Award would be followed.
- Puddleducks prefers to use HESTA for its employer superannuation obligations.
- Employees are free to nominate an alternative superannuation fund.
- All relevant conditions set down by the award will apply to all employees.
- Management will ensure they are aware of the appropriate conditions and keep up to date in relation to any changes in the Award.
- Educator appraisals will take place after a period of twelve weeks in the position.
- Appraisals will then be conducted on an annual basis.
- All educators will maintain professional behavior at all times.
- All grievance issues are to follow the appropriate procedures as outlined in the grievance and discipline and dismissal policies.
- Educators will be paid fortnightly via direct deposit into nominated bank accounts.
- Two weeks' annual leave will be taken each year over the Christmas period when the service is closed. Any other leave will require a leave application to the Director.
- Working conditions will be guided by the Work Health and Safety Act and Regulation.

PERSONAL LEAVE

As per the award all staff will have ten days personal leave per year. This can be accumulated from year to year.

A doctor's certificate or adequate evidence must be presented.

Staff may use a personal leave day if they are sick or to care for a sick child or spouse.

A doctor's certificate must be presented for all paid personal leave days.

LEAVE TAKEN BY ASSISTANT DIRECTORS AND PERMANENT ASSISTANTS

Leave is defined as more than one full day off consecutively that is not covered by personal or compassionate leave.

Assistant Directors and Permanent Assistants must apply in writing to the Centre Director to take their remaining annual leave and any Time in Lieu (TIL) accrued. The Director will consider applications for leave and give approval based on the best interests of the Centre.

If leave at short notice is requested this is approved at the discretion of the Director based on the individuals request and based on the best interests of the Centre.

TIL is used for leave before annual leave is paid.

The Director will consider applications for leave without pay based on each individual's request and based on the best interests of the Centre.

LEAVE TAKEN BY THE CENTRE DIRECTOR

Leave is defined as more than one full day off consecutively that is not covered by personal or compassionate leave.

Two weeks annual leave will be taken during the December /January Centre close down period. TIL is used for leave before annual leave is paid.

The Centre Director must apply to the owner to take the remaining annual leave and any TIL accrued. This request for leave must be made in writing two weeks prior to taking leave. The owners will consider applications for leave and give approval based on the best interests of the Centre.

If leave at short notice is requested by the Director, this is approved at the discretion of the owner based on the individuals request and based on the best interests of the Centre.

The Owner will consider applications for leave without pay based on each individual's request and based on the best interests of the Centre.

LEAVE TAKEN BY A CENTRE OWNER

In the instance leave is taken by an owner on the roster this leave should be communicated to the remaining owner and senior staff with adequate notice to sustain the efficiency of the Centre. A replacement must be found to cover hours in ratio and two weeks' notice given where possible.

Considerations

Anti-Discrimination Act 1977

Equal Employment Opportunity (EEO) NSW

Equal Employment Act 1987

Children's Services Award 2010

NSW Industrial Relations

Fair Work Act 2009

Income Tax Assessment Act 1997

Superannuation Act 1916

Superannuation Regulation 2011

Work Health and Safety (WHS) Act and Regulation 2011

HESTA Superannuation

Department of Education and Training (DET)

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

For further information

Anti-Discrimination Act & EEO www.eeo.nsw.gov.au

Equal Employment Act & Income Tax Assessment Act www.commlaw.gov.au

Children's Services Award www.airc.gov.au/awardmod/awards/MA000120.pdf

NSW Industrial Relations www.industrialrelations.nsw.gov.au

Fair Work Act www.fwa.gov.au

Superannuation Act www.austlii.edu.au

Superannuation Regulation 2011 www.legislation.nsw.gov.au

WHS www.legislation.nsw.gov.au

HESTA www.hesta.com.au

DET www.det.nsw.edu.au

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

D3 - Educator Orientation

Policy Statement

Educators orientation is an important process to ensure educators are fully equipped to carry out their duties in the best possible way. An orientation process will be developed and carried out for all employees in the service. Our aim is to provide them with a clear understanding about the service and its operations, and our expectations within the service.

Procedures

- The Director or appointed person will conduct the orientation process as soon as possible (usually before the educator is due to start).
- The orientation process will include:
 - Introductions to existing educators and management
 - Guided tour of the service
 - Being shown where all relevant records are kept
 - Discussion about working arrangements and expectations, including professional code of conduct/ethics and duty of care
 - Information about the appraisal system
 - Detailed information regarding the educational program and recording systems.
 - Information on Child Protection Legislation and their obligations as a Mandatory Reporter
- The new educator will be provided with the following information:
 - Location of service policy document
 - Educators handbook
 - Family handbook
 - Job description
 - Emergency procedures
 - Taxation and superannuation forms
 - Correct manual handling procedures relevant to the position
- The new educator will be required to complete the following requirements:
 - Tax and superannuation forms
 - Personal information form
 - A work health and safety orientation form (See Induction to Work Health and Safety Policy)
 - Orientation completion form
 - Attain and provide a current Working With Children Check identification number.

Considerations

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

Fair Work Act 2009

Work Health and Safety Act and Regulation 2011

Superannuation Act 1916

Superannuation Regulation 2011
HESTA Superannuation
Department of Education and Training (DET)
Early Childhood Australia (ECA) Code of Ethics
Network Code of Professional Conduct
Work Health and Safety (WHS) Act and Regulation 2011

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

Fair Work Act www.fwa.gov.au

Superannuation Act www.austlii.edu.au

Superannuation Regulation 2011 www.legislation.nsw.gov.au

HESTA www.hesta.com.au

DET www.det.nsw.edu.au

Network www.net.org.au

Early Childhood Australia (ECA) Code of Ethics www.earlychildhoodaustralia.org.au

WHS www.legislation.nsw.gov.au

D4 - Responsible Person

Policy Statement

We aim to follow the National Law and Regulation and have a responsible person physically present and identified at the service at all operating times. This may be an Approved Provider, Nominated Supervisor or designated Responsible Person.

Procedure

- The name and position of the responsible person in charge of the service at any given time will be displayed near the main entrance of the service.
- A Responsible Persons Register will record the transfer of responsibility.
- All responsible persons will be aware of, accept and understand their responsibilities.

Considerations

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

D5 - Educator Professionalism

Policy Statement

We aim to provide clear guidelines to the educators regarding the expectations for their professional behavior in the service. The professional attitude and behavior of the educators is of utmost importance to the provision of a quality service with a positive reputation in the community.

Procedure

- Educator professional practice and conduct, code of ethics, duty of care and expectations will be discussed in the initial orientation process of all new educators.
- Educators will be made aware of their duty of care and their responsibility in relation to supervision, health and safety of the children.
- Professional behavior in all areas will be reviewed as part of the ongoing employment of all educators.
- Educators will be made aware of the services philosophy and policies and will be expected to follow these. Should educators have any concerns with the policies they are to raise them with the Director or can be further discussed with the Owner.
- Educators will be expected to know, understand and perform their duties as per their job description.
- Educators will be expected to maintain and improve their skills through participation in educators training and development opportunities.
- Adequate funds will be made available by the company to support required training.
- Educators will be expected to start duties on time.
- Educators will be expected to dress appropriately for their duties.
- Educators must not attend work under the influence of drugs or alcohol.
- Educators should not attend work when they are unfit to do so due to injury or sickness and must inform the service as soon as possible.
- Educators will use suitable language that is not offensive to other educators, parents / caregivers and children.
- Educators will be expected to follow up on all issues in a confidential manner.
- The service is a smoke free/vape free zone. Educators may not smoke in or around the building, or in the sight of the children.
- Educators will be expected to know and follow the child protection policies and all Responsible Persons will be expected to have completed child protection training.
- Educators will be expected to follow our Child Behavior Guidance Policy.
- Educators will be shown the Early Childhood Code of Ethics.

Considerations

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

Fair Work Act 2009

Work Health and Safety (WHS) Act and Regulation 2011

Network Code of Professional Conduct

Early Childhood Australia (ECA) Code of Ethics

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

Fair Work Act www.fwa.gov.au

WHS www.legislation.nsw.gov.au

Network www.net.org.au

Early Childhood Australia (ECA) www.earlychildhoodaustralia.org.au

D6 - Training and Development

Policy Statement

We believe that the quality of the service is developed through continual training and development of the educators. We are committed to providing educators with encouragement and support to further their skills in the Education and Care field.

Procedures

- Management will ensure there are sufficient funds made available in the budget for all training and development.
- The Director will inform the Owner of any specific training and development needs of the educators.
- All educators will be given the opportunity to upgrade their qualifications in line with the Education and Care Services National Law and Regulation and the National Quality Standards.
- The service will cover the costs of all authorised training fees and hours spent on training authorised by the Owners.
- The Director / Owner will ensure that all employees have reasonable and equitable access to training and development including but not limited to:
 - External training including courses and seminars provided by registered and relevant training organizations such as Lady Gowrie, ECA, Children's Services Central etc.
 - In-service training, either by senior educators or organised external facilitators
 - Informal on-the-job training including observation and discussion/mentoring
 - Traineeships/apprenticeships
 - Tertiary study
- Educators training and development will be provided to all educators in order to:
 - Enhance educator's performance in achieving the service goals
 - Increase efficiency and productivity
 - Ensure educators:
 - (i) Have the required abilities to care for children, and
 - (ii) Understand their responsibilities under the child protection legislation, and
 - (iii) Are fit and proper persons to care for children
 - Enhance job satisfaction, personal accomplishment and individual potential
 - Develop and maintain customer focus
 - Increase the ability to work as part of a team and to resolve conflict
 - Ensure technical skills are in line with current industry standards
 - Ensure that legislative requirements are met
 - Ensure the educators have a range of behaviour management techniques
 - Encourage demonstration of behaviours aligned with the service's philosophy
 - Increase the flexibility and adaptability amongst the educators
 - Improve career prospects and opportunities for the educators
 - Improve confidence and morale amongst the educators
 - Ensure the educators have the ability to handle any special needs of the children

- Ensure that educators have:
 - (i) an understanding that the environment of a children’s service must be safe for children, and
 - (ii) a basic knowledge of the stages of physical, emotional, cognitive, social and cultural development of children, and
 - (iii) a basic knowledge of activities and learning experiences that are appropriate for the various ages and stages of development of children, and
 - (iv) a basic knowledge of the health, hygiene and nutrition needs of children
- Each employee will have individual professional development plans based on annual performance and development reviews, job specific skills and knowledge required for the individual to complete their job description and any issues that require improvement or enhancement. Career path preferences will also be considered.

Considerations

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

Fair Work Act 2009

Early Childhood Australia position statement: Professional development, training and support of early childhood personnel

Being, Belonging, Becoming(EYLF)

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF, NQS and EYLF www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

Fair Work Act www.fwa.gov.au

Early Childhood Australia www.earlychildhoodaustralia.org.au

D7 - Educator Performance Evaluation

Policy Statement

We aim to provide the best quality care for the children by ensuring that high standards of work performance and job satisfaction are maintained. An educator performance evaluation will be conducted and an individual development plan made to provide avenues for discussion and improvement.

Procedures

- All educators will be informed of the performance evaluation on acceptance of the position, and given details in the orientation process.
- An initial review will be undertaken after a period of twelve weeks for a permanent position.
- Educator performance evaluations will then be conducted on an annual basis with the Director and or Owner.
- Educators and management will agree with the format of the performance evaluation, which may be updated after review, discussion and endorsement by the management and educators.
- All educators will be given at least one week's notification of an upcoming evaluation and a convenient time arranged for both parties.
- The performance evaluation shall clearly state the expectations of each position and identify clear measures.
- The performance evaluation can be used to identify future training needs of the educators.
- At the completion of the evaluation, an individual development plan (action plan) will be developed identifying areas of training for educators training plans, and action to be taken and goals set for each educator. This will be agreed to and signed by both parties.
- Where it is identified that the educator is not meeting the required performance measures then the following will be undertaken:
 - An action plan developed to identify areas for improvement, including a time frame for further review.
 - Training areas identified and put into place as soon as possible.
 - Support and guidance given to the educators to help them through the process and assist them in achieving the required standards.
 - A record made of the above, dated and signed by both parties.
 - Should no improvement be made by the next review, then further action will be taken.

Considerations

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

Fair Work Act 2009

Industrial Relations

Early Childhood Australia (ECA) Code of Ethics

Network Code of Professional Conduct

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

Fair Work Act www.fwa.gov.au

NSW Industrial Relations www.industrialrelations.nsw.gov.au

Network www.net.org.au

Early Childhood Australia (ECA) www.earlychildhoodaustralia.org.au

D8 - Educator Grievance Procedures

Policy Statement

We aim to provide a positive working environment for the educators. Problems, grievances and concerns will be addressed as quickly and effectively as possible. The highest standards of confidentiality will be practiced at all times.

Procedure

- All educators will be aware of the grievance procedures upon starting.
- All persons involved in the grievance should attempt to resolve the issue through informal discussion and use of problem solving techniques.
- Persons involved in a grievance process will be expected to continue to conduct themselves at and around the service in a professional manner.
- Educator meetings provide the opportunity to deal with general issues or concerns about the service. These meetings should be conducted regularly and communication between the educators should be maintained for effective management.
- Where the resolution of a grievance has not been satisfactorily achieved through an informal process, then a more formal approach should be taken.
- The investigation will involve:
 - Interviews with both parties and/or witnesses.
 - Assessment of relevant documentation e.g.: job descriptions, policies etc.
 - Preparation of a clear description of the issue.
 - Arranging a formal meeting between parties (if agreed to).
- A meeting will be conducted by a neutral third party. This person will manage the conduct of the meeting, be impartial and have no input into the content of the meeting, and will prepare a written record of the outcomes of the meeting.
- The meeting will:
 - Identify the issue(s) of concern and persons who are involved.
 - Arrange all parties to be involved and to put forward their views.
 - Identify alternative solutions.
 - Attempt to reach a mutually satisfactory resolution of the issue(s).
- A confidential written record of the outcome of the meeting will be given to all participants who are to acknowledge their agreement by signing the record. A signed copy will be kept on file.
- If one party remains dissatisfied with the meetings outcome(s) then this should be put in writing to the Owners asking that the process be reviewed or stating that they intend to pursue the grievance further through other suitable avenues.
- Other suitable avenues may include Department of Education and Communities (DECs), Industrial Relations, Network of Community Services (Net) and the Australian Children's Education and Care Quality Authority (ACECQA).

Considerations

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

Privacy Act 1988

NSW Industrial Relations

Department of Education, Employment and Workplace Relations (DEEWR)
Network of Community Services (Net)

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

Privacy Act www.privacy.gov.au/law/act

NSW Industrial Relations www.industrialrelations.nsw.gov.au

DEEWR www.deewr.gov.au

Net www.net.org.au

D9 - Disciplinary Action

Policy Statement

We aim to provide a quality service through the professional behaviour and high standards of conduct of our educators. We will encourage educators to maintain good working relationships and have a commitment to maintain a quality standard of work. Should educators fall below clearly identified standards then we will address this in a timely and considerate manner.

Procedures

- It is important that educators are fully aware of their expectations as an employee of the service and that clear guidelines are given regarding educator duties, code of ethics, conduct and professionalism.
- Management will ensure that all educators are given clear job descriptions and orientation into the position with the opportunity to clarify any issues.
- Educators are encouraged to maintain good working relationships and have a commitment to maintaining a quality standard of work.
- Educators will be given clear notification should their standard of work or conduct fall below what is expected and outlined in their job descriptions.
- Educators have the right to appeal against any allegation and a right to speak on their behalf.
- The following steps will be followed to deal with poor work performance or conduct. There may not be the need to go through all the steps when the issue is resolved, however, educators should be aware of the whole process.

First or verbal warning

- The educator must be informed by the Director / Owner of:
 - The concerns and the specific problems relating to the employee's behavior.
 - Adjustments the employee is to make.
 - The proposed method of evaluation.
- The employee is given seven days to respond to the concerns expressed and a probationary period of two weeks will be set with re-evaluation to take place at the end of this period.
- If this resolves the issue then there is no need to go any further.

Second or written warning

- If no acceptable change has been observed at the end of the probationary period, the Director / Owner shall write to the employee setting out:
 - The concerns and the specific problems relating to the employee's behavior.
 - Adjustments the Owners or Director / Owner wishes the employee to make.
 - The proposed method of evaluation.
- The employee is given a further seven days probationary period with re-evaluation to take place at the end of this period.
- If this resolves the issue then there is no need to go any further.

Termination of Employment

- If the problem continues after 2 warnings:
 - A management meeting will be called and the educator given notice to attend.
 - If the management believe that the educators performance is unlikely to improve then the educator will be dismissed.
 - A written notice will be given indicating date of dismissal (2 weeks from notice) and reasons for dismissal.
- The educator may be paid out in lieu of such notice.
- It is management's responsibility to minute all action taken.
- Only the Owner can dismiss educators and must have good reason to consider such action.

Procedures for dealing with serious unacceptable behaviour (Instant Dismissal)

- Where an educator in the workplace:
 1. Endanger lives
 2. Is found stealing
 3. Reports to work under the influence of alcohol or drugs
 4. Inflicts or threatens physical or sexual abuse or harassment
- The Director / Owner will suspend the employee without loss of pay pending an investigation.
- The investigation is to be completed within 72 hours and an interview date and time to be determined.
- The interview is to be attended by Director, Owner and the employee.
- When immediate termination is required a dismissal notice is prepared at the interview.
- All relevant records will be recorded in the employees file unless the employee is vindicated of the accusation.

Probationary period dismissal

- In the event that an educator's member's employment is terminated during the twelve-week probationary period, and notwithstanding the provisions of Instant Dismissal, the procedures laid down in the Children's Services Award 2010 or other relevant award will be followed.

Considerations

Privacy Act 1988

Children's Services Award 2010

Educational Services (Teachers) Award 2010

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

Work Health and Safety (WHS) Act and Regulation 2011

NSW Industrial Relations

Department of Education, Employment and Workplace Relations (DEEWR)

For further information

Privacy Act www.privacy.gov.au/law/act

Children's Services Award & Educational Services (Teachers) Award

www.airc.gov.au/awardmod/awards/MA000120.pdf

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

WHS www.legislation.nsw.gov.au

NSW Industrial Relations www.industrialrelations.nsw.gov.au

DEEWR www.deewr.gov.au

D10 - Casual and Junior Educators

Policy Statement

We aim to continue the quality of care in the service by the employment of fit and proper persons for casual educators. A handbook, clearly outlining their duties and expectations will be given to all casual educators employed.

Procedures

- The service will employ educators on a casual basis to adhere to educators: child ratios, for short-term vacancies or educators absences.
- All educators 18 years of age and over must have an approved New Working With Children Check prior to starting work at the service.
- The casual educators will be provided with an educators handbook and given a modified orientation.
- The Service Director will provide a modified induction to the service to ensure they are familiar with the service, our expectations and their duties.
- Casual educators must adhere to all areas of confidentiality.
- All casual educators are to be paid the appropriate wage and minimum hours for casual educators as outlined in the Children's Services Award or other relevant award.

Considerations

Privacy Act 1988

Children's Services Award 2010

Educational Services (Teachers) Award 2010

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

Work Health and Safety (WHS) Act and Regulation 2011

NSW Industrial Relations

Department of Education, Employment and Workplace Relations (DEEWR)

For further information

Privacy Act www.privacy.gov.au/law/act

Children's Services Award & Educational Services (Teachers) Award

www.airc.gov.au/awardmod/awards/MA000120.pdf

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

Work Health and Safety (WHS) Act and Regulation 2011

WHS www.legislation.nsw.gov.au

NSW Industrial Relations www.industrialrelations.nsw.gov.au

DEEWR www.deewr.gov.au

D11 - Volunteers & Students

Policy Statement

We aim to ensure the safe and proper care of the children in the service by having clear guidelines for any person who enters the service or is involved with the children in any way. Specific guidelines will be developed for all volunteers and students in the service.

Procedures

- All volunteers and students must sign in / out in the visitors register.
- All volunteers and students will be required to comply with the regulations of the working with children guidelines from the NSW Commission for Children and Young People.
- Upon starting at the service the Responsible Person will provide a modified induction to the service, making sure they are fully aware of their duties and the service's expectations including correct manual handling procedures.
- All volunteers and students are to adhere to all matters of confidentiality.
- Only employees over 18 years of age are to be left with children; all other students / volunteers must have a qualified educator from the service supervising their interactions with children at all times.
- Placements to students are offered to those who wish to gain work experience as part of a childcare program with the school providing written authorisation and a copy of their insurance to be kept on file.
- Placements may be offered to students attending other registered training organisations studying in a relevant field with the organisation providing written authorisation and a copy of their insurance to be kept on file.
- All placements will be made at the discretion of the Director based on issues such as educator availability to supervise the person.
- Volunteers may be invited to the service to stimulate the children's program, which may include local people or parents / caregivers with a skill or ability to share with the children or local community members and resources such as the police/fire brigade etc.

Considerations

Department of Education, Employment and Workplace Relations (DEEWR)

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

Work Health and Safety (WHS) Act and Regulation 2011

For further information

DEEWR www.deewr.gov.au

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

WHS www.legislation.nsw.gov.au

D12 - Educators / Child Ratios

Policy Statement

We believe that the educators / child ratio is an important factor in determining the quality of care that we provide. We aim to maintain positive educators, child and parent interactions and quality and safe care through ensuring that we meet the minimum standards outlined in the Education and Care Services National Law and Regulation and the National Quality Standards.

Procedures

- The educators / child ratios as outlined in the Education and Care Services National Law & Regulation and the National Quality Standards will be met at all times;
- When possible the Centre will operate over the minimum ratios in the Nursery and Duckling group.
- When educators are sick or unable to attend work, appropriate relief educators will be employed to meet the standards.
- For an emergency or if an educator becomes sick, a replacement should be obtained where possible before the educator leaves the service.
- Volunteers and junior educators will not be counted as part of the child / educator's ratios at any time.
- Only students and volunteers that are suitably qualified can be counted as part of the ratio.

Considerations

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

Department of Education, Employment and Workplace Relations (DEEWR)

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

DEEWR www.deewr.gov.au

D13 - Communication

Policy Statement

We aim to maintain positive and open communication between all parties involved in the service. Educators, children and parents / caregivers will be made aware of appropriate communication avenues and procedures.

Procedures

Educators / Management

- Educators and members of management are to treat each other with respect, courtesy and understanding.
- The Director will be the main line of communication between the educators and management.
- Educators can raise issues with the Owners through the Director who will ensure any issues are drawn to their attention.
- Where necessary educators will be invited to attend management meetings to discuss any issues / concerns.
- Where there is a distinct conflict between an educator and management, educators or management can act on this as per the Grievance Procedure.

Educators / Parents / caregivers / Carers

- Educators will create a comfortable and supportive environment for parents / caregivers and strive for open communication and good relations with them.
- Educators and parents / caregivers will treat each other with respect, courtesy and understanding.
- Educators will not be judgmental towards the parents / caregivers and respect their need to use childcare.
- Educators will ensure that all parents / caregivers are greeted and farewelled at all sessions.
- Educators will maintain regular, open communication with parents / caregivers. Educators should inform them personally about anything relating to their child as an ongoing process. This could be praise about the child's day, or activities, any problems the child might have had in the day, issues or behavior that may have been a concern and so on.
- Educators will regularly talk to parents / caregivers about the child's interests or activities and respond to suggestions from the parents / caregivers.
- Parents / caregivers and educators are required to maintain confidentiality at all times.

Educators / Children

- Educators and children are to treat each other with respect, courtesy and understanding.
- Educators will respect children's opinions and encourage their participation in the planning of the program and establishing a code of behavior at the service.
- Appropriate language is to be maintained at all times.
- Educators will use appropriate voice tone and level when talking to children, shouting will be avoided.
- Educators will be supportive and encouraging and communicate to children in a friendly, positive and courteous manner.
- Educators will initiate conversations with all children and develop an understanding of the children and their interests.

- Educators will give praise and positive feedback to the children as often as possible.
- Educators will form warm and friendly relationships with the children in their care.
- Children will never be singled out or made to feel inadequate at any time.
- Educators will not threaten or abuse the children in any way.

Educators / Educators

- Educators are to treat each other with respect, courtesy and empathy.
- Educators are expected to work as part of a team and to support each other in the workplace.
- Educator meetings are appropriate times to raise matters of interest or concern to other educators to be documented in the weekly minutes.
- Educators are expected to read minutes of educator's meetings and to take notice of relevant changes and issues.
- Educators will familiarise themselves with the content of all notices displayed around the service.
- An educator with concerns about the work practices of another educator should contact the Director to discuss. If the concern is related to the Director the owner will be notified. If the matter remains unresolved, the Educators Grievance Procedure should be followed.

General Lines of Communication

Communication within the service can include the following:

- Daily discussion with educators, children and parents / caregivers
- Messages and information on the noticeboard
- Community notice area
- Notes home to children and parents / caregivers
- Puddleducks Newsletters
- Puddleducks Facebook page
- Email
- Educators meetings
- Management meetings
- Parent/caregiver meetings
- Program and curriculum board
- Parent/caregiver communication book

Considerations

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

Early Years Learning Framework (EYLF)

Fair Work Act 2009

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

Fair Work Act www.fwa.gov.au

SECTION E: HEALTH AND SAFETY

E1 - Manual Handling

Policy Statement

Manual handling refers to any activity requiring the use of force by a person to lift, lower, push, pull, hold or restrain something. Correct handling techniques must be followed to minimise the risks of injury.

Procedures

Most manual handling injuries can be prevented by planning the task to minimise risk, this involves examining the task and deciding what the risks associated with them are, and how these can be removed or reduced by adding control measures. As part of a manual handling assessment the following should be considered:

- The tasks to be carried out.
- The load to be moved; assess the size, weight and centre of gravity of the load to make sure that you can maintain a firm grip and see where you are going.
- Whether you can lift the load safely or need help; bear in mind that it may be too dangerous to attempt to lift some loads.
- Consider where you will put the load, how far you are going to move it and how you are going to get there.
- The environment in which handling takes place.
- The capability of the individual involved in the manual handling. People with health problems and pregnant women may be particularly at risk of injury.

When manual handling occurs:

- Only attempt manual handling when you have read the correct techniques and understood how to use them.
- If more than one person is involved, plan the lift first and agree on who will lead and give instructions.
- Plan your route and remove any obstructions. Check for any hazards such as uneven/slippery flooring.
- Lighting should be adequate.
- Consider a resting point before moving a heavy load or carrying something a distance.
- Wherever possible encourage child to walk rather than be carried.
- If carrying a child ask them to hold onto you as this will support you and the child when lifting.
- Where a child is young and is unable to hold onto you, ensure you support them fully within your arms.
- If a child is struggling or fidgeting whilst you are carrying them, stop, place them back down and use reassuring words to calm the child before continuing.

When lifting:

- Stand in front of the load with your feet apart, your weight should be even over both feet.
- Position yourself so that the heaviest part is next to you. If the load is too far away, move toward it before starting the lift. Do not twist your body to pick it up.
- Bend the knees slowly, keeping the back straight.
- Tuck the chin in on the way down.
- Lean slightly forward if necessary and get a good grip.
- Keep the shoulders level, without twisting or turning from the hips.
- Try to grip with the hands around the base of the load.
- Bring the load to waist height, keeping the lift as smooth as possible.
- Move the feet, keeping the child or load close to the body.
- Proceed carefully, making sure that you can see where you are going.
- Lower the child or load, reversing the procedure for lifting.
- Avoid crushing fingers or toes as you put the child or load down.

- If you are carrying a load, position and secure it after putting it down.
- Make sure that the child or load is rested on a stable base and in the case of the child ensure their safety in this new position.
- Carry children or loads close to the body
- Avoid awkward movements such as stooping, reaching or twisting.
- Report any problems immediately, for example, strains and sprains.

Considerations

Safe Work NSW

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) -National Quality Standard (NQS)

For further information

Safe Work NSW <http://www.safework.nsw.gov.au/>

NSW Legislation www.legislation.nsw.gov.au

NQS www.acecqa.gov.au

E2 - Hygiene

Policy Statement

We aim to provide a healthy and hygienic environment that will promote the health of the children, educators, and parents / caregivers/carers. All people in the service will follow preventative measures in infection control. Educators will ensure that they maintain and model appropriate hygiene practices.

Procedures

- Toilet facilities will be cleaned and disinfected daily with adequate soap and towels for hand drying.
- Educators and children will practice hand washing upon arrival, before handling food, before eating, before and after changing a nappy, after removing gloves, after using the toilet, after cleaning, after coming into contact with bodily fluids, after wiping noses, before giving medication, after handling garbage, after playing outside and when leaving for the day.
- All tables will be disinfected and sanitised after each mealtime and at the end of the day.
- All educators will wear gloves when in contact with blood, open sores and other bodily substances.
- Educators must dispose of blood soiled material and gloves in the bodily fluids bin or tied in a plastic bag or glove and placed in a bin out of children's access.
- Separate bins will be available for various forms of waste, including paper, and general waste.
- The service and equipment will be kept in a clean and hygienic manner.
- A schedule will be kept for the disinfection of necessary equipment.

Considerations

Work Health and Safety (WHS) Act and Regulation 2011

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

E3 - Beverages, Food and Nutrition

Policy Statement

We aim to provide nutritious and varied food of good quality in the service. Children will be encouraged to develop good eating habits through positive examples and education. High standards of hygiene will be maintained throughout all food preparation.

Procedures

- The service will follow the Food Regulation 2010.
- All food will be prepared and stored in a hygienic manner.
- Fresh drinking water will be available for children and educators at all times.
- The children are asked to bring a pop-top drink bottle, which they can refill at any time.
- Where children are involved in food preparation there will be full supervision and hygienic conditions maintained.
- The service is catered for by Kids Gourmet Food and menus are displayed weekly and further information on nutrition and ingredients is available upon request.
- Children's individual needs such as allergies will be addressed in the menus and all educators made aware of these needs.
- Children on a Puree Diet will be catered for by Kids Gourmet foods and a menu displayed at the Centre.
- For the babies and children who are being bottle fed the educators will follow the 5th Edition of Staying Healthy (see below).
- We aim to be a nut free zone and therefore no nuts are to be brought into the service.
- Food is never to be left in children's bags.
- Where food is needing to be provided by a child's family the Director will be consulted prior and educators will ensure that the child has brought nutritionally balanced food and water for the day.
- Local government representatives will conduct regular external food safety audits.
- Educators will inform parents of their child's eating patterns throughout the day.

3.5.3 Preparing, storing and heating bottles

Bottles of breast milk and formula need to be carefully prepared, stored and heated. Breast milk contains the mother's antibodies, which help prevent illness in infants. Encourage and support mothers of infants up to 12 months old to provide expressed breast milk, or to visit the education and care service to feed their infants.

Preparing bottles

When preparing formula, always wash your hands first, and ensure that work surfaces, bottles and other equipment are clean. Follow the manufacturer's instructions carefully.

Storing bottles

Formula or breast milk needs to be kept refrigerated or frozen. Keep a non-mercury thermometer in your fridge so that you can check that the temperature is below 5°C. All bottles need to be labelled with the child's name and the date the bottle was prepared or brought in by the parent. It is best to make up fresh formula for each feed and give it to the child as soon as it has cooled. If this is not possible, the freshly made formula should be cooled immediately and stored in the back of the refrigerator

(where it is coldest) for no more than 24 hours. Throw away any formula that is left over. Do not freeze or reheat leftover made-up formula.

Breast milk can be stored in several ways.

It can be:

- refrigerated for 3–5 days at 4°C or lower (4°C is the typical temperature of a standard fridge); always store breast milk at the back of the refrigerator, not in the door
- stored without refrigeration (if needed) for 6–8 hours if the room temperature is less than 26°C
- frozen in a separate freezer section of a refrigerator for up to 3 months; if your freezer is a compartment inside the refrigerator, rather than a separate section with its own door, then only store the breast milk for 2 weeks
- frozen in a deep freeze (–18 °C or lower) for 6–12 months. When thawing frozen breast milk, always use the oldest milk first. Frozen breast milk can be thawed:
 - in the refrigerator and used within 24 hours
 - by standing the bottle in a container of lukewarm water and used straight away.

Heating bottles

Heat bottles once only. Do not allow a bottle to cool and then reheat it—this can allow germs to grow. Do not warm bottles in the microwave. Microwave ovens distribute heat unevenly. Water in the milk can turn to steam that collects at the top of the bottle, and there is a danger that the infant could be scalded. Many parents use microwaves to warm bottles at home. In the home environment, usually only one or two people are preparing bottles, using the same type of bottle and the same microwave every time, so the risk of overheating the milk and scalding the infant is lower.

To heat bottles:

- Stand the bottle in a container of hot water for no more than 15 minutes.
- Before feeding the infant, check the temperature of the milk by letting a little drop onto the inside of your wrist—it should feel comfortably warm or even a little bit cool.
- Never microwave breast milk.
- Never refreeze thawed breast milk.
- Only warm the milk once, and discard any warmed milk that has not been use

Considerations

Food Regulation 2010

Dietary Guidelines for Children and Adolescents in Australia

Work Health and Safety (WHS) Act and Regulation 2011

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

E4 - Hazards

Policy Statement

We aim to provide an environment that is safe with no risk to the health and wellbeing of the children, educators, or parents / caregivers/carers. We will ensure that all activities undertaken while the service is in operation will not be potentially hazardous and that all hazardous materials will be stored appropriately. Under the Work Health and Safety Act 2011, employees have the responsibility to draw their employer's attention to health and safety hazards in the workplace.

Procedures

- Hazardous machinery, chemicals and activities which are likely to cause potential danger to children, educators or others in the service will not be used or undertaken while the service is in operation.
- Should any pests or vermin be identified then action should be taken to rid the service of the problem.
- Low irritant, environmentally friendly products will be used minimally and only with adequate ventilation, and preferably not in the presence of the children.
- All educators will be made aware of any potentially dangerous products and chemicals and where they are stored.
- All potentially dangerous products such as cleaning materials, disinfectants, flammable, poisonous and other dangerous substances, tools, toiletries, dangerous first aid equipment, and medications will be stored in the designated secured area which is inaccessible to the children.
- All potentially hazardous material will have Material Safety Data Sheets (MSDS).
- Educators should always read the label before use of any cleaning materials or chemicals and not use any substance that does not carry a manufacturer's label.
- Educators should be made aware of the appropriate first aid measures for accidents with hazardous materials and substances.
- Educators must report any hazard to the Director. The Director assesses the nature of the hazard and makes recommendations of action for the elimination, or significant reduction of the dangers of the hazard.

Considerations

Work Health and Safety (WHS) Act and Regulation 2011

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

B5 - Water Safety

Policy Statement

The safety and supervision of children is paramount when in or around water. This relates to water play, excursions near water, hot water and drinking water in the service environment.

Procedures

- Water use within the service will be supervised at all times to ensure the health and safety of children, educators and families.
- Drinking water will be accessible at all times.
- Educators will ensure that water troughs or containers are drained after use.
- Children will be supervised at all times during water play experiences.
- Babies or Children who require a shower or bath will be supervised at all times and the parents notified.
- Educators will use their breaks to consume hot drinks away from the children. If educators wish to consume hot drinks in the rooms they must have the drink in a thermal mug with a lid that securely screws onto the mug and can be closed to stop spillage.
- Where excursions involve water the educator:child ratio is higher as best practice and educators will follow the guidelines set out in the *Excursions* policy.

Considerations

Work Health and Safety (WHS) Act and Regulation 2011

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

B6 - Transportation

Policy Statement

Children travelling on excursions have the right to be safe. We will ensure that all modes of transportation undertaken whilst at Puddleducks will be safe and comply with all the required regulations.

Procedures

- A mobile phone should be carried by the educators in case of accident or emergency.
- Excursion Educator: Child ratio will be maintained.
- When children are leaving the service on an excursion, educators must ensure that a list of the children's names and contact phone numbers and a first aid kit accompany them.
- When travelling on foot, educators will ensure that the safest possible route is taken, crossing at lights and crossings where available. Children must be kept together as a group with no child running ahead or lagging behind. Educators will space themselves around the children.

Considerations

Work Health and Safety (WHS) Act and Regulation 2011

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

Child Protection

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

Child Protection www.community.nsw.gov.au

E7 - Animals

Policy Statement

We believe that animals can be a valued source of learning and enjoyment for the children. Any animal that enters or resides at the service must be safe and present no danger to the children.

Procedures

- All animals, which are kept in the service, shall be maintained in a clean and healthy condition and kept away from food preparation areas.
- Risk Assessments will be carried out before any animals are in contact with the children in care.
- Alternative arrangements to care for animals must be made during holidays and periods where Puddleducks is unattended.
- The animal's rights to be safe and cared for will be of utmost importance.

Considerations

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

Work Health and Safety (WHS) Act and Regulation 2011

Early Years Learning Framework

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF, NQS and EYLF www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

WHS www.legislation.nsw.gov.au

E8 - Sun Protection

Policy Statement

We are a Sunsmart service and we aim to ensure that all children attending the service will be protected from the effects of UV radiation. We participate in the Sunsmart Early Childhood Program.

Procedures

Outdoor Activities

- From October to March, the service will minimise sun exposure activity between 11am and 3pm.
- Sun protection is required at all times when outside.
- From April to September, outdoor activity can take place at any time during the day. Sun protection is required between 10am and 2pm, except in June and July when the UV index is mostly below 3.

Shade

- Outdoor activities will be planned to occur in shaded areas under the shade sails whenever possible. Educators will supervise the sun moving thought the day and move activities accordingly.
- The service will provide and maintain adequate shade for outdoor play.

Hats

- All children will wear a SunSmart bucket hat that protects the face, neck, ears and crown of the head whenever they are outside or on an excursion.
- Children without hats will remain protected from the sun using one of our spare hats.

Clothing

- When outdoors, all children will wear SunSmart clothing that protects as much of the skin as possible, especially the shoulders, back and stomach such as tee-shirts with collars or long skirts or pants.

Sunscreen

- All children and educators will apply SPF30+ broad-spectrum water-resistant sunscreen 20 minutes before going outdoors and reapply every 2hrs. The sun screen is stored in a cool, dry place in a locked cupboard and expiry date is monitored.

Babies

- Children under 12 months of age will not be exposed to direct sunlight.

Role modelling

- Educators, students, families and visitors will act as positive role models and demonstrate SunSmart behaviour when attending the service. Educators will wear hats outside and wear clothing that covers their shoulders. Sun safety will be included in the learning program.

Information

- Sun safety information will be displayed for parents / caregivers and educators and visitors to read. The sun protection policy will be on display for parents / caregivers, educators and visitors to read.

Review

- This policy will be reviewed every 12 months.

Considerations

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

Work Health and Safety (WHS) Act and Regulation 2011

Sunsmart Child Care - Cancer Council

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

WHS www.legislation.nsw.gov.au Cancer Council www.cancerCouncil.com.au

E9 - Emergency Procedures

Policy Statement

We aim to provide an environment that ensures for the safety and wellbeing of the children at all times. All children and educators will be aware of, and practised in, emergency and evacuation procedures. In the event of an emergency, natural disaster or threats of violence these procedures will be undertaken immediately.

Procedures

- Emergency procedures will be clearly displayed near the entrances and exits used by the service.
- All educators will be aware of the procedure in case of an emergency.
- Emergency procedures will be practiced for a full week every three months and educators made aware of their specific duties.
- Fire extinguishers and blankets will be installed and maintained by the Complex Manager and monitored by the Director in accordance with Australian standards, and educators trained in their correct use.
- Educators will be nominated to make the announcement to evacuate, collect the roll and children's contact phone numbers, phone 000, collect first aid kit and assemble the children calmly in the evacuation area, mark the roll and note any missing persons.
- In the case of threats of violence or harassment, the Director must be informed immediately and move the children calmly away from the threat.

Considerations

Department of Education and Communities (DECs)
Work Health and Safety (WHS) Act and Regulation 2011
Education and Care Services National Law and Regulation 2011
NSW Fire and Rescue Guidelines

For further information

Department of Education and Communities (DECs) www.dec.nsw.gov.au
NSW Legislation www.legislation.nsw.gov.au
NSW Fire and Rescue Guidelines www.nswfb.nsw.gov.au

E10 - First Aid, Injury and Trauma

Policy Statement

First aid equipment and facilities will be available to all educators, children, and visitors in the service and while on excursions. All educators will be encouraged to undertake first aid training as part of their conditions of employment and the service will make every attempt to ensure sound management of an injury to prevent any worsening of the situation. Parents / caregivers or emergency contacts will be informed immediately where the accident is serious.

Procedures

- A fully stocked and updated first aid kit will be kept in a designated place, accessible to all educators.
- The first aid kit will be checked regularly by the educators and restocked as required.
- All accidents and incidents must be reported immediately to the Responsible Person and a record of the treatment documented on the appropriate form, indicating; name, date, time, nature of injury, how it occurred, treatment given and by whom.
- All serious incidents will be reported to the Director and Nominated Supervisor and reported to ACEQA using the S101 form – Notification of serious incident.
- Educators to ensure disposable gloves are worn when in contact with blood and other bodily fluids and disposed of in the bodily fluids bin.
- A current list of children's medical conditions will be displayed at the administration area for educators to familiarise themselves with.

In the case of a minor accident, the first aid attendant will:

- Assess the injury.
- Attend to the injured person and apply first aid as required.
- Ensure that disposable gloves are worn if in contact with blood or other bodily fluids and disposed of safely.
- Record the incident and treatment on the minor injury register.
- Notify the Service Director and the parents / caregivers told upon collection of the child.

In the case of a major accident resulting in injury or trauma, the supervising educator will:

- Assess the injury and apply first aid as required.
- Send a person to get the Responsible Person in charge who will seek immediate medical attention by contacting an ambulance and notifying the parents / caregivers when possible.
- Stay with the child at all times, try to make the child comfortable and reassure them until further medical assistance arrives.
- Complete an *Incident, injury and trauma record* to be co-signed by the Service Director and parents / caregivers of the child.
- All serious incidents will be reported to the Director and Nominated Supervisor and reported to ACEQA using the S101 form – Notification of serious incident.

Considerations

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

Work Health and Safety (WHS) Act and Regulation 2011

For further information

NSW Legislation www.legislation.nsw.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

E11 - Toileting

Policy

To ensure that child protection and hygiene regulations are followed educators will follow strict toileting procedures.

Toilet needs will be approached in a supportive way.

Procedures

- Toilet training needs to be approached in a supportive and unhurried way
- Educators should ensure the privacy of each child toileting
- Discuss toileting with the child's family when determining whether toilet training should be initiated
- Consider a child's developmental level in regard to toilet training
- Approach toileting in a relaxed manner
- Help children to use the toilet and positively support their efforts
- Remind and assist children to use the toilet as needed
- Recognise that toilet skills may be unreliable
- Respond respectfully and calmly to toileting "accidents"
- Encourage self-help skills with toileting process
- Encourage children to wash their hands after toileting
- Educators may need to show/remind child how to wash hands
- Children to be supervised at all times when in the bathroom (this can include viewing through specially designated windows into bathroom areas and listening)
- Educators may need to show/remind the child to flush
- Educators wash their own hands according to Hand Washing Procedure after having assisted in the children's bathrooms
- Children are to be encouraged to use the bathroom for the purpose it is intended (no splashing or play)
- Educators to be aware of, and to teach children, associated WHS issues
- Educators and children to be "water wise" in bathroom areas
- Educators to always ensure there is another educator is nearby / or in viewing proximity, of the educators at or in the children's bathroom (child protection precaution)

Considerations

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

Work Health and Safety (WHS) Act and Regulation 2011

United Nations Convention of the Rights of the Child

Staying Healthy in Child Care

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

Unicef www.unicef.org.au

Staying Healthy in Child Care www.nhmrc.gov.au

E12 - Nappy Changes

Policy

To ensure that child protection and hygiene regulations are followed educators will follow strict nappy change procedures.

Procedures

- Ensure privacy of each child being changed
- Discuss the routine with families
- Change nappies frequently to ensure babies and toddlers health, hygiene and comfort are maintained
- Inform other educators that you are about to change a child's nappy.
- Inform the child that it is nappy change time.
- Encourage the child to the nappy change table in a friendly and warm manner.
- Check the disinfectant & sanitiser is located on window sill next to the change table.
- Get the child's nappy and put on the nappy change table.
- Place child on change table or assist them to climb onto the table.
- Put a glove on each hand.
- Place a paper towel under the child's bottom.
- Talk to the child about what you are doing.
- Take off the soiled nappy and roll it in paper towel, while holding it in your hand pull gloves over the nappy while staying close to the child with a hand on them.
- Dispose of nappy in the bin (seal in a nappy bag if soiled)– while keeping a hand on child.
- Put on fresh gloves before applying any cream – dispose of gloves in the bin with any bodily fluids sealed inside the gloves or in a sealed bag.
- Put the fresh nappy on the child.
- Take the child off the nappy table and encourage them to wash their hands before returning to play.
- Using the disinfectant and paper towel, spray and wipe down the surface
- Throw the paper towel in the nappy bin.
- Thoroughly wash your hands.
- Write up nappy change on nappy change board.
- Return disinfectant.
- If an educator determines a child is too heavy / large for them to support onto / on the change table using correct manual handling techniques, a child is being rough or difficult to change or is actively toilet training but still wearing nappies, educators lead the child to stand near the toilet, offer them to try to wee on the toilet.
 - put gloves on and remove the child's nappy and wrap it inside the gloves and place in a sealed bag and then into the nappy bin.
- Put on fresh nappy and wash hands and encourage the child to wash their hands.

Considerations

NQF and NQS

Work I Health and Safety Act 2011

Education and Care Services National Law and Regulation 2011

For further information NQF & NQS www.acecqa.gov.au

Education and Care Services National Regulations www.deewr.gov.au

WHS Regulation 2011 www.legislation.nsw.gov.au

E13 - Bathing

Policy

To ensure that child protection and hygiene regulations are followed, educators will follow strict bathing procedures.

Procedures

- Bathing of a child will occur in the disabled bathroom with the door open. There is a shower and bath for the appropriate age group use.
- A small soiled child can be bathed in the nurse's bathing sink.
- Educators must always ensure there is another educator nearby / or in viewing proximity including through viewing window or open door (child protection precaution)
- If a child requires bathing, acquire clean clothes and a towel (towels are in the disabled bathroom)
- Utilise bathtub located in the disabled bathroom
- Educators must wear gloves
- Turn on shower nozzle
- Fill bath with warm soapy water
- Remove child's clothes and put them into a plastic bag and hang on soiled clothing hook in the laundry
- Put 'please collect soiled clothing' tag on kinderloop
- Remove gloves, place into bodily fluids bin
- Wash hands and put on new set of gloves
- Assist child into the bath, bathe child
- Comfort child if distressed
- Assist child out of bath
- Towel dry and assist child to get dressed
- Support child to re-join group
- Clean, spray disinfectant and wipe out bath/bathing sink

Considerations

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

Work Health and Safety (WHS) Act and Regulation 2011

United Nations Convention of the Rights of the Child

Staying Healthy in Child Care

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

Unicef www.unicef.org.au

E14 - Sleep / Rest

Policy Statement

Effective rest and sleep strategies are important factors in ensuring a child feels secure and safe in a childcare environment. Puddleducks Rest and Sleep Policy is based on recommendations from the recognised national authority SIDS & Kids. Puddleducks consults with families about their child's individual needs and is proactive in being aware of the different values and parenting beliefs, cultural or otherwise that are associated with rest. If a family's beliefs and practices are in conflict with SIDS & Kids, then the service will not endorse an alternative practice, unless the service is provided with written advice from a medical practitioner. The service defines 'rest' as a period of inactivity, solitude, calmness or tranquility, and can include a child being in a state of sleep. Puddleducks Childcare Service has a duty of care to ensure that all children are provided with a high level of safety when resting or sleeping while in care.

In meeting the service's duty of care, it is a requirement that management and educators implement and adhere to the service's Rest and Sleep Policy.

Procedures

The primary safe resting and sleeping practices for babies in care at this service are:

- Cot rooms will be calm, quiet and free from hanging ornaments and clutter
- Babies will be placed at the bottom end of the cot on their back with their faces uncovered as per SIDS recommendations
- If a baby's medical condition prevents them from sleeping on their back. Instruction must be supplied by a medical practitioner.
- Babies from 3 months may be wrapped in cotton or muslin with their arms free.
- Babies from 4 months and over can be placed in an Australian Standards approved sleeping bag without a hood.
- Babies from 6 months may sleep with a soft toy or snuggle blanket under parent consent.
- Babies may sleep with a Dummy under parent consent. Dummy will not be shared and will be stored in an individual sealed container.
- A baby observed climbing out of a cot should be transferred to a sleeping mat.
- Sleeping babies will be checked on every 10 minutes.

The primary safe resting and sleeping practices for children in care at this service are:

- All children will be placed or encouraged to lay on their back to rest when first being settled for a rest. If a child turns onto their side or stomach during sleep, then allow them to find their own sleeping position.
- All children will rest with their face uncovered.
- The rest environment, equipment and materials will be safe and free from hazards
 - Educators/carers monitor resting children at regular intervals, paying specific attention to breathing patterns and supervise the rest environment.
- Light bedding is the preferred option
- Quiet experiences may be offered to those children who do not fall asleep.
- If a child requests a rest outside of 'rest time' then there is a designated area for the child to be inactive and calm, away from the main group of children.

- Children who are unwell will be given the highest supervision priority and monitored constantly especially if the child has: a high temperature, vomited or received minor trauma to their head
- Adults will not rest or sleep in the same environment as a child or group of children
- Avoid using settling and resting practices as a behaviour guidance strategy
- Mattresses will be kept in good condition
- Every time the children's resting mattresses are used they are cleaned with disinfectant if soiled and checked for rips or issues
- Each child has their own bed linen that they bring in from home which is washed weekly at home (or each time they are soiled)
- Other resting materials or aids, such as cushions, will be cleaned every month using our laundry or if soiled.
- Educators/carers monitor the temperature and airflow of the rest environment and address children's clothing needs.
- Children resting in jumpers with hoods and cords are at higher risk of choking and should be encouraged not to wear these garments when resting.

Considerations

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

Work Health and Safety (WHS) Act and Regulation 2011

United Nations Convention of the Rights of the Child

Staying Healthy in Child Care

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

Unicef www.unicef.org.au

Staying Healthy in Child Care www.nhmrc.gov.au

SIDS Kids <http://www.sidsandkids.org/>

E15 - Illness and Infectious Diseases

Policy Statement

We aim to provide a safe and hygienic environment that will promote the health of children. The needs of a sick child cannot be met without reducing general levels of supervision, therefore parents / caregivers are asked to keep sick children at home or collect children who are unwell. Children with infectious diseases will be excluded from the service for the period recommended by the NSW Department of Health.

Procedures

- Children and educators will be excluded from the service if they are ill with any contagious disease. This includes but is not limited to Chicken pox, German Measles, Conjunctivitis, Glandular fever, Hepatitis A, Gastroenteritis, Influenza, Mumps and Measles.
- The most current copy of *Staying Healthy in Child Care – Preventing Infectious Diseases in Early Childhood Education and Care Services* will be kept at the service. This publication provides detailed information on infectious diseases, notifications and exclusions.
- The Responsible Person maintains the right to send home any child who is deemed not well enough to be attending the service.
- A child presenting with any skin rash requires a clearance certificate from a medical professional prior to being left in care.
- A child who appears unwell and is presenting with a temperature of 37 degrees or higher will be sent home and must not return to the service for a minimum of 24 hours.
- Educators will endeavor to make sure that any sick child is separated from the other children in a quiet area and made comfortable. Supervision will be maintained until a parent arrives.
- Where a child comes down with a serious illness while at the service an *Illness Record* will be completed and co-signed by the Director and parents / caregivers of the child.
- The Director will ensure that the parent / caregiver of each child enrolled at the service is notified of the occurrence of an infectious disease as soon as possible.
- The service will notify the local public health department of the infectious disease as required.

Considerations

Work Health and Safety (WHS) Act and Regulation 2011

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

NSW Department of Health

For further information

Staying Healthy in Child Care – Preventing Infectious Diseases in Early Childhood Education and Care Services

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

NSW Department of Health www.health.nsw.gov.au

E16 - Immunisation

Policy Statement

We respect the right of individual parents/ caregivers to decide whether to immunise or not to immunise their children. However, children who are not immunised will be excluded for the period of an outbreak that is a vaccine-preventable disease. The service will abide by the all-government regulations in relation to immunisation.

Procedures

- Prior to enrolling proof of a child's vaccination status must be provided. Childcare services must have documented evidence that children are up to date with their vaccinations, or that they are on a recognised catch-up schedule, or that they have a medical contra-indication to vaccination, or their parents / caregivers have a conscientious objection to vaccination, before enrolling a child.

Upon enrolment of their child, parents / caregivers/guardians must provide:

- An Australian Childhood Immunisation Register (ACIR) Immunisation History Statement which shows that their child is up to date with their scheduled immunisations, or;
 - An ACIR** Immunisation Exemption Conscientious Objection Form (IMMU12) which has been certified by an immunisation provider and a parent/guardian, or;
 - An ACIR** Immunisation Exemption - Medical Contraindication Form (IMMU11) which has been certified by an immunisation provider, or;
 - An ACIR** Immunisation History form on which the immunisation provider has certified that the child is on a recognised catch-up schedule.
- In the event of an outbreak of a vaccine-preventable disease at the service, children not immunised will be required to stay at home for the duration of the outbreak, for their own protection.
 - The Director will consult with the Owner and notify the Public Health Unit if a child contracts a vaccine-preventable disease.
 - Educators will be encouraged to maintain through immunisation, their immunity to common childhood diseases.
 - Exclusion periods will be advised by the NSW Department of Health and Staying Healthy in Child Care publication.

Considerations

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

Work Health and Safety (WHS) Act and Regulation 2011

NSW Department of Health

For further information

Staying Healthy in Child Care – Preventing Infectious Diseases in Early Childhood Education and Care Services

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

NSW Department of Health www.health.nsw.gov.au

E17 - Medical Conditions

Policy Statement

We aim to provide safe and effective care of children by ensuring that educators are fully aware of reactions to, and management of, any children's medical conditions, including asthma, diabetes or a diagnosis that a child is at risk of anaphylaxis.

Procedures

- Parents / caregivers will be asked to inform the service of any medical conditions the child may have at the time of enrolment, which will be recorded on the child's enrolment form.
- In the case of a serious medical condition, the parents / caregivers will be asked to supply an Individual Health Plan from their doctor explaining the effects of the medical condition and ways the educators can assist if the need should arise.
- In the case of food allergies parents / caregivers will be asked to provide a list of foods not to be eaten and some alternative foods.
- Individual Health Plans will be displayed at the administration area and be visible to volunteers, permanent and casual educators.
- Volunteers and educators will be informed of the Individual Health Plans during orientation.
- The service will develop a risk minimisation plan in consultation with the child's parents / caregivers.
- The service will develop a communication plan for educators and parents / caregivers.
- A child with a specific health care need will be provided with a copy of the policy.

Considerations

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

Work Health and Safety (WHS) Act and Regulation 2011

NSW Department of Health

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

NSW Department of Health www.health.nsw.gov.au

E17 - Medication

Policy Statement

To ensure the interests of educators, children, and parents / caregivers are not compromised; medication will only be administered with the explicit permission of the parents / caregivers or in the case of an emergency with the permission of the child's medical practitioner.

Procedures

- Parents / caregivers who wish for medication to be administered to their child at the service will complete the medication form provided and medication, in its original packaging, given directly to an educator to store in the medication cupboard or in the refrigerator if required.
- There must be two educators present when administering medication to witness the procedure and record details on the appropriate medication form.
- Following the administration of medication, educators must be alert to any possible side effects and note on the medication form. If the child's condition deteriorates, parents / caregivers will be contacted or further medical treatment sought.
- Permission to administer Paracetamol in the case of a high temperature is sought on the enrolment forms. Wherever possible the parents / caregivers are to be phoned prior to administration.
- Educators will not accept a verbal instruction for the use of medication either in person or by telephone.

Considerations

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

NSW Department of Health

Safely administering medications in childcare – CareforKids

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

NSW Department of Health www.health.nsw.gov.au

Safely administering medications in childcare – www.CareforKids.com.au

E19 - Visitors

Policy Statement

We aim to ensure the safe and proper care of the children in the service by having clear procedures for any person who enters the service or is involved with the children in any way.

Procedures

- Visitors may be invited to the service to stimulate the children's program which may include local people or parents / caregivers with a skill or ability to share with the children or local community members and resources such as the police / fire brigade etc.
- Visitors include relevant Authorities conducting compliance visits. These may include but are not limited to The Department of Education, Employment and Workplace Relations (DEEWR), the Department of Education and Communities (DECs), Local Council. Authorities who are conducting a "Spot Check" or unexpected visit will be asked provide to identification.
- Visitors include property managers and maintenance providers.
- Visitors include families taking a tour of the service for the purpose of potential enrolment.
- Visitors will be required to sign the Visitors register upon entering and exiting the service.
- Visitors will not be left unattended with the children under any circumstance.
- Any unwelcome visitor will be calmly asked to leave the service. If they refuse the educators will call the police on 000 for removal.
- No educator is to try to physically remove the unwelcome person, but try to remain calm and keep the person as calm as possible.

Considerations

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

E20 - Child Protection

Policy Statement

We believe that the welfare of children is of paramount importance and that the service has an obligation to defend the child's right to care and protection. Educators and management have a responsibility to take action to protect children they suspect may be abused or neglected. Our service will carry out responsibilities of mandatory reporters as indicated under legislation. This responsibility involves following the procedure as outlined by the NSW Community Services and the Commission for Children and Young People.

Procedures

Mandatory Reporting

- A mandatory reporter is someone who is required by law to make a report to Community Services if they have current concerns about the safety, welfare or wellbeing of a child. A child is a person under 16 years. There are penalties for failing to make a report.
- In Children's Services mandatory reporters are:
 - Educators who deliver services to children.
 - Management either paid or voluntary, whose duties include direct responsibility or direct supervision for the provision of these services.
- Educators are mandated to report to Community Services if they have current concerns about the safety or welfare of a child relating to section 23 of the NSW Children and Young Persons (Care and Protection) Act 1998
- **Section 23 (1)**
 - a-b) Child is at significant risk of harm – Neglect**
 - a) basic physical or psychological needs not being met or are at risk of not being met
 - b) parents / caregivers unwilling or unable to provide necessary medical care
 - b1) parents / caregivers unwilling or unable to arrange for the child or young person to receive an education
 - c) Child is at significant risk of harm – Physical / Sexual abuse**
 - d) Child is at significant risk of harm – Domestic violence**
 - e) Child is at significant risk of harm – Serious Psychological harm**
 - f) Child is at significant risk of harm – Prenatal report**
- Educators will undergo training in relation to child protection and reporting as part of the training budget.
- Any educators that forms a belief based on reasonable grounds that a child is at risk of harm should ensure they record the details of the report in a clear objective format.
- Reports should be treated with strict confidentiality in adherence to the service's Confidentiality Policy and Procedures.
- Any educators who forms a belief based on reasonable grounds that a child is at risk of harm should discuss their concerns with the Director and/ or the Responsible Person, as he or she may have information the educator is not aware of. The Service Director will then assist educators in running the online Mandatory Reporters Guidelines (MRG) tool (see point below for more information) to determine whether the report meets the threshold for **significant** risk of harm.

- If directed by MRG to report to Community Services (CS), educators should report their concerns to the Child Protection Helpline:
 - Mandatory Reporters phone 13 36 27
 - Non-Mandatory reporters phone 132 111
- When reporting to the Helpline it is important to have as much information as possible available to give to the Helpline. This might include child's information, family information, reporter details and outcomes of the MRG.
- If Service Director/ Responsible Person has been advised to but has not reported to Community Services you are legally responsible to do so.
- Once a report is made to the CS Helpline no further report needs to be made unless new information comes to hand.

Mandatory Reporting Guidance tool

- A Mandatory Reporting Guidance tool has been developed to help frontline mandatory reporters, including childcare workers determine whether the risk to a child or young person meets the new statutory threshold of 'risk of significant harm'. The MRG will guide reporter on what action should be taken. The MRG is an interactive tool and is available online at Child Story Reporters Website or call 132111
- If still in doubt the Community Services Helpline will provide feedback about whether or not the report meets the new threshold for statutory intervention.
- If new information presents concerning the child or young person run the MRG tool again.
- Where concerns do not meet the significant harm threshold, the MRG tool may guide you to 'Document and continue the relationship'. This requires the service to continue to support, provide services, and coordinate assistance and referral for the child and their family.
- The report page from the MRG should be printed and placed in the child/family file for future reference regardless of whether or not further action is recommended.

For assistance with referral information

Human Services Network www.hsnet.nsw.gov.au

Family Services NSW www.familyservices.nsw.asn.au

Where a complaint is made about an educator, or someone in the service

- Should an incident occur that involves a child being put at risk of harm from a member of educators, volunteer, trainee or person visiting the service, this is regarded as '**reportable conduct**' and necessitates such conduct being reported to the NSW Ombudsman within 30 days.
- If criminal conduct is alleged the police will be notified.
- Where the allegation is made to an educator or member of management the facts as stated will be recorded in writing, using an Incident Report template that includes dates, times, names of person/s involved, name of person making allegation and the person making the report. This report should be kept on record and treated as strictly confidential.
- If the Service Director person in charge is suspected then the Licensee should be informed.
- The relevant forms together with information and assistance are available online at www.nswombudsman.nsw.gov.au
- The person making the report should follow the advice of the Ombudsman's Departmental Officers.
- Management will also follow this advice.
- The matter will be treated with strict confidentiality.

- For the protection of both the children and the educator involved, the educators member should be encouraged to take special leave or removed from duties involving direct care and contact with children, until the situation is resolved.
- Support should be provided to all involved. This support can be given in the form of counselling or referral to an appropriate agency.

Considerations

NSW Children and Young Person's (Care and Protection) Act 1998

Commission for Children and Young People Act 1998

Child Protection (Prohibited Employment) Act 1998

Ombudsman Act 1974 (with relevant Child Protection Amendments)

NSW Department of Community Services Mandatory Reporting Guidelines

NSW Child Protection Interagency Guidelines (2006)

Legislation Amendment (Wood Inquiry Recommendations) Act 2009 No 13

Keep Them Safe – Information session/ overview participants manual 2009/ 2010

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

For further information

Keep Them Safe www.keepthemsafe.nsw.gov.au

Human Services Network www.hsnet.nsw.gov.au

Ombudsman www.nswombudsman.nsw.gov.au

Community Services www.community.nsw.gov.au

NSW Commission for Children and Young People www.kids.nsw.gov.au

Child Protection Helpline 13 36 27

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

E21 - Information exchange

Policy

In order to provide effective support and referral it may be necessary to exchange information with other prescribed bodies including government agencies or non-government organisations and services.

Procedures

- The NSW Children and Young Persons (Care and Protection) Act 1998 has been amended (2009) to include chapter 16A Information Exchange.
- Chapter 16A requires prescribed bodies to take reasonable steps to coordinate decision making and the delivery of services regarding children and young people.
- Under Chapter 16A NSW Children and Young Persons (Care and Protection) Act 1998, educators will exchange information that relates to a child or young persons safety, welfare or wellbeing, whether or not the child or young person is known to Community Services and whether or not the child or young person consents to the information exchange.
- The information requested or provided **must** relate to the safety, welfare or wellbeing of the child. Information includes:
 - A child or young persons history or circumstances.
 - A parent or other family member, significant or relevant relationship.
 - The agency's work now and in the past.
- Where information is provided in good faith and according to legal provisions, under section 29 & section 245G NSW Children and Young Persons (Care and Protection) Act 1998; reporters cannot be seen as breaching professional etiquette or ethics or as a breach of professional standards. There can be no liability for court action.

Considerations

NSW Children and Young Person's (Care and Protection) Act 1998
Commission for Children and Young People Act 1998
Child Protection (Prohibited Employment) Act 1998
Ombudsman Act 1974 (with relevant Child Protection Amendments)
NSW Department of Community Services Mandatory Reporting Guidelines
NSW Child Protection Interagency Guidelines (2006)
Legislation Amendment (Wood Inquiry Recommendations) Act 2009 No 13
Keep Them Safe – Information session/ overview participants manual 2009/ 2010
Education and Care Services National Law and Regulation 2011
The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)
Department of Education and Communities (DECs)

For further information

Keep Them Safe www.keepthemsafe.nsw.gov.au
Human Services Network www.hsnet.nsw.gov.au
Ombudsman www.nswombudsman.nsw.gov.au
Community Services www.community.nsw.gov.au
NSW Commission for Children and Young People www.kids.nsw.gov.au
Child Protection Helpline 13 36 27

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

E22 - Interactions with Children

Policy Statement

We aim to provide a service where respectful and equitable relationships are developed and maintained with each child. Each child will be supported to build and maintain sensitive and responsive relationships with other children and adults.

When grouping children consideration will be given to their sense of agency, development of secure relationships, progress towards the outcomes of the Early Years Learning Framework, and children's health, safety and wellbeing.

Procedures

- Educators will encourage children to express themselves and their opinions.
- The program and educators will allow children to undertake experiences that develop a sense of agency and confident self-identities.
- Educators will maintain the dignity and rights of each child.
- Educators will give positive guidance and encouragement to each child.
- Educators will consider the family and cultural values, age, and physical and intellectual development and abilities of each child.
- The program will minimise the times throughout the session where children are required to be part of a group. Compulsory groups times are limited to roll calls, educational group times and meal times.
- A number of different activities are offered each session to support smaller groups ensuring children's sense of agency and identity, while also minimising risk of children's health and safety.

Considerations

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

NSW Children and Young Person's (Care and Protection) Act 1998

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Community Services www.community.nsw.gov.au

E23 - Effective Supervision

Policy Statement

To develop consistent practices that ensure all children are supervised appropriately and to maximise the opportunity for children and adults to share experiences while minimising the possibility of injuries or accidents.

Maintaining the safety of children is an essential part of providing childcare services and ensuring an adequate level of supervision is a major part of maintaining a safe environment. Educators have a duty of care to the children under their care. Any negligent act may breach that duty.

Active supervision assures that the learning opportunities for children are promoted and that their play is enjoyable. By watching children closely, educators will be able to see opportunities for supporting and building on children's play experiences but will also identify when children wish to play independently.

Procedures

General

- Children must be supervised by educators at all times.
- Educators must set boundaries ensuring the areas within these are safe and allow for clear visibility of all children at all times.
- Educators should explain boundaries clearly before activities and during free play .
- Boundaries should be reinforced regularly.
- Where educators identify risks either as a result of the environment for example children using equipment inappropriately or disputes between children etc. action must be taken to manage these risks.
- Educators must refrain from using personal mobile phones while working directly with children or undertaking other activities that will distract them from supervision.
- Educators should place themselves to allow them to join with other children in play while being able to scan a broad area.
- Educators will endeavour to maximise the time spent engaging with children while still ensuring that they maintain appropriate supervision to ensure safety of the children.
- Educators will monitor transitions effectively.

Effective Supervision Methods

- Educators will be provided with the "Be S.H.A.R.P. Effective Supervision" information produced by Network of Community Activities when they are first employed. It is expected that educators will use these guidelines in the service and when on excursions. In brief this method involves scanning the environment for risks or hazards, listening to (or hearing) the sounds of voices of Educators and children, being constantly aware of what is happening in the environment, being ready to respond to any issues that arise or may arise if action is not taken and considering the position – of the service, of children or other educators and of where it is best to place yourself to see what is happening.
- Ongoing reinforcement of these methods of supervision will be conducted at educator meetings, in training sessions and during educators reviews or performance management sessions.

End of Day procedures

- Prior to leaving the venue, educators must ensure that all children have left the premises. This process should include a range of different indicators that children still remain for example

- Checking QK Kiosk to ensure all children are signed out.
- Scan all areas of the service e.g. bathrooms, storage areas, kitchen, etc.
- Look for indicators that children may still remain e.g. bags left in the lockers or on floor etc.

Considerations

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

Work Health and Safety (WHS) Act and Regulation 2011

Being, Belonging, Becoming (EYLF)

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

E24 - Child Management

Policy Statement

We aim to provide an environment where all parents / caregivers, educators and children feel safe, cared for, supported and relaxed which encourages co-operation and positive interactions between all persons.

Positive behaviour guidelines will be established by the educators in consultation with the children (if age appropriate) each year based on safety, respect for others, order and cleanliness.

Positive behaviour will be promoted by positive guidance and redirection techniques.

Procedures

- Educators manage and deal with situations as they occur by listening to the child then following the behaviour management steps.
- An incident book is kept of all notable incidents occurring at the service e.g.: aggressive behaviour or violent.
- No child is to have food or other basic needs withdrawn as consequences.
- Positive behaviour guidelines will be reviewed and displayed each year.
- There will be specific consequences for children who continually break positive behaviour guidelines and the consequences shall be relevant to the situation and not demeaning to the child.

Positive Behaviour Guidelines:

Inside

we make good choices

we are sensible in the bathroom

we follow instructions

we take turns

we save our big voices for outside

we treat everyone with respect

we share with our peers

we use our words to say how we feel

we look after belongings

Outside

we listen to each other

we follow instructions

we take turns

we share with our peers

we keep sand in the sandpit

we let plants grow

we make good choices

we wear our hats

we tell a teacher if we want something from inside

we use our words to say how we feel

Behaviour Guidance Steps

- Positive reinforcement: Young children are naturally curious about their world. They learn by testing and experimenting with everything around them. Constantly telling the children 'no' can pour cold water on this natural curiosity. Educators will reward and praise children when they are exhibiting desirable behavior.
- Redirection:
Allow exploring - Educators will create appropriate situations in which children can explore without lots of 'don'ts' and 'nos'. For example, if you don't want him to blow bubbles in his milk at lunch, maybe suggest he can go outside later and blow bubbles in water.
Let's make a trade - For example, if a child is playing with a toy car from home, replace it with a service toy cars that all children can share.
Offer two choices - Most children like to have some control over their world. By offering a child two choices both of which you're happy with, you can guide them to the result you want. For example, if a child is finished playing with some blocks and is about to leave the area, you could ask 'would you like to pack these blocks up by yourself for a sticker or would you like me to help you?'
Change the environment – For example if a few children are throwing crayons a educators member could suggest that the children go outside to throw some balls.
- Be an emotion coach: When a child is experiencing an emotion help them label the feeling and discuss appropriate ways of expressing emotions.
- Avoid rewarding inappropriate behaviour: Attention is a powerful reward for children. Educators will avoid giving attention when a child is doing something inappropriate. Putting children down (if you are holding them) or walking away are good ways of not giving attention.
- Explain the consequences of behavior: This helps children have a better understanding of the world around them.
- Manage transitions carefully: During their early years, children can find it hard to change from one activity to another. Some extra time, sensitivity and planning can help.
- Consistency: Behavior management and the daily routine should be consistent so that the children can feel secure and anticipate transitions and expectations throughout the day.
- Role Modelling: Educators will use calm and assertive language with children and model appropriate behavior. For example, applying sunscreen when outdoors.
- Time away from play: This step may need to be implemented if an undesired behaviour is repeated, aggressive or unsafe, the educators will notify parents / caregivers upon collection if time away from play is necessary.

Unacceptable behaviour

Puddleducks does not allow continued attendance without family/professional support and intervention planning of children who are:

- a) Physically or verbally abusive to children or educators
- b) Persistently disruptive or destructive

If there is a continued problem with a child's behaviour, an individual behaviour management plan will be implemented.

If the problem continues the Service Manager may refer the matter to the owner, who will help decide if a place can continue to be offered to that child.

Considerations

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)
NSW Children and Young Person's (Care and Protection) Act 1998

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Community Services www.community.nsw.gov.au

E25 - Educators Induction to Work Health and Safety

Policy Statement

Health and safety is the responsibility of the employer who has an obligation to provide a healthy and safe working environment under the Work Health and Safety Act 2011. The employer must do all that is reasonably practicable to set up a safe working environment free from risks to the health of educators, parents / caregivers and children, in or near the workplace.

The Work Health and Safety Act 2011 places broad obligations on employers and employees. The Act is supported by the Work Health and Safety Regulation 2011.

The Industry Code of Practice (i.e.: Education and Care Services National Law and Regulation 2011), provides practical guidance for complying with the provisions of the Act and Regulation, and is recommended for use where applicable.

Procedures

- New educators need to be introduced to the arrangements for Work Health and Safety.
- Training needs to be carried out as soon as practical after new educators start work.
- The training form should be completed once the training has been carried out and a copy kept by Puddleducks Early Learning Centre.

Puddleducks Management:

- Is committed to securing the highest level of safety, health, and welfare in accordance with the relevant legislation.
- Supports the development and maintenance of appropriate health and safety.
- Shall ensure that appropriate information, funding, facilities, resources and training are available.
- Shall ensure that adequate job training and all necessary WHS information is provided to enable educators to perform their tasks in a safe and healthy manner.
- Shall ensure that all accidents, near misses and work-related illness are reported, examined for trends and patterns of frequency and type

Puddleducks Employees:

- Are expected to willingly cooperate to maintain a safe and healthy working environment throughout the service and encourage other employees to follow safe work practices.
- Will immediately notify the Service Director, WHS Representative of any accident or incident or any other matter which may affect the health and safety of any person.

Considerations

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

Work Health and Safety (WHS) Act and Regulation 2011

NSW Department of Health

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

NSW Department of Health www.health.nsw.gov.au

E26 - Stress Management

Policy Statement

Stress management is recommended to try to reduce job stress and the effect that stressed workers may have on other educators, children, and parents / caregivers/carers.

Procedures

Factors that can help reduce the effects of stressful working conditions include:

- Maintaining a balance between work and family or personal life.
- Having a support network of friends and co-workers.
- Having a relaxed and positive outlook.
- Regular meetings to discuss any problems / issues that may be of concern – an informal setting would be preferable.
- If educators are stressed, then an intervention program needs to be established, actioned and evaluated.

Considerations

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

Work Health and Safety (WHS) Act and Regulation 2011

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

WHS www.legislation.nsw.gov.au

E27 - Coronavirus – COVID 19

Policy Statement

COVID-19 is a new strain of coronavirus that was originally identified in Wuhan, Hubei Province, China in December 2019. The World Health Organization (WHO), has declared that COVID-19 outbreak as a 'pandemic'- a Public Health Emergency of International Concern (effective 11 March 2020). This is mainly due to the speed and scale of transmission of the virus in countries around the world, including Australia.

COVID-19 is transmitted from someone who is infected with the virus to others in close contact through contaminated droplets spread by coughing or sneezing or by contact with contaminated hands or surfaces. According to Department of Health, the time of exposure to the virus and when symptoms first occur is anywhere from 2-14 days.

Symptoms can range from a mild illness, similar to a cold or flu, to pneumonia.

People with COVID-19 may experience:

- fever
- flu-like symptoms such as coughing, sore throat and fatigue
- shortness of breath

The Australian Government is constantly updating the current status of COVID-19 including health recommendations, travel restrictions, and a vast collection of resources and information to help people make informed decisions.

As this information is changing rapidly, our Service is monitoring health alerts and implementing measures suggested by key health experts to minimise the transmission of COVID-19.

Our Service has a range of comprehensive policies in place to guide best practice in relation to health and safety, dealing with infectious diseases and maintaining a child safe environment. Our duty of care and responsibilities to children, parents, families and all staff to provide a safe environment is of utmost importance.

The evolving nature of COVID-19 and the unprecedented steps required to protect our community as recommended by the Australian Government, has resulted in the development of a specific policy to assist our Service manage this pandemic.

This policy will change as required to ensure the protective measures against COVID-19 as advised by our Government are implemented by our Service.

Procedures (Covid safe plan for a non-outbreak/hot spot)

Hand sanitizing by all parents, children and visitors is encouraged.

Social distancing of adults is encouraged.

Personal space boundaries for children are encourage.

We ensure children and staff cover their mouths when sneezing and coughing.

You are not to attend the Centre if you are unwell.

Masks are available for staff.

RAT's are available for staff.

In regards to isolation periods the Centre will follow the current advice from NSW Health and the Department of Education.

Procedures (COVID SAFE PLAN DURING AN OUTBREAK OR DECLARED HOT SPOT)

- Our Service will minimise our staff and children's exposure to COVID-19 by adhering to all recommended guidelines from the Australian Government- Department of Health and local Public Health Units to slow the spread of the virus.

- We will implement practices that help to reduce the transmission of the virus including the exclusion of any person (child, educator, staff, parent, visitor or volunteer) that is suspected or has tested positive to having COVID-19.
- Our Service will implement effective hygiene practices as per our existing policies and procedures and increase the frequency of cleaning and disinfecting high touch areas as per SafeWork Australia recommendations.
- Our Service will provide up-to-date information and advice to parents, families and educators sourced from the Australian Government, Department of Health and state Ministry of Health about COVID-19 as it becomes available.
- Recommendations and health measures mandated by the Federal Government Department of Health will be strictly adhered to at all times.
- We are a COVID Safe business and are registered with NSW government.
- Our Service is committed to minimise the spread of the COVID-19 virus by implementing recommendations provided by the [Australian Government- Department of Health](#) and Safe Work Australia.
- Our Service 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 the Service.
- 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. COVID-19 is a notifiable condition in all states and territories of Australia.
- The Public Health Unit may contact the Approved Provider in the event of any child, educator, staff member or visitor who has attended our Service, and has tested positive to COVID-19. Contact tracing will be conducted by the PHU and further advice provided.



National Coronavirus (COVID-19) Health Information Line
1800 020 080 Call 131 450 for translating and interpreting service
Health Direct 1800 022 222
Public Health Unit- Local state and territory health departments

Risk Management

- Effective Monday 23 November 2020, it is mandatory for all businesses in NSW, including educational facilities (services), to provide electronic check-in for customers/parents to help efficient contact tracing to slow or stop the spread of COVID-19 in the community. Our Service will use our electronic check-in system provided by our Software provider OR use the Service NSW COVID Safe Check-in QR Code. (If parents/families do not have access to a smartphone or other electronic device, we will provide a sign in template for their use). Records must be kept for a minimum of 28 days.
- Our Service has effective and systematic risk management processes in place to identify any possible risks and hazards to our learning environment and practices related to COVID-19. Where possible, we have eliminated or minimised these risks as is reasonably practicable. Control measures are reviewed in consultation with staff members. Due to the constant changes in managing our Service during the pandemic, our approach to risk management is ongoing and fluid.
- We follow the [Australian Health Protection Principal Committee](#) measures including implementing good hygiene, self-isolation and social distancing. exclusion of unwell staff, children and visitors
- Recommendations for risk mitigation measures may include:
 - exclusion of unwell staff, children and visitors
 - reducing mixing of children by separating cohorts

- enhanced personal hygiene for children, staff and parents
 - 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
 - discouraging excursions to local parks, public playgrounds
 - recommending influenza vaccination for children, staff and parents.
 - Parents of children with a current Asthma Action Plan are advised to update this if needed in consultation with their child’s health care professional. Updated plans should be provided to management for distribution to relevant staff members. (Asthma Australia).
 - Staff with compromised immune systems are also requested to seek medical advice whilst working in early education and care during the pandemic. The AHPPC reiterates the need to practise physical distancing, practise good hygiene and downloading the COVIDSafe app.
 - Our Service will ensure signs and posters remind employees and visitors of the risks of COVID-19 and the measures that are necessary to stop its spread including hand washing and hand rub procedures and information about COVID-19. These will also be communicated to families through email, newsletters and social media. Alcohol-based hand sanitiser will be kept out of reach of young children and only available for adults to use. If parents decide to apply this to their child, they must supervise the child to avoid rubbing it into their eyes or a child swallowing the gel/liquid. Our Service will supply disposable tissues and have bins available with plastic liners available in several locations for disposing used items.
- Information provided to families may include:
- symptoms of COVID-19
 - transmission of the virus
 - self-isolation and exclusion
 - prevention strategies- including hand hygiene and self-isolation
 - contact details for health assistance
 - CCS and ACCS information
 - Public Health Orders (if required)
 - Exclusion/ Self-isolation/ Self-quarantine:

Temperature reading	Required action
Less than 37.5°	Child able to attend service.
Equal to or greater than 37.5° on first reading	The child should be asked to wait in a separate room and have their temperature re-checked in 15 minutes. If the child is wearing outerwear, the educator should suggest the child remove this once they are indoors.
Equal to or greater than 37.5° on second reading	The child should return home with their parent/carer. If their parent/carer is not present, the child will need to be isolated and the parent/carer contacted to collect them from the service as soon as possible. Families should be encouraged to seek the advice of their healthcare professional for next steps and coronavirus (COVID-19) testing.

The Centre will follow the current recommendations from NSW Health and the Department of Education will be followed.

- Parents agree to have their child excluded if their temperature is equal to or above 37.5°C
- Implement effective hygiene measures:

Our Service will ensure:

- all employees, parents, children and visitors will use the alcohol-based hand sanitiser provided upon arrival to the Service
- hands must be washed following the use of tissues
- hands must be washed thoroughly using soap and water before and after using the toilet
- cough and sneeze etiquette must be used- cover your cough and sneeze with your hand or elbow

- educators and staff must adhere to our Handwashing practices at all times
- children are instructed on correct hand washing techniques
- educators and staff must adhere to effective food preparation and food handling procedures
- educators will wash their hands or use alcohol-based sanitiser, before wearing gloves and wash their hands after wearing gloves
- educators and staff must adhere to our Health and Safety Policy for cleaning and disinfecting surfaces and equipment (such as toys, puzzles, outdoor toys, bedding, playdough etc) as per *Staying healthy: Preventing infectious diseases in early childhood education and care services* recommendations
- staff will maintain a cleaning register of all surfaces and equipment conducted
- equipment, resources and surfaces including high-touch surfaces- taps, door handles, light switches, nappy change areas, toys, keyboards and laptops/iPads will be cleaned more frequently as required
- cleaning contractors hygienically clean the Service to ensure risk of contamination is removed
- washroom facilities for employees have adequate supplies of soap, toilet paper and rooms have alcohol-based sanitiser
- all persons over the age of 12 use a face covering if mandated by the Public Health Unit

NOTE: According to the World Health Organisation, COVID-19 may survive on surfaces for a few hours or up to several days. (March 14 2020)

- **Social/Physical distancing in childcare:**

Social or physical distancing is important because COVID-19 is most likely spread from person-to-person through close contact with a person while they are infectious, close contact with a person with a confirmed infection who coughs or sneezes or from touching objects or surfaces (such as door handles or tables) contaminated from a cough or sneeze from a person with a confirmed infection and then touching your nose or mouth. (source: Australian Government Department of Health. Coronavirus disease)

Social or physical distancing in early childhood education and care is not feasible for educators to perform their job, however we will implement measures to minimise the risk of exposure as reasonably practicable.

Early Childhood Education and Care services are not subject to restrictions on how many people (adults or children) can be on the premises at one time. Our Service will encourage educators to apply physical distancing measures where possible and not gather in groups or encourage groups of parents to congregate. (SafeWork NSW, AHPPC)

To reduce the spread of COVID-19 parents are reminded of the following:

- if your child is sick, do not send them to our Service
- sanitise your hands at regular intervals throughout the day
- avoid physical contact with other people who may be sick- such as older people and people with existing health conditions
- clean and disinfect high touch surfaces regularly (door handles, car seats, mobile phone, toys, dummies)
- promote strictest hygiene measures when preparing food at home and at the Service

To minimise the risk of exposure to COVID-19 our Service will:

- identify potential risks and mitigate with consideration risks to children and staff
- revisit our procedures whenever new risks or potential risks are identified and adjust our management plan
- restrict the number of visitors to our Service (including students, delivery of goods)
- restrict the number of family members visiting our Service

- restrict the number of educators using the staff room at any one time
- where possible, outdoor play will be promoted within our Service to provide children with additional personal space
- large groups will be monitored to provide flexible learning to ensure groups are smaller in both the indoor and outdoor environment
- administration should, where reasonable and practical be done in separate areas or staff separate themselves as much as possible
- increase ventilation within the Service
- ensure cots, mats, cushions, highchairs etc are positioned at least 1.5 metres apart
- seat children at opposite ends of a table when playing and eating
- staff should serve children food and avoid children to self-serve from a shared plate
- avoid any situation when children are required to queue- waiting their turn to use bathroom for handwashing or toileting, waiting their turn to use a piece of equipment etc.
- contact parents of children who have chronic medical conditions or immunosuppression as they may be at an increased risk of disease and require additional support/care
- communicate with parents and families the risk mitigation strategies to be adhered to during any group celebrations- end of year concert, graduation etc.

- **Notification:**

- The Approved Provider or Nominated Supervisor is mandated by law to notify the Public Health Unit or [Health Information hotline](#) on 1800 020 080 of any confirmed case of COVID-19. In addition, the Approved Provider must also notify the [Regulatory Authority](#) in their state or territory within 24 hours.
- Management reserves the right to request employees to self-isolate if they suspect they have come into contact with someone who has a confirmed COVID-19 infection.
- At all times, privacy laws must be adhered to and information about individuals must not be shared without permission.

- **Talking to children about COVID-19**

- Our Service is committed to maintaining positive interactions and relationships with children and their families. Information provided to children about COVID-19 will be age appropriate and sensitive to their emotional wellbeing. Educators will both acknowledge children's concerns and be open to discussions about COVID-19.
- Educators will inform children about the virus and emphasise preventative measures such as handwashing, use of tissues, cough and sneeze techniques and limiting touching other children's faces.
- Posters to demonstrate correct handwashing methods will be referred to and educators will model techniques.
- Children's emotional well-being will be closely monitored by all educators and staff and any concerns communicated with parents and families. Children's questions will be respected and supported.
- In the event of the Service being closed as a precaution to limit the spread of the virus, information will be provided to parents/families to help explain the situation to young children. A Distance learning program will be provided and an effort will be made for the children to stay connected to their educators.

- **Communication**

Our Service will establish continue regular communication channels with families and share information about COVID-19 as required.

Due to the fluid nature of COVID-19 and the necessity of self-isolation for some staff members, our Service will endeavour to inform parents and families of any staff changes on a daily basis.

As restrictions continue to be lifted across all states and territories, our risk mitigation measures may also be eased. Any changes to our current organisational plans will be communicated clearly with families.

Considerations

Education and Care Services National Law and Regulations 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Department of Education and Communities (DECs)

Australian Government Department of Health

<https://www.health.gov.au/resources/apps-and-tools/covid-19-infection-control-training>

Public Health Act 2010

Public Health Amendment Act 2017

The Australian Parenting website Raisingchildren <https://raisingchildren.net.au/guides/a-z-health-reference/coronavirus-and-children-in-australia>

Revised National Quality Standard. (2018).

Safe Work Australia (2020)

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

Human Services Network www.hsnet.nsw.gov.au

The Australian Parenting website Raisingchildren <https://raisingchildren.net.au/guides/a-z-health-reference/coronavirus-and-children-in-australia>

**SECTION F:
PROGRAM & CHILD
DEVELOPMENT**

F1 - Programming & Evaluation

Policy Statement

We aim to develop and implement a balanced program that is stimulating, interesting, educational and exciting and reflects the cultural diversity of our community and our philosophy. The program will provide opportunity for play, exploration and the development of new skills. The curriculum will be informed by the Early Years Learning framework. Families and children will be actively encouraged to participate in the planning and evaluation of these programs.

Procedure

- Educators will be responsible for the development of a child-focused program, reflecting the philosophy of the service.
- Written programs will be displayed for families and children and major events published in either newsletters or distributed by email, for greater publicity.
- Time will be allocated each week for programming and training in programming provided where necessary to increase educator's awareness of children's developmental needs.
- Families and children will be encouraged to contribute to the program by providing input and feedback.
- Educators will interact with children and where appropriate participate in activities and encourage children to try new activities.
- The program will be evaluated regularly to ensure it is meeting the needs of individual children and their families at the service.
- The Early Years Learning Framework (Being, Belonging, Becoming) guides curriculum decision making and enables each child's learning in the five outcomes:
 - Children have a strong sense of identity
 - Children are connected with and contribute to their world
 - Children have a strong sense of wellbeing
 - Children are confident and involved learners
 - Children are effective communicators
- Curriculum decision-making is informed by the context, setting and cultural diversity of the families and the community.
- The program for each child takes into account their strengths, capabilities, culture, interests and experiences:
 - Each child's current knowledge, ideas, culture and interests provide the foundation for the program.
 - Every child is supported to participate in the program.
 - Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluating children's learning.
 - Critical reflection and evaluation of children's learning and development, both as individuals and in groups, is used as a primary source of information for planning and to improve the effectiveness of the program and teaching strategies.

Considerations

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

The Early Years Learning Framework (EYLF)

Department of Education and Communities (DECs)

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS & EYLF www.acecqa.gov.au

Department of Education and Communities (DECs) www.dec.nsw.gov.au

F2 - Gender Equity

Policy Statement

All children, families and educators will be treated equally and provided with the same access to services, resources and equipment. We aim to help children develop their full potential regardless of their gender.

Procedure

- Educators will accept and value every parent /caregiver and child regardless of sex or ability.
- Educators are aware of the way in which they treat individual children and parents / caregivers/caregiver in regards to language, attitudes, assumptions and expectations.
- The program will not be based on gender stereotypes but provide a positive experience where children are encouraged to participate in a variety of activities regardless of their sex.
- Educators will provide a range of equipment and materials, which is non-sexist and meets the needs of children.
- The service will provide equal employment opportunities to both sexes.

Considerations

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Being, Belonging, Becoming

Anti-Discrimination Act 1977

Equal Employment Opportunity (EEO) NSW

Equal Employment Act 1987

NSW Industrial Relations

Fair Work Act 2009

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Anti-Discrimination Act & EEO www.eeo.nsw.gov.au

Equal Employment Act www.commlaw.gov.au

NSW Industrial Relations www.industrialrelations.nsw.gov.au

Fair Work Act www.fca.gov.au

F3 - Cultural Relevance / Anti-Bias

Policy Statement

We aim to recognise the diversity of cultures in Australia and help foster an awareness and acceptance of other cultures within each child, through the thoughtful integration of a variety of cultural activities in the program. Children will be encouraged to explore and share a range of cultural activities and experiences in an environment free from racial prejudice and harassment.

Procedure

- Educators will make themselves aware of specific cultures represented at the service and local community and shall accept and value every family and child regardless of race, culture, religion, sex, ability, or sexual preference of parents / caregivers.
- No discrimination will be made against any family or child and educators will not discriminate against the parents / caregivers in relation to childcare practices (with the exception of child protection concerns).
- Educators will encourage feedback and input from families and children regarding their culture or race and use this knowledge to enhance the overall program.
- Where appropriate educators will be trained in various cultures and multicultural programming.
- Contact should be made with the Inclusion Support team in the local area for support, assistance and ideas.
- Where possible or necessary, parent information will be translated into other languages.

Considerations

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Being, Belonging, Becoming

Anti-Discrimination Act 1977

Equal Employment Opportunity (EEO) NSW

Equal Employment Act 1987

NSW Industrial Relations

Fair Work Act 2009

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

Anti-Discrimination Act & EEO www.eeo.nsw.gov.au

Equal Employment Act www.commlaw.gov.au

NSW Industrial Relations www.industrialrelations.nsw.gov.au

Fair Work Act www.fca.gov.au

F4 - Excursions

Policy Statement

We believe that excursions are an essential part of the service's program as they provide an opportunity to expand the children's experience, explore local and different environments and learn new activities.

Child and educator's safety is a priority and risk assessments will be carried out to ensure safety.

Procedures

Planning

- The Approved Provider and Nominated Supervisor of an Puddleducks must ensure a risk assessment is carried out in accordance with regulation 101 before an authorisation is sought under regulation 102 for an excursion.

A risk assessment for an excursion must—

(a) identify and assess risks that the excursion may pose to the safety, health or wellbeing of any child being taken on the excursion; and

(b) specify how the identified risks will be managed and minimised.

A risk assessment must consider—

(a) the proposed route and destination for the excursion; and

(b) any water hazards; and

(c) any risks associated with water-based activities; and

(d) the transport to and from the proposed destination for the excursion; and

(e) the number of adults and children involved in the excursion; and

(f) given the risks posed by the excursion, the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialised skills are required; and

Eg. Specialised skills could include life-saving skills.

(g) the proposed activities; and

(h) the proposed duration of the excursion; and

(i) the items that should be taken on the excursion.

Eg. A mobile phone and a list of emergency contact numbers for children on the excursion.

- The approved Provider and Nominated Supervisor of Puddleducks must ensure that a child being educated and cared for by the service is not taken outside the education and care service premises on an excursion unless written authorisation has been provided
- The authorisation must be given by a parent or other person named in the child's enrolment record as having authority to authorise the taking of the child outside the education and care service premises by an educator and must state—
 - (a) the child's name
 - (b) the reason the child is to be taken outside the premises

- (c) the date the child is to be taken on the excursion (unless the authorisation is for a regular outing)
- (d) a description of the proposed destination for the excursion
- (e) the method of transport to be used for the excursion
- (f) the proposed activities to be undertaken by the child during the excursion
- (g) the period the child will be away from the premises
- (h) the anticipated number of children likely to be attending the excursion
- (i) the anticipated ratio of educators attending the excursion to the anticipated number of children attending the excursion
- (j) the anticipated number of educators members and any other adults who will accompany and supervise the children on the excursion
- (k) that a risk assessment has been prepared and is available at the service

If the excursion is a regular outing, the authorisation is only required to be obtained once in a 12 month period.

Authorisation and Notification

- The approved provider and Nominated Supervisor of Puddleducks must ensure that a child being educated and cared for by the service is not taken outside the education and care service premises on an excursion unless written authorisation has been provided
- The authorisation must be given by a parent or other person named in the child's enrolment record as having authority to authorise the taking of the child outside the education and care service premises by an educator and must state—
 - (a) the child's name; and
 - (b) the reason the child is to be taken outside the premises; and
 - (c) the date the child is to be taken on the excursion (unless the authorisation is for a regular outing); and
 - (d) a description of the proposed destination for the excursion; and
 - (e) the method of transport to be used for the excursion; and
 - (f) the proposed activities to be undertaken by the child during the excursion; and
 - (g) the period the child will be away from the premises; and
 - (h) the anticipated number of children likely to be attending the excursion; and
 - (i) the anticipated ratio of educators attending the excursion to the anticipated number of children attending the excursion; and
 - (j) the anticipated number of educators and any other adults who will accompany and supervise the children on the excursion; and
 - (k) that a risk assessment has been prepared and is available at the service.

(5) If the excursion is a regular outing, the authorisation is only required to be obtained once in a 12 month period.

Transportation

- Steps will be taken to ensure that all excursions comply with transport legislation and regulations.
- The transport policy will apply in relation to travelling to and from any venue.
- All educators and relief educators will be made aware of the transport policy and procedures for supervision and assisting children while travelling in public or private transport or on excursions.
- Particular attention will be made to assist when boarding or alighting from public transport and when walking with children across roads or in crowded areas.

Educators Ratios and Supervision

- The educators/child ratios as outlined in the National Standards, Education and Care Services National Law & Regulation will be met at all times
- Responsible adult volunteers over the age of 18 may be used to augment adult : child ratios on excursions.
- It is the responsibility of the Service Director or the Supervisor in charge to maintain head counts and take the roll at appropriate times.

While on excursions

- No changes to the excursion itinerary will be made unless it is in the best interest of the children's safety and wellbeing.
- All children will be wearing an identification tags, badges or wristbands indicating the services name and a contact phone number. Under no circumstances should the children have their names on the badge.
- Information and equipment to be taken on excursion should include:
 - A list of all children on the excursion, guardian contact details and details of any child medical/special needs.
 - A fully stocked first aid kit and any medications taken e.g. Epi-pens.
 - Spare drinking water
 - The supervisor in charge of the excursion needs to be aware of any medical/special needs and medications brought.
- The service's Emergency, Illness, Injury and Trauma Medication and Sun Protection policies will be implemented on excursions as required.
- All children will be instructed regarding behavior on the excursion and what to do if they are separated from the group.

Considerations

NSW Children and Young Person's (Care and Protection) Act 1998

Commission for Children and Young People Act 1998

Legislation Amendment (Wood Inquiry Recommendations) Act 2009 No

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

For further information

Human Services Network www.hsnet.nsw.gov.au

Ombudsman www.nswombudsman.nsw.gov.au

Community Services www.community.nsw.gov.au

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

F5 - Information Technology

Policy Statement

Information technology e.g. iPads, cameras, film, electronic games etc. can be used as part of the program of activities to supplement a variety of indoor and outdoor activities. Educators will ensure information technology is suitable for the children's ages, by using ratings given by the Australian Communication and Media Authority (ACMA) and other relevant agencies.

Procedures

- TV, film, video, iPads and electronic games will only be viewed or played that have a G rating.
- TV, videos, iPads and electronic games may be used, and when used should be planned as part of a balanced program of activities. They could highlight a particular activity or interest within the program. They should not be a daily activity in the service unless being used for research. Educators are to always supervise internet usage.
- Educators should preview the film, video or game where possible.
- Children should continue to be provided with other activities during the showing of a video and properly supervised.

Considerations

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Australian Communication and Media Authority (ACMA)

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

ACMA www.acma.gov.au

F6 - Social Media

Policy Statement

Social media is interactive platforms and applications which enable users to create and share content or to participate in social networking; this includes but is not exclusive to Facebook, Twitter and Kinderloop. Social media offers many opportunities to support communication between education and care services, families and associated professional organisations.

Procedures

- Educators, past and present will maintain respect for and protect the privacy of others. They will never disclose or discuss the service's educators, families, staff or children.
- Educators will be respectful of others in the community and will not defame the name of other businesses using the services Facebook page.
- Educators past and present will represent the service respectfully on all social media platforms.
- Educators will not take photos of the children or service using their personal devices, only the services ipad.
- Photographs posted on the services Facebook page will not display children's faces or names as to protect their privacy.
- Educators will not post details on open social media sites regarding excursions or upcoming social outings in advance of the event, only on the private cloud, Kinderloop.
- Parents/caregivers may not use a personal camera or mobile phone to take photographs at the service or during excursions unless they are only taking images of their own child, and that there are no other children in the photo.
- Parents /caregivers must not post information about the service, staff, management, families or any matters relating to the service on a social media site. If they have a grievance they must follow the centre's current Grievances Policy, failure to do so may lead to cancellation of enrolment at the Nominated Supervisors discretion.
- Parents will provide permission for their child's photographs and observations to be uploaded to Kinderloop before they are uploaded as well as a list of contacts they would like to view their child's private profile.
- All users of Kinderloop are prohibited from saving / screenshotting / using photos from the loop which contain other children in them.
- The contacts of all children will be able to view the services daily reflections including photographs and all posts to the centre or day.

Considerations

Education and Care Services National Law and Regulation 2011

The Australian Children's Education and Care Quality Authority (ACECQA) - National Quality Framework (NQF) and National Quality Standard (NQS)

Australian Communication and Media Authority (ACMA)

For further information

NSW Legislation www.legislation.nsw.gov.au

NQF & NQS www.acecqa.gov.au

ACMA www.acma.gov.au

Amendments

Comments-

Early Learning Centre



Puddleducks