



## YEAR ROUND CARE Policy Manual

Updated February 2025

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## ENROLMENT AND ORIENTATION

### Aim

To ensure that each child's enrolment is completed as per our legal requirements. Additionally, we aim to ensure that each child and family receives an enrolment and orientation process that meets their needs, allowing the family and child to feel safe and secure in the level of care that we provide.

### Related Policies

Additional Needs Policy  
Administration of Authorised Medication Policy  
Child Protection Policy  
Excursion Policy  
Fees Policy  
Food, Nutrition and Beverage Policy  
Health, Hygiene and Safe Food Policy  
HIV AIDS Policy  
Immunisation and Disease Prevention Policy  
Infectious Diseases Policy  
Medical Conditions Policy  
Orientation for Children Policy  
Privacy and Confidentiality Policy  
Record Keeping and Retention Policy  
Relationships with Children Policy  
Rest, Relaxation and Clothing Policy  
Unenrolled Children Policy

### Who is affected by this policy?

Children  
Families  
Educators

### Implementation

Our service operates Monday to Friday Before School Care from 6:30am – 9:00am, After School Care 3:00pm – 6:00pm and Vacation Care 6:30am – 6:00pm and accepts enrolments of children who attend primary school.

Year Round Care does not operate on public holidays.

### Enrolments will be accepted providing:

- The maximum daily attendance does not exceed the approved number of places of the service
- Child-educator ratios are maintained across the service
- A vacancy is available

Where limited vacancies are available, we may prioritise enrolling/booking a child who is at risk of serious abuse or neglect, or who is a child of a sole parent who satisfies, or parents who both satisfy, the activity test through paid employment.

Within these categories we may also prioritise children in:

- Aboriginal and Torres Strait Islander families
- families with a disabled person
- families on low incomes
- families from a non-English speaking background
- socially isolated families
- single parent families

We may also develop criteria to prioritise children, such as distance of residence from Service, or demonstrated link to the Service, and will advise families about these criteria. If a position is not available, families will be placed on a waiting list and will be offered a position should one become available.

### **Enrolment:**

When a family has indicated their interest in enrolling their child in our service, the following will occur:

- An enrolment form must be fully completed for each child before the child can attend the service. A new enrolment form must be completed every 12 months
- It is preferred that families complete the enrolment form online. The enrolment form can be located by accessing Tamworth Regional Councils website [Year-Round Care | Tamworth Regional Council](#). Tamworth Regional Council will send confirmation once this form has been received. This is not a confirmation of enrolment/booking
- Enrolment forms are available at the centre if required. Completed hard copies are to be emailed to [yearroundcare@tamworth.nsw.gov.au](mailto:yearroundcare@tamworth.nsw.gov.au) or given directly to Educational Leader at the centre. The date and time of receipt will be recorded on any hard copies received
- Families are provided information about the service including, but not limited to, programming methods, meals, incursions, excursions, inclusion, fees, policies, procedures, buses, our status as a Sun Smart service, regulations for our state and the licensing and assessment process, signing in and out procedure, the National Quality Framework, routines, educator qualifications, and educator and parent communication. Families are also invited to ask any questions they may have
- Families are given a copy of the Parent Handbook to read and are invited to ask questions
- Discussions are held between office staff and families regarding availability of days, a start date and tailoring an orientation process to suit the needs of the family and child. Any matters that are sensitive of nature, such as discussing a child's medical needs, Court Orders, parenting plans or parenting orders, will be discussed privately with the Nominated Supervisor. We request that parents must complete a child profile sheet and/or Authorisation to administer medication form. A Risk Minimisation form must also be completed and discuss their child with us so we can accommodate their needs in the service from the first day they start with us. If the child has additional high on-going support needs a separate meeting will be required. A Risk Minimisation form must also be completed and care will be determined by availability of staff, training, resources and the priority of access guidelines Should a child use English as a second language, or speak another language at home, we request that families provide us with some key words in the languages the child speaks at this time so that educators can learn the words
- It is a requirement that each child is booked in for each NSW public school term and vacation care period that the family would like them to attend. Bookings do not carry over from term to term and will need to be re booked for each care period
- It is recommended that bookings for care during the next school term are submitted by week 8 of the current term to provide the best opportunity to secure your place. Bookings for vacation care periods are taken from week 8 of the term before the vacation care period
- Families will be contacted prior to the commencement of the school term with a confirmation of their booking or to inform them of their placement on the waiting list, for the relevant NSW public school term or vacation care period
- Families can claim Child Care Subsidy or Additional Child Care Subsidy online by signing into their Centrelink online account through my Gov and completing a claim. If eligible, the Subsidy will be paid directly to the service on families' behalf and will reduce the fees owed. This can only occur after our service enters families' enrolment information online, and families confirm their enrolment



information through their myGov account. Until Child Care Subsidy details are available, families will need to pay full fees

- As per our Orientation for Children Policy, families will be invited to bring their child into the service at a time that suits them so the child and family can familiarise themselves with the environment
- Before the child begins their first day with us, the service must have all required documentation for the child. The child will not be accepted into the service without this being completed

#### **On the child's first day:**

- The child and their family are welcomed to the centre
- The Nominated Supervisor and/or Service Support Officer will ensure all details are finalised and completed

#### **Other information about our service's enrolment includes:**

- We will try and accommodate families so that children from the same family can attend our service
- We encourage all families to consider immunising their children. Please see our Immunisation Policy for further information
- To ensure all children are treated fairly and receive the same care and attention, any of our educators' children, grandchildren, nieces or nephews who attend the service will not be enrolled in the same room/group their parent, grandparent or relative works in.
- In accordance with the National Law and Regulations, our educators will support each child to manage their own behaviour, respond appropriately to the behaviour of other children and communicate effectively to resolve conflicts. We will also work with each child's family to support any children with diagnosed behaviour and social difficulties. However, a child's enrolment at our service may be terminated if the nominated supervisor decides the child's behaviour threatens the safety, health or wellbeing of any other child at the service.

#### **Information and Authorisations to be kept in the Enrolment Record**

Our Record Keeping and Retention Policy outlines the information and authorisations that we will include in all child enrolment records.

#### **Sources**

Work Health and Safety Act 2011  
Work Health and Safety Regulations 2011  
Child and Young Persons (Care and Protection) Act 1998  
Education and Care Services National Regulations 2011  
National Quality Standard  
A New Tax System (Family Assistance) Act 1999  
My Time, Our Place Framework for School Age Care

#### **National Quality Standards**

QA2	2.1.2	Health practices and procedures - Effective illness and injury management and hygiene practices are promoted and implemented.
QA6	6.1.1	Engagement with the service - Families are supported from enrolment to be involved in the service and contribute to service decisions.

#### **National Regulations**

Regs	77	Health, hygiene and safe food practices
	78	Food and beverages
	79	Service providing food and beverages
	80	Weekly menu

88	Infectious diseases
90	Medical conditions policy
91	Medical Conditions Policy to be Provided to Parents
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177	Prescribed enrolment and other documents to be kept by approved provider
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183	Storage of records and other documents

### Review

The policy will be reviewed annually by:

- Management
- Employees
- Families
- Interested Parties

**Reviewed: 06/02/2025**

**Date for next review: 26/05/2025**

## PAYMENT OF FEES

### OBJECTIVE:

To provide a quality service that is affordable for families. Fee levels are set by Tamworth Regional Council in accordance with the Annual Operational Plan and are reviewed annually. Year Round Care is a non-profit organisation and relies on regular payment of fees to remain viable.

### PROCEDURE:

- ◆ Fees are to be set to ensure that the required income will be received to run the service efficiently
- ◆ Fees are reviewed annually based on attendance and the service ability to meet running costs. Parents will be given a minimum of three (3) weeks notice of any changes to fees
- ◆ A late fee of \$5.00 for every five (5) minutes or part thereof is charged after 6:00pm
- ◆ Fees can be paid weekly, fortnightly or monthly by BPay, cheque or EFTPOS. Accounts are sent out weekly
- ◆ If parents need to cancel a day's attendance, Year Round Care must be notified by 6:00pm the night prior for Before School Care and by 9:00am the day of for After School Care. Any notification outside these hours, fees will be charged
- ◆ For vacation care, all confirmed bookings will be charged fees regardless of whether the child attends or not, with the exception of a child injuring themselves at the centre eg, broken bone or the child being suspended
- ◆ The centre is approved to offer Child Care Subsidy (CCS). Payments are made from Department of Human Services directly to the centre to reduce the fees you have to pay
- ◆ CCS is paid for up to 42 allowable absences each financial year. Parents are responsible for keeping the centre informed. Full fees will be charged if all allowable absences are used
- ◆ A dated receipt can be provided for each payment
- ◆ All records will be kept confidential and stored appropriately. Parents may access particulars of their fees at any time and information provided in writing, upon request

### Overdue Fees

- Parents are encouraged to discuss with the Coordinator any difficulties that they have in paying fees. Suitable payment arrangements can be made.
- Regular payments are required. If account is still overdue after four (4) weeks and no arrangements have been made to pay the fees or the agreement made has not been kept, the child's place will be cancelled. The account will then be sent to Tamworth Regional Council's debt collector.
- The debt collector will then add legal costs to the overdue account. Any bad debtors who have finalised their debt and wish to use the service again will be required to pay upfront.

### CONSIDERATIONS:

- ◆ Department of Human Services
- ◆ Regulation 168 of Education and Care Services National Regulations
- ◆ National Quality Standard 7.3

Date endorsed: 22/05/2012

Date reviewed: 01/07/2024

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## COMPLAINTS AND GRIEVANCES

### OBJECTIVE:

To provide the best quality of childcare and service to parents. We welcome and encourage feedback from all people who use Year Round Care.

We believe that parents and children have an important role in the centre and we value their comments.

We aim to ensure that parents and children feel free to communicate any concerns they have in relation to the centre, staff, management, programs or policies without fearing negative consequences.

Our priority is to do everything possible to improve the quality of our service.

### PROCEDURE:

- ◆ We will support parents and children's right to make a complaint and assist them to make their complaints clear and make every effort to resolve them.
- ◆ A complaint can be informal or formal. It can be anything which a parent/child thinks are unfair or which makes them unhappy with the service.
- ◆ Every parent will be provided with clear written guidelines detailing the grievance procedure in the parent information booklet. Children are informed verbally of how to make a complaint.
- ◆ All confidential conversations with parents/children will take place in a quiet area away from other children, parents or staff not involved.
- ◆ If a parent has a complaint or comment about the service, they will be encouraged to talk to the Coordinator who will arrange a time to discuss their concern and come to a resolution to address the issue. Children are encouraged to voice their concerns to a senior staff member or place a written concern in the complaints box.
- ◆ If the complaint is not handled to the parent's satisfaction at this level, they should discuss the issue with the Tamworth Regional Council Team Leader, either in writing or verbally.
- ◆ Management will discuss the issue with the Coordinator and develop a strategy for resolving the problem. This would then be discussed further with the parent, or if necessary a meeting will be arranged with the Coordinator and parent, to resolve the problem.
- ◆ The parent/child complaint is to be recorded and dated indicating the issue of concern and how it was resolved.
- ◆ Tamworth Regional Council will respond to all written complaints/grievances. All issues will endeavour to be resolved within a two (2) week timeframe.
- ◆ The Coordinator or management will inform the parent of what has been decided regarding the issue. Staff will also be informed of any relevant issues that they need to address or be aware of.
- ◆ This could be done verbally or if the issue has been dealt with on a more formal basis, then Tamworth Regional Council or Coordinator will write to the parent.



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**CONSIDERATIONS:**

- ◆ Regulation 168 of Education and Care Services National Regulations
- ◆ National Quality Standard 7.3
- ◆ TRC Complaints policy, TRC Harassment & Bullying Policy

Date endorsed: 25/06/2012

Date reviewed: 01/07/2024

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## ADMINISTRATION OF FIRST AID

### OBJECTIVE:

An Educator who holds a full first aid certificate will be at the service at all times. This is to ensure the well-being and safety of the children attending. All educators are trained in CPR.

### PROCEDURE:

- ◆ The service ensures First Aid kits are available and readily accessible at all times to educators.
- ◆ Educators will take a portable First Aid kit outside when children are doing outdoor activities.
- ◆ First Aid kits are checked regularly and restocked as needed.
- ◆ Educators are trained in management of asthma and anaphylaxis.
- ◆ When educators administer first aid, they provide reassurance to the child, follow up with parent on collection and also a call to the parent or care giver depending on the incident.

### CONSIDERATIONS:

- ◆ Regulation 89, 136 & 168 in Education and Care Services National Regulations
- ◆ National Quality Standard 2.1
- ◆ First Aid Certificate
- ◆ Anaphylaxis & Asthma Certificate

Date endorsed: 22/05/2012
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Date reviewed: 01/07/2024
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## DEALING WITH MEDICAL CONDITIONS

### OBJECTIVE:

To ensure the proper care and attention is provided to all children with asthma, allergies, anaphylaxis, diabetes and other medical conditions.

To provide an environment as far as practical, where a child with asthma, allergies, anaphylaxis, diabetes or other medical conditions is able to participate equally in all aspects of the program.

To minimise the risk of exposure to known allergens and to ensure all staff are aware of the medical management plans and treatments.

### PROCEDURE:

#### Identification of children with medical conditions

- ◆ The service requests the child's individual medical condition/s at time of enrolment, including diagnosis of asthma (including seasonal asthma), anaphylaxis or diabetes.
- ◆ On enrolment, if any medical conditions are identified, parents will be asked to complete the service Risk Minimisation Plan, Communication Plan and provide an 'Action Plan' completed by a health professional.
- ◆ The service will provide the parent with a copy of the services Medical Conditions policy.
- ◆ Parents are required to complete a checklist, on enrolment, of foods that their child/ren are to avoid at the centre.
- ◆ Where details of known allergens change or there is a change in the medical conditions, parents will be required to notify these changes to the service as soon as practical, using methods identified in the communication plan.
- ◆ Where a child already attending the service subsequently falls into this category, the parents will also be required to follow these procedures.

#### Service Expectations

- ◆ Parents need to be aware that whilst all care is taken to reduce a child's exposure to any asthma triggers, allergens or potential allergens, the service cannot guarantee that exposure will not occur.
- ◆ Whilst the service will implement a range of specific procedures and risk minimisation strategies to reduce the likelihood of common allergens within the service, educators and parents need to be aware that it is not possible for an Education and Care Service to remain totally allergen free considering the nature of such a service and the involvement with a large number of children, parents, staff and community members.
- ◆ The service does not provide products containing peanuts. The service does however purchase and will offer to non-allergic children, or those children whose risk minimisation plan allows "food that may contain traces of nuts", foods such as Sao biscuits.
- ◆ The service will assess the child's individual needs at enrolment and will make the decision if additional support from Inclusion Support will be required before the child can attend.
- ◆ Medication must be given directly to an authorised educator and not left in the child's bag. Medication form will be filled out as well with the proper information provided on the form for educators.

## Practices

The service will:

1. Display each affected child's emergency action plan within the staff room.
2. Ensure that all educators are aware of any child enrolled who has been identified as having an allergy or has anaphylaxis, a diagnosis of asthma, diabetes or any other medical condition. This will occur at induction.
3. Ensure all educators follow safe food handling and hygiene practices.
4. Ensure that an educator, trained in emergency response to asthma and anaphylaxis including the administration of an Epi-Pen, is always on duty.
5. Ensure that all educators are trained in identifying signs of hypoglycaemia and hyperglycaemia.
6. Where a child is enrolled with other medical conditions such as epilepsy, the service will endeavour to have staff trained in any emergency response first aid required.
7. Ensure all educators are aware of where any medication is stored.
8. Ensure medication, such as an Epi-pen, is taken with the child should the child leave the service for an excursion.
9. Ensure there is signage to indicate where each child's medication is stored.
10. Implement the Emergency Action Plan in the event of a medical emergency.
11. Only administer medication from its original packaging with the child's name, dosage and prescribing doctor.
12. Before medication is given to a child, the certified supervisor will verify the correct dosage with another member of staff.

### **Parents of a child with known medical conditions will provide the following:**

This is a legal requirement under the Education and Care Services National Regulations and parents are required to complete and update this as requested.

1. Inform the service Coordinator on enrolment of the child's 'known' medical condition.
2. Obtain an Action Plan for the child in consultation with the child's doctor and provide this to the service.
3. The parent will assist in completing the Risk Minimisation Plan to identify any perceived risk and determine strategies to reduce this risk.
4. Develop a communication plan to determine the most appropriate means of communicating about the child's medical condition.
5. Give permission to display the Emergency Action Plan within the centre, containing a picture of the child and parental contact numbers.
6. Provide any medication including an Epi-Pen (if required), asthma relieving medication and spacer to the service.
7. Regularly check the expiration date on any medication.
8. Inform educators of any changes to the status of the child's medical condition.
9. Complete an 'Authorisation to Administer Medication' form if/when the child requires medication while attending the service.
10. Inform the service if medication has been administered prior to attending care.

## General risk minimisation strategies for children with allergies or at risk of anaphylaxis

1. Children are taught not to share food.
2. Children wash their hands at designated times throughout the day and prior to eating.
3. Educators will supervise meal times to reduce the risk of ingestion and cross contamination of foods.
4. Educators will discuss and inform parents of any observable change to any individual child's reaction or perceived allergic response to a possible or known allergen in order for them to review or develop a specific health management strategy or Emergency Action Plan.

## Common allergens and triggers for asthma and anaphylaxis

- |                                |                                     |                                    |  |
|--------------------------------|-------------------------------------|------------------------------------|--|
| <input type="radio"/> Peanuts  | <input type="radio"/> Eggs          | <input type="radio"/> Cows milk    | <input type="radio"/> Fish and shellfish |
| <input type="radio"/> Wheat    | <input type="radio"/> Soy           | <input type="radio"/> Sesame       | <input type="radio"/> Tree nuts          |
| <input type="radio"/> Emotions | <input type="radio"/> Exercise      | <input type="radio"/> Dust mites   | <input type="radio"/> Chemicals          |
| <input type="radio"/> Perfumes | <input type="radio"/> Air pollution | <input type="radio"/> Insect bites | <input type="radio"/> Some fruits        |

## Self-Administration of Medication

- ◆ A parent of a school aged child is able to give permission for children to self- administer medication.
- ◆ This approval will be sought on the medication form. Parents should only give approval if they know that their child is able to successfully administer medication eg. Ventolin.

## Guidelines of Self Administration of Medication

- ◆ Educators are required to check that the medication form has been completed and that the medication is as stated on the form.
- ◆ Educators are to check the dose prior to the child administering the medication.
- ◆ Two (2) educators are to, **at all times**, witness the self-administration of medication and to sign the form.
- ◆ Should educators feel that the child is not able to successfully administer the medication, they reserve the right to administer it on the behalf of the child.

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## General information

**Anaphylaxis** is a severe allergic reaction that can be potentially life threatening. Some children have allergies to food that are not life threatening, however foods need to be avoided and medication, such as antihistamine may be required to control the reaction.

Where an allergic reaction involves the respiratory and/or cardiovascular system, it is then called Anaphylaxis. Anaphylaxis is a severe, life-threatening reaction to an allergen. A reaction can occur within minutes of a person coming into contact with an allergen.

**Asthma** affects more than one (1) in nine (9) children in Australia. People with asthma have sensitive airways in their lungs. When they are exposed to certain triggers their airways narrow, making it harder for them to breathe.

Many children may experience intermittent asthma. This is where a child may have symptoms of asthma occasionally after exposure to a trigger. Intermittent asthma can usually be controlled with a reliever medication. Around 70% of children have infrequent intermittent asthma, which means they have short isolated episodes of asthma, usually in response to a respiratory infection or environmental allergen.

Persistent asthma is where a person experiences frequent asthma attacks, which are classed as either mild, moderate or severe. In these situations, the child is usually on preventer medication to control the number of and severity of asthma attacks. Children or adults that only experience intermittent asthma can still have a severe asthma attack.

## CONSIDERATIONS

- ♦ Regulation 90-96 in Education and Care Services National Regulations
- ♦ National Quality Standard 2.1
- ♦ Anaphylaxis and Asthma management
- ♦ Resources – [www.allergy.org.au](http://www.allergy.org.au) and [www.asthmafoundation.org.au](http://www.asthmafoundation.org.au)

Date endorsed: 22/05/2012
Date reviewed: 06/07/2024



## INCIDENT, INJURY, TRAUMA AND ILLNESS

### OBJECTIVE:

To provide guidance on the prevention and management of incidents, injuries, illnesses and traumas involving children in our care, including first aid, reporting obligations, communication and record keeping.

### IMPLEMENTATION:

The safety, health and well-being of children is a shared responsibility and the number one priority of all staff, students and volunteers at our service. Without the right systems in place, there is a greater risk of children suffering from incidents, injuries, traumas or illnesses.

Thorough risk assessments, defined roles and responsibilities for staff, students, volunteers and families, clear procedures and plans, training, and clear communication are the measures we have in place to protect children while they are in our care. Specifically:

- ◆ We conduct regular risk assessments in line with our obligations under the *National Regulations*.
- ◆ Our staff (and, where relevant, volunteers and students) are trained to deal with incidents, injuries, trauma and illness. Our training is relevant and current, in line with the *National Regulations* requirements
- ◆ We have defined the responsibilities of everyone who has a role in ensuring the welfare of children
- ◆ Our policies and procedures are understood and followed by staff, volunteers, students and families. This means that we have systems in place for clear communication, and strict rules for managing incidents, injuries, traumas and illnesses, including for administering medication and reporting illnesses, health conditions and infectious diseases
- ◆ We have processes for keeping the right records and for notifying parents immediately if their child has been involved in an incident, or has an injury, trauma or illness. Likewise, we have systems in place for notifying the regulatory authority when we need to
- ◆ We store all incident, injury, trauma and illness records confidentially for until the child is 25 years old - or, in the case of records related to child abuse, for at least 45 years
- ◆ A record of all risk assessments conducted are kept and our policies and procedures are readily accessible and available for inspection
- ◆ Our service collaborates with families and staff when we are making decisions about how to keep children safe while they are in our care.

### PROCEDURE:

1. If a child is at an immediate risk of harm or in a life threatening situation, call 000
2. If required: administer first aid
3. **Notify parents** As soon as possible, preferably on the same day, and no later than 24 hours of the injury, illness, trauma or incident
4. If children are injured or become ill at the service, educators or staff members will request parents or authorised nominees to collect children.
5. **Create a record**
  - Complete an *Incident, Injury, Trauma and Illness Record* without delay.
  - Keep the incident, injury, trauma or illness on the child's enrolment and confidentially store until the child is 25 years old, or 45 years if it relates to child abuse.
6. **Notify the regulatory authority** via the online NQA IT System as follows:

- Within 24 hours of a serious incident (see *definitions*) occurring (or, if our service only becomes aware that the incident was serious afterwards, notify the regulatory authority within 24 hours of becoming aware that the incident was serious)
- Within 24 hours of any complaints alleging that a serious incident has occurred or is occurring while a child was or is at the service
- Within 24 hours of any complaints that the *National Law* or *Regulations* have been breached
- Within 7 days of any circumstances arising at the service that pose a risk to the health, safety and wellbeing of a child
- Within 7 days of any incident, complaint or allegation that physical or sexual abuse of a child has occurred or is occurring while the child is at the service
- Within 24 hours of any incidents that require the service to close or reduce attendance.

### FIRST AID:

Each of the following persons are in attendance at any place where we are caring for children and immediately available in an emergency at all times we are caring for children in our service:

- at least one educator, one staff member or one nominated supervisor who holds a current **approved first aid qualification**
- at least one educator, one staff member or one nominated supervisor who has undertaken current **approved anaphylaxis training**
- at least one educator, one staff member or one nominated supervisor who has undertaken current **emergency asthma management training**.

The qualifications are considered current only if they are completed within the previous three years - except for the first aid qualification that relates to emergency life support and cardio-pulmonary resuscitation (CPR), which must have been completed within the previous year ('refresher' training).

Certificates proving qualifications state the date when the person completed the course and the expiry date or validity date of the qualification and are kept on the staff member's record.

### AUTHORISATIONS:

We are required by law to obtain from the parent, or another person named in the child's enrolment form, authorisations:

- To administer medication (including self-administration is applicable)
- For the approved provider, nominated supervisor or educator to seek:
- Medical treatment for the child from a registered medical practitioner, hospital or ambulance service.
- Transportation of the child by any ambulance service.

The enrolment record also includes details of any specific healthcare needs of the child - such as any medical conditions or allergies, including whether the child has been diagnosed as at risk of anaphylaxis and any medical management plans in place. The service must maintain a medication record which includes information about any medications that a child might need to have administered. The service must also keep any incident, injury, trauma and illness records created concerning the child. These must be stored confidentially until the child is 25 years old or, in the case of abuse or harm, for 45 years at least.

### ROLES AND RESPONSIBILITIES:

Responsibilities	Roles
Ensure our Service meets its obligations under the <i>Education and Care Services National Law</i> and <i>Regulations</i> , including to take every reasonable precaution to protect children from harm and hazards likely to cause injury	Approved Provider Nominated Supervisor

and to ensure that children are adequately supervised at all times they are in our care.	
Ensure a record of an incident, injury, trauma or illness is made, including the prescribed information, as soon as possible, and within 24 hours	Approved Provider (ultimate responsibility) Nominated Supervisor Educators and Other Staff
Ensure that a parent of the child is notified as soon as is practicable, but no later than 24 hours after the incident, injury, trauma or illness	Approved Provider (ultimate responsibility) Nominated Supervisor Educators and Other Staff
Notify the regulatory authority of serious incident using the NQAITS – S101 Notification of Serious Incident record	Approved Provider
<p>Ensure that each of the following persons are in attendance at any place where we are caring for children and immediately available in an emergency at all times we are caring for children in our service:</p> <ul style="list-style-type: none"> <li>at least one educator, one staff member or one nominated supervisor who holds a current <b>approved first aid qualification</b></li> <li>at least one educator, one staff member or one nominated supervisor who has undertaken current <b>approved anaphylaxis training</b></li> <li>at least one educator, one staff member or one nominated supervisor who has undertaken current <b>emergency asthma management training</b>.</li> </ul> <p>Ensure that these qualifications were completed within the previous three years, except for the first aid qualification that relates to emergency life support and cardio-pulmonary resuscitation, which must have been completed within the previous year).</p> <p>Ensure certificates proving qualifications state the date when the person completed the course and the expiry date or validity date of the qualification.</p>	Approved Provider (ultimate responsibility) Nominated Supervisor
Ensure that our service has policies and procedures in place for incident, injury, trauma and illness that address specific areas set out in <i>the National Regulations - I.e., this Incident, Injury, Trauma and Illness Policy and Procedures</i> needs to be in place.	Approved Provider
<p>Take reasonable steps to ensure that nominated supervisors, staff and volunteers follow, and can easily access, the <i>Incident, Injury, Trauma and Illness Policy and Procedures</i>, including by:</p> <p>Providing information, training and other resources and support</p> <p>Providing this <i>Policy and Procedures</i> at induction</p> <p>Clearly defining and communicating roles and responsibilities for implementing this <i>Policy and Procedures</i></p> <p>Communicating changes to routines and policies</p> <p>Monitoring and auditing of staff practices and addressing non-compliance quickly</p> <p>Regularly reviewing this <i>Policy and Procedures</i></p> <p>This <i>Policy and Procedures</i> must also be available for inspection.</p>	Approved Provider
<p>Notify families at least 14 days before changing <i>Incident, Injury, Trauma and Illness Policy and Procedures</i> if the changes will:</p> <p>Affect the fees the charged or the way they are collected; or</p> <p>Significantly impact the service's education and care of children; or</p> <p>Significantly impact the family's ability to utilise the service.</p>	Approved Provider
Implement the <i>Incident, Injury, Trauma and Illness Policy and Procedures</i>	Nominated Supervisor
Be aware of and follow the <i>Incident, Injury, Trauma and Illness Policy and Procedures</i>	Educators and Other Staff Families
<p>Ensure that procedures are appropriate in practice to our service, identify risks and hazards, and any potential improvements to make to the <i>Incident, Injury, Trauma and Illness Policy and Procedures</i>.</p> <p>Report any issues to the appropriate staff member (either approved provider, nominated supervisor, or educators).</p>	Approved Provider Nominated Supervisor Educators and Other Staff Families

Investigate the cause of any incident, injury, trauma and illness and act to remove the cause if appropriate	Approved Provider Nominated Supervisor
<ul style="list-style-type: none"> <li>• Ensure risk assessments are conducted to identify and assess any risks to the safety, health or well-being of children, in accordance with regulations and our other policies and procedures. The risk assessment must specify how the risks will be managed and minimised.</li> <li>• Ensure additional risk assessments are conducted as soon as practicable after becoming aware of any circumstance that may affect the safety, health or wellbeing of children.</li> <li>• Keep a record of all risk assessments conducted.</li> <li>• Ensure staff are aware of and can access/use the risk assessment to manage risks.</li> </ul>	Approved Provider (ultimate responsibility) Nominated Supervisor
Be aware of and use the risk assessment to eliminate/minimise risks and ensure the to the safety, health or well-being of children.	Educators
Only administer medication to children in accordance with our policies, including but not limited to: <ul style="list-style-type: none"> <li>• This <i>Policy</i></li> <li>• <i>Administration of first aid Policy</i></li> <li>• <i>Dealing with medical conditions</i></li> </ul>	Nominated Supervisor Educators and Other Staff
Ensure an enrolment record for each child is kept in accordance with regulations, including all the prescribed information (see our <i>Record Keeping and Retention Policy</i> ), including an authorisation by a parent or person named in the record for our service to seek medical treatment for the child from a registered medical practitioner, hospital or ambulance service and, if required, transportation by an ambulance service	Approved Provider (ultimate responsibility) Nominated Supervisor
Ensure our service responds in accordance with regulations, and our policies and procedures, if any incidents occur during travel/excursions/transportation	Approved Provider (ultimate responsibility) Nominated Supervisor Educators
Ensure all incident, injury, trauma and illness records are confidentially stored until the child is 25 years old, in accordance with our <i>Record Keeping and Retention Policy</i> . Records relating to child abuse should be stored for at least 45 years	Approved Provider (ultimate responsibility) Nominated Supervisor
Keep abreast of our service's procedures for incidents, injuries traumas and illnesses	Families
Provide authorisations in the child's enrolment form for the service to seek medical treatment for the child from a registered medical practitioner, hospital or ambulance service and, if required, transportation by an ambulance service	Families
Provide our service with the following written advice in the enrolment form: <ul style="list-style-type: none"> <li>• Any specific health care needs of the child, including any medical conditions and allergies and any medical management plans that need to be followed</li> <li>• Up-to-date emergency contact list</li> </ul>	Families
Notify our service: <ul style="list-style-type: none"> <li>• Of any infectious disease or illness that has been identified while the child has been absent from the service that may impact the health and well-being of other children or adults at the service</li> <li>• Of there has been a change in the condition of the child's health or of recent accidents or incidents that may impact the child's care</li> <li>• Of any changes to medical management plans</li> <li>• Of Changes to emergency contact list</li> <li>• When the child is ill and will be absent from the service</li> </ul>	Families
Be contactable and collect the child as soon as possible from the service when notified of an incident, illness, trauma or injury to the child	Families

## RISK ASSESSMENTS:

Our risk assessments are conducted for a range of different activities our children engage in, such as sleeping and resting, travelling between education and care services, transportation, and excursions.

We also conduct risk assessments for emergency management and evacuation procedures, and for both our normal program of activity and special/high risk activities.

If there is an incident, injury, trauma or illness, or if there is a complaint, disclosure or suspicion that a child has been harmed, abused or neglected in our care, we conduct a risk assessment as part of our review process.

## **DEFINITIONS:**

*“Approved anaphylaxis management training”* - anaphylaxis management training approved by ACECQA and published on the list of approved first aid qualifications and training on the ACECQA website. Source: National Regulations (Regulation 136)

*“Approved emergency asthma management training”* - emergency asthma management training approved by ACECQA and published on the list of approved first aid qualifications and training on the ACECQA website. Source: National Regulations (Regulation 136)

*“Approved first aid qualification”* - a qualification that includes training in the matters set out below, that relates to and is appropriate to children and has been approved by ACECQA and published on the list of approved first aid qualifications and training on the ACECQA website. Source: National Regulations (Regulation 136)

*“Authorised nominee”* - a person who has been given permission by a parent or family member to collect the child from the service. Source: National Law (Section 170)

*“Complaint”* - expression of dissatisfaction made to or about an organisation, related to its products, services, staff or the handling of a complaint, where a response or resolution is explicitly or implicitly expected or legally required. Source: ANZ Standard Guidelines for complaint management in organisations – AS/NZS 10002:2014

*“Emergency”* - an incident, situation or event where there is an imminent or severe risk to the health, safety or well-being of a person at the service (e.g., a flood, fire or a situation that requires the service premises to be locked down or other type of emergency response). Source: ACECQA Guide to the NQF

*“Emergency Services”* - includes ambulance, fire brigade, police and state emergency services. Source: ACECQA Policy Guidelines: Emergency and Evacuation

*“First aid”* - the immediate treatment or care given to a person suffering from an injury or illness until more advanced care is provided or the person recovers. First aid training should be delivered by approved first aid providers, and a list is published on the ACECQA website. Source: SafeWork Australia + National Regulations (Regulation 136)

*“Harm”* - Physical or mental injury; hurt. Source: ACECQA Policy Guidelines: Emergency and Evacuation

*“Hazard”* - a danger or risk, even though often foreseeable. Source: ACECQA Policy Guidelines: Emergency and Evacuation

*“Injury”* - any physical damage to the body caused by violence or an incident. Source: ACECQA Policy Guidelines: Incident, Injury, Trauma and Illness

*“Medical attention”* - includes a visit to a registered medical practitioner or attendance at a hospital. Source: ACECQA Policy Guidelines: Incident, Injury, Trauma and Illness

*“Medical emergency”* - An injury or illness that is acute and poses an immediate risk to a person’s life or long-term health. ACECQA Policy Guidelines: Incident, Injury, Trauma and Illness

*“Medical management plan (MMP)”* - a document that has been written and signed by a doctor. MMP includes the child’s name and photograph. It also describes symptoms, causes, clear instructions on action and treatment for the child’s specific medical condition. Source: National Regulations (Regulation 90)

*“Medication”* - medicine within the meaning of the *Therapeutic Goods Act 1989* of the Commonwealth. Medicine includes prescription, over-the-counter and complementary medicines. All therapeutic goods in Australia are listed on the Australian Register of Therapeutic Goods, available on the Therapeutic Goods Administration website. Source: National Regulations (Definitions)



**“Minor incident”** - an incident that results in an injury that is small and does not require medical attention. Source: ACECQA Policy Guidelines: Incident, Injury, Trauma and Illness

**“Notifiable incident”** - under education and care services laws: any incidents that seriously compromise the safety, health or wellbeing of children. Source: National Law (section 174) + National Regulations (Regulation 86)

**“Parent”** - in relation to the child, includes: a guardian of the child; and a person who has parental responsibility for the child under a decision or order of a court. For regulation 99, ‘parent’ does not include a parent who is prohibited from having contact with the child. Source: National Law (Definitions)

**“Risk”** - Exposure to the chance of injury or loss; a hazard or dangerous chance. Source: ACECQA Policy Guidelines: Emergency and Evacuation

**“Risk assessment”** - assessing the risk means working out how likely it is that a hazard will harm someone and how serious the harm could be. Source: ACECQA Risk assessment template: Excursions

**“Serious incident”** - for the purposes of the definition of serious incident in section 5(1) of the Law each of the following is prescribed as a serious incident:

(a) the death of a child—

(i) while that child is being educated and cared for by an education and care service; or

(ii) following an incident occurring while that child was being educated and cared for by an education and care service;

(b) any incident involving serious injury or trauma to a child occurring while that child is being educated and cared for by an education and care service—

(i) which a reasonable person would consider required urgent medical attention from a registered medical practitioner; or

(ii) for which the child attended, or ought reasonably to have attended, a hospital;

*Example: A broken limb. This does not include treatment at a hospital for non-serious injury, illness or trauma in cases where a General Practitioner consults from a hospital – e.g., in rural and remote areas*

(c) any incident involving serious illness of a child occurring while that child is being educated and cared for by an education and care service for which the child attended, or ought reasonably to have attended, a hospital;

*Example: Severe asthma attack, seizure or anaphylaxis reaction. It does not include incidents where emergency services attended as a precaution*

(d) any emergency for which emergency services attended;

(e) any circumstance where a child being educated and cared for by an education and care service—

(i) appears to be missing or cannot be accounted for; or

(ii) appears to have been taken or removed from the education and care service premises in a manner that contravenes these Regulations; or

(iii) is mistakenly locked in or locked out of the education and care service premises or any part of the premises.

**“Serious injury, illness or trauma”** includes:

- amputation
- anaphylactic reaction requiring urgent
- asthma requiring urgent hospitalisation
- Broken bone/fractures
- bronchiolitis
- burns
- diarrhoea requiring urgent hospitalisation
- epileptic seizures
- head injuries
- measles
- meningococcal infection
- sexual assault
- witnessing violence or a frightening event

**“Trauma”** - is when a child feels intensely threatened by an event he or she is involved in or witnesses. Source: The National Child Traumatic Stress Network. Physical trauma is defined as a body wound produced by sudden physical injury from impact, violence or accident. Source: Western Australian Department of Health



## CONSIDERATIONS:

### National Quality Standards

Element	2.1.2	Health practices and procedures - Effective illness and injury management and hygiene practices are promoted and implemented.
	2.2.2	Incident and emergency management - Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
	3.1.1	Fit for purpose - Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child
QA4	4.1.1	Organisation of educators - The organisation of educators across the service supports children's learning and development
QA7	7.1.2	Management systems - Systems are in place to manage risk and enable the effective management and operation of a quality service.
	7.1.3	Roles and responsibilities - Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
	7.2.3	Development of professionals - Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

### National Law

Section	165	Offence to inadequately supervise children
Section	167	Offence relating to protection of children from harm and hazards
	174	Offence to fail to notify certain information to Regulatory Authority

### National Regulations

Regs	12	Meaning of serious incident
	77	Health, hygiene and safe food practices
	85	Incident, injury, trauma and illness policies and procedures
	86	Notification to parents of incident, injury, trauma and illness
	87	Incident, injury, trauma and illness record
	88	Infectious diseases
	89	First aid kits
	95	Procedure for administration of medication
	97	Emergency and evacuation procedures
	103	Premises, furniture and equipment to be safe, clean and in good repair
	104	Fencing
	136	First aid qualifications
	161	Authorisations to be kept in enrolment record
	162	Health information to be kept in enrolment record
	168	Education and care service must have policies and procedures
	170	Policies and procedures to be followed
	171	Policies and procedures to be kept available
	172	Notification of change to policies and procedures
	175	Prescribed information to be notified to Regulatory Authority
	176	Time to notify certain information to Regulatory Authority

Date endorsed: 22/05/2012

Date reviewed: 10/04/2024

### OBJECTIVE

To ensure all medications are administered in a safe and accountable manner according to the National Law and Regulation.

### PROCEDURE

Senior staff members will:

- ◆ Provide the families with relevant information about health management policies and practices when starting and regularly after that through correspondence;
- ◆ Provide resources and information to Educators and families on health matters when required;
- ◆ Provide forms for Educators to record relevant health and medical details;
- ◆ Support families and Educators when dealing with health management matters;
- ◆ Safely store confidential health and medical details on children until they reach the age of 24 years;
- ◆ Keep up to date on current health management practices;
- ◆ Request families to update their child enrolment forms annually to ensure current medical authorisations.

Educators will:

- ◆ Ensure medication is administered to a child only from its original packaging;
- ◆ Ensure medication is only administered to a child enrolled in the service with the written permission of the child's family or legal guardian using the Medication Authority Form.
- ◆ Ensure the written instructions of the family are consistent with the instruction on the medication or as prescribed by a doctor;
- ◆ In the case of an emergency verbal permission can be given to an Educator by a parent or person named in the child's enrolment record as authorised to consent to administration of medication; or if this permission cannot be readily obtained, a registered medical practitioner or an emergency service;
- ◆ Store medical information in a safe and secure place;
- ◆ Maintain confidentiality in regard to a child's medical condition;
- ◆ Ensure the administration of homeopathic, naturopathic, over-the-counter or non-prescribed medications (including cold preparations and paracetamol) also meet minimum legislative requirements and guidelines. This includes the provision of a signed Medical Authority Form by the family, written instructions and dosage on the medication or from the health professional that dispenses the medication. Educators are not to give unidentified medication or medication to a child where the instructions are not clear to the Educator eg. in an unfamiliar language to the Educator;
- ◆ Keep families informed of service requirements on the administering of medications;
- ◆ Comply to the management plans of children with chronic health problems, such as asthma, epilepsy, diabetes, severe allergy or anaphylaxis;
- ◆ Ensure medications are stored correctly and securely away from access by children;
- ◆ Discuss any concerns about administering medication with families;
- ◆ Medication may be administered to a child without an authorization in the case of an anaphylaxis or asthma emergency. In this case the Educator will ensure the parent of the child and/or emergency services are notified as soon as practicable.

It is the responsibility of the family to:

- ◆ Ensure all child enrolment forms are at the up to date with current authorisations;

- ◆ Provide a summary of the child's health, medications, allergies, doctor's name, address and phone number, and a Health Management Plan approved by a doctor, if available, to the staff prior to starting care and ongoing as required;
- ◆ Keep the Educator up to date with any changes to a child's medical condition or Health Management Plan;
- ◆ Provide medication in original packaging;
- ◆ Complete the Medical Authority form authorising the Educator to administer medication to their child, on a daily basis if required;
- ◆ Request the Educator administer only the recommended dosage on the original medication package;
- ◆ Seek a doctor's certificate for a child if requested by the Educator;
- ◆ If giving permission for a preschool age child to self-administer medication, ensure this is stated on the medication form.

Practices for self-administration of medication:

A child over preschool age may self-administer medication under the following circumstances:

- ◆ Written authorization is provided by the person with the authority to consent to the administration of medication on the child enrolment form;
- ◆ Medication is to be provided to the Educator for safe storage, and they will provide it to the child when required;
- ◆ Following practices outlined in the Dealing with Medical Conditions Policy including Anaphylaxis and allergies, asthma and diabetes;
- ◆ Self-administration of medication for children over preschool age will be supervised by the Educator.

## **CONSIDERATIONS**

- ◆ Education and Care Services National Law 2010
- ◆ Education and Care Services National Regulations 2014 Clause 92, 93, 94, 95, 96
- ◆ Poisons and Therapeutic Goods Act 1996 No 31 (NSW)
- ◆ Public Health Act 2010 No 127 (NSW)

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## INFECTIOUS DISEASES

### OBJECTIVE:

We aim to provide a safe and hygienic environment that will promote the health of the children and educators. As the care needs of a sick child cannot be met without dramatically reducing the general level of supervision of the other children or risking other children's health, parents will be asked not to bring sick children to the centre and to collect children who are unwell.

All care and consideration will be given to the child who becomes ill while at the centre. Children with infectious diseases will be excluded from the centre for the period recommended by the Department of Health.

### PROCEDURE

#### Infectious Diseases

- ◆ Children and educators will be excluded from the centre if they are ill with any contagious illness. This includes vomiting, diarrhoea and conjunctivitis.
- ◆ The period of exclusion will be based on the recommendations outlined by the Department of Health.
- ◆ The decision to exclude or re-admit a child or educator will be the responsibility of the co-ordinator or assistant co-ordinator based on the child's symptoms, medical opinion and Department of Health guidelines for children who have an infectious disease or who have been exposed to an infectious disease.
- ◆ Children with vomiting or diarrhoea will be excluded for 24 hours after the symptoms have disappeared or after a normal stool.
- ◆ A doctor's clearance certificate will be required prior to returning to the centre for all infectious diseases such as measles, mumps, diphtheria, hepatitis A, polio, tuberculosis, typhoid and paratyphoid.
- ◆ Parents will be informed about the illness and infectious diseases policy on enrolment.
- ◆ A regularly updated copy of the Department of Health guidelines on infectious diseases will be displayed in the parent area for reference.
- ◆ The certified supervisor will follow the recommendations as outlined in the Department of Health document.
- ◆ Parents will be informed about the occurrence of an infectious disease in the centre ensuring that the individual rights of educators or children are not infringed upon.
- ◆ Children who are not immunised will be asked to leave the service to maintain their safety and wellbeing.
- ◆ All educators will ensure proper hygiene practices are carried out as outlined in the Hygiene Policy.
- ◆ Under the provisions of the Public Health Act 1991 and Regulation, doctors, hospital chief executives (or general managers), pathology laboratories, directors of childcare centres and school principals are required to notify (notification requested by phone, if possible) the following diseases:
  - Diphtheria
  - Measles
  - Mumps
  - Pertussis (Whooping Cough)
  - Poliomyelitis
  - Rubella
  - Tetanus
  - Meningococcal

### Notification Mechanisms

#### Infectious diseases:

- ◆ Infectious diseases should be directed to the local Public Health Unit and should be notified within 24 hours of diagnosis.
- ◆ All infectious diseases notification forms are available from Public Health Units.

### CONSIDERATIONS

- ◆ Regulation 88 of the Education and Care Services Regulations
- ◆ Department of Health guidelines.

Date endorsed: 22/05/2012

Date reviewed: 20/07/2024

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## EMERGENCY AND EVACUATION

### OBJECTIVE:

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

Evacuation may be necessary in the event of a fire, chemical spill, bomb scare, earth quake, gas leak, siege, flood, bushfire or other emergency.

We aim to provide an environment that is safe with no risk to the health and well being of the children, Educators or parents. 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.

### PROCEDURE

- ◆ Emergency evacuation procedures will be clearly displayed near the main entrance and exit of each room used by the centre.
- ◆ All educators, including relief educators, will be informed during orientation of the procedure and their specific duties. Educators will make arrangements as to duties undertaken in the absence of other educators.
- ◆ Children and educators will practice the emergency procedure at least once per term, in all types of care, before school, after school and at the beginning of vacation care.
- ◆ Drills will be conducted more regularly when there are new children.
- ◆ Parents will be informed of the procedure and assembly points in the parent handbook.
- ◆ No child or educator is to go to their lockers or bags to collect personal items during an emergency evacuation. This would lead to confusion and delays.
- ◆ Fire extinguishers and blankets will be installed and maintained in accordance with Australian Standard 2444. The educator's priority is to get children out of any immediate danger not to put the fire out.
- ◆ The evacuation plan will include:
  - Routes of leaving the building suitable for all ages and abilities. These should be clearly mapped out.
  - A safe assembly point away from access of emergency services.
  - List of items to be collected and by whom.
  - List of current emergency numbers.
  - List of educator's duties in the emergency.
- ◆ Educators will be nominated to:
  - Make the announcement to evacuate, by blowing the whistle three (3) times or siren, identifying where the fire is and the safety route to evacuate
  - The children will know to stop what they are doing and listen to the instructions that will follow. Children are to be encouraged to move outside quickly.
  - Collect children's attendance records, phone or mobile and parents' contact numbers.
  - Make the phone call to 000 or other appropriate service, management and parents as required

- Collect the first aid kit and any medications.
- Check all corners, cupboards and toilets for children and educators. Check that all doors and windows are closed as far as possible, to reduce the spread of a fire.
- Supervise the children at the assembly area, and take a roll call of children. Adults are to talk quietly and firmly- reassure the children physically and verbally.
- ◆ When the emergency service arrives, the Nominated Supervisor will inform the officer in charge of the nature and location of the emergency and if there is anyone missing.
- ◆ No one should re-enter the building until the officer in charge has said it is safe to do so.

### **Hazardous Materials**

- ◆ Should any pests or vermin be identified, action should be taken to rid the centre of the problem by initially using non-chemical methods such as physical removal, maintaining a clean environment and use of any non-chemical products.
- ◆ Environmentally friendly sprays may be used **only** with adequate ventilation.
- ◆ Aerosol cans, such as spray paints etc used for specific activities, will only be used outside in a well-ventilated area.
- ◆ All potentially dangerous products will be stored in the appropriate containers, clearly labelled and stored in the designated secured area which is inaccessible to the children.
- ◆ Educators should always read the SDS before use of any cleaning material, sprays or chemicals and be aware of appropriate first aid measures.

### **Harassment and Threats of Violence**

#### **Disturbing Influences**

- ◆ If a person/s, known or unknown to the service, harasses or makes threats to children or educators at the centre, or on an excursion, educators will:
  - Where possible, calmly move the children away from the person.
  - Calmly and politely ask them to leave the centre or the vicinity of the children.
  - Be firm and clear and remember their primary duty is the children in care.
  - If they refuse to leave, explain that it may be necessary to call the police to remove them.
  - If they still do not leave, call the police.
  - If the Nominated Supervisor is unable to make the call, another educator should be directed to do so.
  - No educator is to try to physically remove the unwelcome person.
  - Educators should be aware of any unfamiliar person on the premises and find out what they want as quickly as possible and try to contain them outside the centre.

### **CONSIDERATIONS**

- ◆ Regulation 97 in Education and Care Services National Regulations
- ◆ National Quality Standard 2.3

Date endorsed: 22/05/2012
Date reviewed: 20/07/2024



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## NUTRITION FOOD AND DIETARY NEEDS

### OBJECTIVE:

We aim to provide a variety of nutritious, good quality food in the centre. Children will be encouraged to develop healthy eating habits through good examples and education. We consider meals to be a very important social and learning experience for the children, therefore we aim to make meals relaxed and sociable.

### PROCEDURE

- ◆ An adequate quantity of food and drink will be provided for breakfast before 8:00am and afternoontea daily.
- ◆ The menu is balanced according to current nutritional guidelines and is displayed weekly.
- ◆ Sweets and treats will be available only occasionally, other methods of rewarding children are encouraged.
- ◆ Drinking water will be available at all times for the children and the educators.
- ◆ Food provided will include foods from various cultures, especially those in the service and community.
- ◆ Peanut butter is not used in either Centre.
- ◆ Children are allowed to eat from their own lunch box.
- ◆ Children are not permitted to share food.
- ◆ The food provided will be planned ahead and menus will be displayed.
- ◆ Children and parents are encouraged to contribute ideas for the menu.
- ◆ During Vacation Care parents will be asked to provide their child/ren morning tea, lunch, afternoontea and drink. The Centre will provide a small amount of morning and afternoon tea as an additional snack.
- ◆ Parents should ensure that there is enough food in their child or children's lunch box for their individual needs.
- ◆ All children's individual needs, such as allergies, gluten free etc, will be addressed in the menus. Educators will keep a list of all children's allergies or food restrictions near the food preparation area to ensure all educators follow these.
- ◆ Children who have a severe food allergy (anaphylaxis), an action plan is required to be completed by your family doctor and a Risk Minimisation and Communication Plan is to be completed by the parent before your child can attend.
- ◆ Food will be purchased to meet child's individual needs e.g. Gluten free
- ◆ Snack times will be a social event where children and staff can relax and experience a variety of food.
- ◆ Educators will demonstrate healthy eating habits.
- ◆ The denial of food will not be used as a punishment.

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- ◆ The service provides nutritional information for parents. This is done using posters, notices and information sheets.
  - ◆ Children are encouraged to be involved in menu planning, preparing and serving of food.
  - ◆ Children's cooking activities will be encouraged to develop life skills.
  - ◆ At all times safe and hygienic practices are followed.
  - ◆ Educators will be encouraged to find out more information on food and nutrition issues for children

## **CONSIDERATIONS**

- ◆ Regulation 78-80 & 168 in Education and Care Services National Regulations
- ◆ National Quality Standard 2.1 & 2.2
- ◆ [www.healthykids.nsw.gov.au/](http://www.healthykids.nsw.gov.au/)
- ◆ Munch & Move guidelines

Date endorsed: 22/05/2012

Date reviewed: 20/07/2024

## CHILD SAFE ENVIRONMENT

### PURPOSE AND BACKGROUND

- To set out how we provide a child safe environment. That is, how we: promote a culture of child safety and wellbeing; ensure the children at our service are cared for in a safe environment (online and physical); protect children from any harm and hazard likely to cause injury; and ensure that harm or risk of harm to children is identified and responded to properly
- This policy is a requirement under the *Education and Care Services National Regulations*. The approved provider must ensure that policies and procedures are in place for providing a child safe environment and take reasonable steps to ensure those policies and procedures are followed (s168)
- This policy is required under the NSW Child Safe Scheme. It also helps us to meet our obligation under the Reportable Conduct to have systems in place for preventing, detecting and responding to reportable conduct.
- This policy aligns with the ECEC Code of Ethics and the National Model Code for Taking Images or Videos of Children in ECECs

### SCOPE

This policy applies to:

- The approved provider, paid workers, volunteers and work placement students, **referred to as 'staff' throughout this policy**
- Third parties who carry out child-related work at our service, including contractors, subcontractors, self-employed persons, employees of a labour hire company, **referred to as 'staff' throughout this policy**
- Children who are in our care, their parents, families and care providers
- Visitors to our service who carry out child-related work, including allied health support workers

### DEFINITIONS

The following definitions apply to this policy and related procedures:

- a. 'Child-related work' is used in this policy to refer to the work of our service (an education and care service for children). It does not apply where contact with children is incidental or would not reasonably be expected to occur (e.g. a plumber or delivery driver)
- b. 'Harm' and 'risk of harm' are used in this policy as overarching terms that cover neglect and various forms of abuse. It includes physical, sexual and psychological abuse; neglect; ill-treatment; grooming; exposure to family violence; commercial child sexual exploitation; online child sexual abuse; and sexual abuse that is perpetrated by other children and young people
- c. 'Harmful sexual behaviours' - a general term to describe behaviour in children that falls across a spectrum of sexual behaviour problems, including those that are problematic to the child's own development, as well as those that are coercive, sexually aggressive and predatory towards others
- d. 'Parents' includes guardians and persons who have parental responsibilities for the child under a decision or order of court
- e. 'Staff' refers to paid employees, volunteers, students, and third parties who are covered in the scope of this policy

### POLICY STATEMENT

#### Statement of Commitment to Child Safety and Wellbeing

- Year Round Care (YRC) is committed to creating and maintaining an environment that is committed to the care, protection and safeguarding of children. YRC has zero tolerance of child exploitation and abuse in our service. The purpose of this Policy is to assist YRC in preventing and responding to any child safety concerns by embedding the NSW Child Safe Standards across its functions, programs and organisational leadership and culture. This policy also informs employees, students, trainees, apprentices, volunteers, contractors and Councillors on their legal and duty of care obligations and responsibilities in relation to the safety, wellbeing and empowerment of children
- Our number one priority is the safety, health and wellbeing of children in our care. We champion and model a child safe culture at all levels in our service. We will not tolerate harm or the risk of harm to children or young people. We will not tolerate bullying or harassment. We act on any concerns about child safety and encourage a culture of reporting harm and risk of harm

- We listen to all children. We uphold their rights and empower them know and exercise their rights. Children and families are involved in making decisions about matters that concern them. We are committed to equity and the inclusion of all children, regardless of their abilities, sex, gender, or social, economic or cultural background. We have an inclusive and welcoming environment for Aboriginal and Torres Strait Islander children, and respect and value their diverse and unique identities and experiences
- This Statement of Commitment forms part of our statement of philosophy and we publicly display it at East and South Year Round Care services on our notice boards and in the Parent Handbook.

### **Leadership, governance and culture**

- Child safety and wellbeing is embedded in the leadership, governance and culture of our service
- The approved provider and nominated supervisor oversee the policies, procedures, risk management, supervision, HR processes, training, communication and monitoring systems that keep children safe from harm and hazards at our service
- Staff understand their responsibilities and obligations. At induction, they are given copy of our Child Safe Environment Policy and related policies and procedures. Child safety and child protection topics are covered extensively in their ongoing program of training and professional development
- Staff must abide by our Child Safe Code of Conduct, which sets out the behaviour we expect from staff towards the children in our care. It describes acceptable and unacceptable (physical and online) interactions with children, and each staff member's obligation to report any suspected breaches of the Code. Breaches are taken seriously, and staff are held to account
- We share the responsibility of identifying and responding to harm or risk of harm to children.
- Risk management is a shared responsibility that is overseen by the approved provider and nominated supervisor
- Staff at all levels are involved in creating, reviewing and updating our child safety and wellbeing policies and procedures
- The approved provider and nominated supervisor regularly review and report on our performance in child safety matters. Child safety is a standing agenda item at staff leadership, staff and Child Safe Champions meetings

### **Taking child participation seriously**

- Children at our service are informed of their rights, participate in decisions that affect them and are taken seriously
- Staff listen to and respond to children, respect children's bodily integrity and their right to refuse or say no (either with their voice or through non-verbal cues). Educators are trained to give children the confidence and ability to ask for help and to take part in decisions that affect them
- Educators follow our policies and procedures for ensuring positive interactions with children, which affirm our commitment to upholding the United Nations Convention on the Rights of the Child and the ECEC Code of Ethics. Educators understand children's rights and teach children to understand and exercise their own rights, including the right to information, to feel and be safe, and to be listened to and taken seriously
- Educators deliver our education program (based on the MTOP V2.0), which observes and responds to each child's identity, perspective, ideas, interests and needs
- Educators are trained to recognise and respond to signs of harm in both verbal and non-verbal children
- Educators teach children about personal safety and protective behaviour, how adults and other children should behave towards them, and what to do if they are concerned about their own or someone else's safety. Educators incorporate these lessons into daily routines, the education program and resources, and special activities (such as excursions, travel) for more information about protective behaviour and teaching about child protection see our Resource – Educating children about protective behaviour at Appendix B and resources
- We display age-appropriate posters that tell children about their rights and our complaints process, including how they can raise a concern with us. We have information about support services that are aimed at children displayed on our walls in our foyer in our email communication
- We include children in making decisions about safety and wellbeing. For example, we ask for children's views on the safety of our physical and online environment, daily routines and special activities. Their ideas are incorporated into our risk assessments, policies and procedures. We report back to them on how we have acted on their feedback
- Our educators encourage all children to participate by helping them to build connections and friendships with each other, and by acting quickly to stop bullying, discriminatory or isolating

behaviour in groups. Educators follow our policies and procedures for encouraging positive relationships between children

### **Involving families and communities**

- Families, carers and communities are involved in promoting child safety and wellbeing at our service
- Staff follow our policy and procedures for parental interactions and involvement, which set out how we partner with families and communities
- We communicate with parents, carers, families and communities regularly and openly about children's safety and wellbeing. Families and communities know they can contact us via phone, text, on social media, email or face to face. We use face to face conversations to collect their views, and use this information to assess and make decisions about child safety.
- We use plain language when we communicate. If families need one, we can arrange a translation service. We can provide information various formats, so it is accessible to people with disability. We use language is relevant, welcoming and respectful to everyone
- When a child is enrolled, we give their family information about our people, programs, policies and procedures. We tell them how they can be involved in making decisions about matters that affect them and/or their children, their rights and responsibilities, and how they can raise any concerns
- Families know they can locate our policies and procedures on Tamworth Regional Council website Year-Round Care | Tamworth Regional Council. At enrolment, they are given access to our [Child Safe Environment Policy](#) and other related policies and procedures, including our [Child Safe Code of Conduct](#)
- Families are notified when our policies and procedures are changed, and we invite their feedback when we review our documents (including our [Quality Improvement Plan](#)) and practices
- We promote child protection and safety, and provide links to resources, through our website, social media and flyers.

### **Respecting equity and diversity**

- Our service upholds equity and diverse needs are respected
- Staff follow our inclusion policies and procedures, which set out our rules for respecting and supporting the diverse and unique identities and experiences of all children and families, including Aboriginal and Torres Strait Islander people, people with disability, people from culturally and linguistically diverse backgrounds, children who are unable to live at home, and LGBTQI people
- Staff follow our [Child Safe Code of Conduct](#), which prohibits any form of bullying, unlawful discrimination or harassment towards children, families or other staff members. Through our workplace training, they understand that there are laws in place that make it unlawful to discriminate against or vilify children in certain contexts (for example because of race, disability, sex, gender identity, sexual orientation)
- When a child is enrolled, we invite their family to share information about the child's unique characteristics and circumstances, such as their cultural and religious background, family structure, disability, medical conditions, the languages that are spoken at home, and any individual needs. Families update this information routinely every year and throughout the year if any changes are needed. We use the information to tailor our approach to the safety and wellbeing of each child - that is, to provide for each child's *individual* needs, including their individual risk of harm. More broadly, the information informs our risk management, education program and practices, policies and procedures, daily routines, and the way we communicate with children, their families and communities. We record and store this information according to our privacy and record keeping policies
- We give children and families child safety and wellbeing information in plain language and in ways they can understand, including child-friendly versions, in different languages, and formats that people with disability can access
- As part of their program of professional development, educators learn about cultural safety for children from Aboriginal and Torres Strait Islander and culturally and linguistically diverse backgrounds. Our culturally safe practices are the embedded across the service, including in our education program, in the excursions and special events we run, in our play and daily routines, menu plans, and so on
- We celebrate diversity and various cultural festivals in partnership, including Harmony Week, NAIDOC and Reconciliation Week, Chinese New Year. We see these as part of our education program and ask members of our local community to come to our service and teach our children about the meaning of the event
- Our rooms and spaces display posters that represents a range of cultures and abilities, and the staff we employ represent the diversity we see in our community
- When we develop policies and procedures, we seek a range of perspectives from people who have diverse backgrounds, experience and the necessary expertise

- We ask children with disability and their families to give us feedback about how we can improve our physical and online environment, programs and procedures.

### **Ensuring that staff are suitable and supported**

- Our staff are suitable and supported to reflect child safety and wellbeing values in practice
- Our recruitment practices meet the requirements of the *Child Protection (Working with Children) Act 2012 (NSW)*
- The approved provider, nominated supervisor and anyone else who is making decisions about recruitment or bringing in visitors (such as performers, specialists) follow our child safe Recruitment, Induction and Training Policy and Procedures
- Our job advertising includes a statement of commitment to child safety and wellbeing
- Advertisements state what qualifications, experience and attributes are needed to be eligible for the role, our screening and WWCC requirements, training and supervision requirements, and the role's duties and responsibilities for children
- Job descriptions set clear expectations about child safety
- We only employ people who are suitable to work with children. We do thorough pre-employment screens (interviews, referee checks, WWCC and other registration or background checking) and continue to monitor our staff member's suitability to work with children and whether they are following our child safe policies and procedures. We have probationary periods for all new staff
- Our induction process requires all staff to review, understand and acknowledge in writing our Child Safe Environment Policy and related policies and procedures
- The approved provider and nominated supervisor follow our policies and procedures for managing and supervising staff, including acting on breaches to our Child Safe Code of Conduct and child safety policies and procedures
- We tell children and families through email and in person when there are personnel changes

### **Child focused complaint systems**

- Our system to respond to complaints and concerns is child focused (*National Regulations s 168*)
- We have complaint handling policies and procedures put children's safety, needs and interests at the forefront. They are easy to understand, accessible, and culturally safe. As with all our policies and procedures, they can be translated into different languages, and put into different formats for people with disability
- Educators are trained to respond to children verbally and non-verbally communicating that something is wrong
- At enrolment, families are given access to our Complaint and Grievance Policy and Procedure. It explains how to raise a concern or complaint with us, and how we will respond in a prompt and fair manner
- We have a child-friendly poster version of our Complaint and Grievance Policy and Procedure displayed in the foyer
- We display the name and contact details of the person to whom complaints should be made in sign in area which is clearly visible from the entrance (*National Regulations s 173*)
- Staff respond to concerns about harm or risk of harm to a child (either by adults or by other children) or that a child is exhibiting harmful sexual behaviour, by following our Child Protection Policy and Procedures. It sets out our service's obligations and procedures related to child protection, including: managing incidents, disclosures, and suspicions of harm or risk of harm to a child; responding to allegations of harmful sexual behaviour in children; and making reports to external authorities
- Our complaint and child protection policies and procedures include information on how we will support the child or adult who is making the complaint or allegation, how we manage risks and protect the children in our care, and the rules for record keeping, privacy, employment, and exchanging information
- At their induction, all staff must review, understand and formally acknowledge our Complaint and Grievance Handling Policy and Procedure and Child Protection Policy and Procedures
- If the outcome of an investigation into a complaint calls for disciplinary action against a staff member, our approved provider and nominated supervisor follow our staff discipline policies and procedures

### **Staff knowledge, skills and awareness**

- Our staff are equipped with the knowledge, skills and awareness to keep children safe
- We have an ordered and structured approach to training and sharing knowledge on child safety and wellbeing, including cultural safety, which is set out in our child safe Recruitment, Induction and Training Policy and Procedures
- We formally induct all staff (including volunteers and students) when they first start at our service. They are given access to, review, understand and formally acknowledge our child safe and child protection policies and procedures



- The nominated supervisor runs a professional development program for each staff member. The programs are tailored to the needs and aspirations of the individual staff member, which are identified during supervision and in yearly scheduled one-on-one performance appraisal meetings
- The approved provider makes sure that staff (including volunteers and students) are aware of current child protection laws and their obligations under them (*National Regulations s 84*), and that all mandatory child protection training is completed in line with the law (*National Law s 162A*) (For more detail about child protection training, see our [Child Protection Policy and Procedures](#))
- We regularly discuss child safety and wellbeing in a trauma-informed way and encourage a culture of reporting. Child safety and wellbeing (including child protection) is a standing agenda item at staff meetings. Staff review one or two of our policies and procedures every week as part of their professional development program

### **Safe physical and online environments**

- Our physical and online environments promote safety while minimising the opportunity for children to be harmed

### **Risk Management**

- We protect children from hazards and harm by identifying and managing risks in our online and physical environments
- We balance our duty to protect children with their right to privacy, access to information, social connections and opportunities to learn
- Our [Child Safe Risk Management Plan](#) (required under the NSW Child Safe Standards) is available at the service. The risk management plan identifies, analyses and plans to control risks of harm to children in physical and online environments, including high risk activities and special events
- The plan covers the types of risks identified by the Royal Commission into Institutional Responses to Child Sexual Abuse
- Our other risk assessment and management documents concerning, for example: our physical environment, work health and safety, children's sleep and rest, excursions, transport, the safe arrival of children, emergencies and evacuations, and incidents, injuries, trauma and illness are available on Tamworth Regional Council website Year-Round Care | Tamworth Regional Council
- Our risk management strategies inform our policies, procedures, Quality Improvement Plan and action plans for individual children
- The [Child Safe Risk Management Plan](#) and our other risk assessment and management documents are updated and reviewed every year and when there are changes that could affect the safety and wellbeing of children in our care, including after any breaches, or incidents, disclosures or suspicions of harm or risk of harm. It is a 'living document' that we update according to the changing profile of our children, environment, activities and staff
- Records of risk assessments and plans are kept and made available for inspection
- Staff contribute to risk management. They are trained to identify and report any risks of harm and hazards they observe in their day-to-day work, and to conduct risk assessments before introducing new activities or practices
- We ask children and families to contribute to our risk assessment and management process. We may seek feedback from families and communities via newsletters or survey forms, or during parent information sessions. We discuss online and physical safety and wellbeing matters with children as part of our educational program and ask for children's views when we are conducting risk assessments.

### **Supervision and staff interactions with children**

- Staff follow our procedures for active supervision (information about supervision is currently located in our [Staffing Arrangements Policy](#)) to ensure they adequately supervise the children in our care (*National Law s 165*)
- We meet the set educator-to-child ratios at all times (*National Regulations ss 122, 123*)
- We have flexible supervision arrangements and adjust the level of supervision according to our activities, and the ages, stages and individual needs of the children in our care
- The physical design of our service allows for 'natural lines of sight', including in our toilet < facilities (while still allowing children to have privacy and autonomy) (*National Regulations s 115*)
- Staff follow our procedures for visitors (information about visitors is currently located in our [Educator and Management Policy](#)). We keep a record of all visitors and children are not allowed to be left alone with visitors, volunteers or students. Volunteers do not change nappies or help children with toileting



- Two staff members are always present at the service at any time and there is a 'responsible person' present at all times when children are in attendance. Their name and position are displayed so as to be clearly visible from the main entrance of our service (*National Regulations s 173*)
- We do not allow anyone who is unauthorised to be at our service unless they are being directly supervised by an educator or another staff member (*National Law s 170*)
- Educators who are under 18 are never left alone with children and they are properly supervised at all times by another educator who is over 18 years old (*National Regulations s 120*)
- Our Child Safe Code of Conduct and policies and procedures about interactions between educators and children set out our rules about: inappropriate conversations, gifts and benefits, personal and intimate care, physical contact with children, out of hours contact and professional boundaries and secondary employment

### **Alcohol, drugs, cigarettes, vapes and pornography**

- We have a Tobacco, Vapes, Drug and Alcohol-Free Environment Policy (*National Regulations s 82*) in place for staff, and family and community members. Staff are not allowed to be affected by alcohol or drugs while they are on duty (*National Regulations s 83*)
- Staff are aware that smoking and using e-cigarettes are banned within 4 metres of the pedestrian entrances/exits from public buildings, including childcare facilities in NSW
- Our Child Safe Code of Conduct prohibits staff from accessing, retrieving, displaying, viewing, forwarding and/or storing pornographic or inappropriate material in the workplace

### **Incidents, illness and emergencies**

- Staff follow our risk management plans, policies and procedures for managing emergencies and evacuations, including our *Emergency Plan* that we rehearse every 3 months. We display our emergency and evacuation floor plan and instructions near each exit (*National Regulations ss 97, 98, 168*)
- Staff have access to operating telephone at all times so they can contact parents and emergency services during an emergency (*National Regulations s 98*)
- A minimum of one person with an approved and current first aid qualification that covers CPR, anaphylaxis and emergency asthma management is rostered on at all times, including during excursions and travel outside the service (*National Regulations s 136*)
- Our first aid kits are signposted, easy to access, and regularly audited to ensure they are appropriately stocked (*National Regulations s 89*)
- We follow our Incident, Injury, Trauma and Illness Policy and Procedures if a child is injured, ill or suffers a trauma. We notify parents/emergency contacts as soon as practicable, complete an incident report, notify the regulatory authority according to their requirements and keep the report until the child is 25 years old (or, in the case of a report concerning sexual abuse, for a minimum of 45 years) (*National Regulations ss 85, 86, 87, 168*)
- Staff follow our policy and procedures to help prevent the spread of infectious diseases. We follow the recommended exclusion periods for infectious diseases and notify families when there is an occurrence of an infectious disease at our service (*National Regulations s 88*)

### **Health and hygiene**

- Staff follow our policies and procedures for good health, hygiene and safe food handling practices (*National Regulations s 77*) and show the children how to do the same
- Children have access to safe drinking water and are offered water regularly throughout the day (*National Regulations s 78*)
- We give children nutritious and adequate amounts of food and take into account the individual child's needs in regard to growth and development, and any cultural, religious or health requirements (*National Regulations s79*). Staff follow safe food practices that meet the Australian Food Safety Standards for buying, preparing, storing and serving food
- We have posters on the wall that remind staff to follow good hygiene practices when helping children with toileting
- We have adequate, age/stage appropriate toilet, washing and drying facilities for children
- Staff follow our procedures for managing sun protection and heat stress (*National Regulations s 168*). We have adequate shaded areas outside that protect children from the sun (*National Regulations s 114*)

### **Medical conditions**

- Staff follow our policy and procedures for managing medical conditions, including allergies/anaphylaxis, asthma and diabetes. Medical management plans, risk minimisation plans and communication plans are in place for all children who need them (*National Regulations s 90*)

- Staff follow our procedures for the administration of medication, including for children over pre-school age who are self-administering medicine (*National Regulations* ss 90, 92, 93, 94, 95, 96)

### **Physical and online environments**

- We keep the physical environment, furniture and equipment safe, clean and in good repair (*National Regulations* s 103) by following our physical environment policies and procedures, and by using checklists, such as for cleaning, daily safety checks, building and equipment maintenance, and inspections of the physical environment
- We check that furniture and equipment meet the relevant Australian safety standard
- Indoor spaces are ventilated, have adequate natural light and maintained at a temperature that ensures the safety and wellbeing of children (*National Regulations* s 110)
- Our outdoor space is enclosed by a fence/barrier that prevents children preschool age and under from going through it, over it or under it (*National Regulations* s 104)
- We store hazardous chemicals and items so that children cannot access them e.g., in locked cupboards or rooms
- Staff follow our procedures for water safety (*National Regulations* s 168)
- We have policies and procedures for online safety, including for photographing and recording children, use of images, social media and technology/device use for children and staff (*National Regulations* s 168) (see our Technology and Device Use Policy, Photography and Video Policy and Social Media Policy)
- Our practices align with the National Model Code for Taking Images or Videos of Children:
  - Only service-issued devices are used to take photos or videos of children, and we have secure storage practices and systems in place
  - Staff are not allowed to have personal devices that can take photos/videos or personal storage and file transfer media on their person while they are with children, except in limited circumstances
  - Our policies and practices ensure that we capture, store and retain images/videos of children securely and according to the Australian Privacy Principles
- Educators learn about online safety as part of their professional development and we teach children about online privacy and safety in our educational program

### **Excursions, transport and travelling between services**

- Staff follow our Excursions Policy and Procedure, Transport Policy and Procedure, Safe Arrival of Children Policy and Procedure, which sets out the specific risk assessment areas to be covered and our practices that keep children safe and accounted for during these higher risk activities (*National Regulations* ss 102A, 102B, 102C, 102E, 102AA, 102AAB, 102AAC, 168).
- Parents/other authorised people must give us written authorisations for excursions, transport and travel between our service and any other education and care service (*National Regulations* ss 99, 102, 102D)

### **Collection and delivery of children**

- Staff follow our Delivery and Collection of Children Policy and Procedure, which only allows children to be released to the care of people who are authorised to collect them (and who are not intoxicated) (*National Regulations* s 99)
- Staff make sure that children are signed in and out of our service each day

### **Lock up**

- Staff follow our Lock Up Procedure at the end of each day. They physically check every area at the service, including sheds, in containers, bathrooms, gardens, outdoor play equipment, sleep and rest rooms, and make sure that every child has been signed out

### **Sleep and Rest**

- Staff follow our Sleep, Rest and Relaxation policy, which is based on best practice guidelines. It sets out the specific risk assessment areas to be covered for sleeping and resting children and how we make sure that we are meeting their individual needs, with regards to their age, development and cultural preferences (*National Regulations* s 84A, 84B, 84C, 168)
- Bassinets are banned from our service at all times (*National Regulations* s 84D)

### **Review of child safe policies and practices**

- We regularly review and make improvements to our child safety policies and procedures
- Our Child Safe Environment Policy and related policies and procedures are reviewed annually to ensure they meet current child safety and protection laws and best practice guidelines

- The approved provider and nominated supervisor follow our Policy and Procedure Review Policy, which sets out how our policies and procedures are reviewed and evaluated
- We record and examine complaints, concerns, incidents, suspicions, disclosures, reports about child safety and wellbeing to understand and address any flaws or shortcoming in our infrastructure, governance and operations
- We ask for feedback from our staff, children, families and communities about our child safe policies and procedures. We also share with them reports on any child safety and wellbeing reviews we conduct

### **Documenting policies and procedures**

- We document how we are a safe organisation for children through our policies and procedures. The NSW Child Safe Standards are embedded in our governance, policies and procedures. They are not siloed
- Our Child Safe Environment Policy and related policies and procedures tells our staff, children, families and communities how our service implements the 10 Child Safe Standards, and how we meet our responsibility under the Reportable Conduct Scheme to have systems in place that prevent, detect and deal with reportable conduct and reportable convictions
- Our Child Safe Code of Conduct describes what is acceptable and what is unacceptable behaviour towards children. All staff, including volunteers, students, and third-party contractors who are working with children, must agree in writing to upholding the Code of Conduct and all our policies and procedures
- We document all risk assessments and plans. We update them regularly, as required by law, and when there are changes that could affect the safety and wellbeing of children in our care
- Our complaint handling and child protection policies and procedures describe how we respond to complaints and concerns, and our reporting obligations for harm or risk of harm to a child
- Our recruitment and HR policies and procedures ensure that only people who are suitable to work with children are employed by our service, including third party contractors, volunteers and students
- Our policies and procedures are available for staff, families and communities at any time at the service or Tamworth Regional Council website Year-Round Care | Tamworth Regional Council
- Families are notified within 14 days when policies and procedures are changed if they:
  - (1) Affect the fees the charged or the way they are collected; or
  - (2) Significantly impact the service's education and care of children; or
  - (3) Significantly impact the family's ability to utilise the service (*National Regulations s 168*)
- We ask for feedback when we review our child safe documents and practices.

### **Breaches of our child safety and wellbeing policies and procedures**

- We act on breaches to our Child Safe Environment Policy and related documents
- A breach means any action or inaction by anyone to whom our Child Safe Environment Policy applies who fails to comply with any part of our child safety and wellbeing policies and procedures, including (but not limited to) our:
  - a. Child Safe Environment Policy
  - b. Child Safe Code of Conduct
  - c. Child Safe Risk Management Plan
  - d. Child Protection Policy and Procedures
  - e. Complaint Handling Policy and Procedure
  - f. Tobacco, Drug and Alcohol-Free Environment Policy
  - g. Recruitment, Induction and Training Policy and Procedure
- Breaches and suspected breaches of our child safety policies and procedures must be reported as soon as practicable
- If the breach relates to a child protection matter, staff must follow our Child Protection Policy and Procedures
- Staff must report other breaches to the nominated supervisor either in person, by telephone on 02 6766 6862 or via email [yearroundcare@tamworth.nsw.gov.au](mailto:yearroundcare@tamworth.nsw.gov.au) Staff should complete the Child Safety and Wellbeing Breach – Incident Report Form which is available on Tamworth Regional Council website Child Safety | Tamworth Regional Council
- Breaches or suspected breaches will be taken seriously and dealt with quickly, fairly, transparently, and in line with our policies and legal obligations
- Depending on the severity of the breach (minor, moderate, major or extreme), outcomes may include: emphasising the relevant component of the policies and procedures; increased supervision; professional development and training; mediating between those involved in the incident (where appropriate); formal warnings (verbal and/or written); being transferred to another role; suspension or termination of employment; reports to external authorities
- Breaches or suspected breaches will trigger us to review our current policies and procedures

## PRINCIPLES

- We are committed to the safety and wellbeing of children and to implementing the NSW Child Safe Standards and the National Quality Framework across all levels of our service
- We comply with all relevant legislation, regulations and standards at all times
- We are committed to implementing the MTOP Framework
- We act in line with our *Statement of Commitment to Child Safety and Wellbeing*, Child Safe Code of Conduct and the ECEC Code of Ethics
- Children at our service know and can exercise their rights. Children, families and communities are involved in making decisions about matters that concern them
- Children's diverse and unique abilities, identities backgrounds and perspectives are valued
- Our interactions with children are respectful, equitable and supportive. Bullying and harassment will not be tolerated
- Only staff who are suitable to work with children will be employed
- Our complaint systems prioritise the safety of children
- We always act on harm or risk of harm to children
- Staff are given the training, resources and support to provide a child safe environment that is culturally safe and inclusive
- Every reasonable precaution is taken to protect children from harm and hazards in our physical and online environments
- Our governance, operations policies, risk management plans, procedures, systems and practices are best-practice and up-to-date

## POLICY COMMUNICATION, TRAINING AND MONITORING

- This policy and related documents can be found at the service or Tamworth Regional Council website Year-Round Care | Tamworth Regional Council
- The approved provider and nominated supervisor provide information, training and other resources and support regarding the Child Safe Environment and related documents
- All staff (including volunteers and students) are formally inducted. They are given copies to, review, understand and formally acknowledge this Child Safe Environment Policy and related documents
- The nominated supervisor runs a professional development program for each staff member, which covers this policy
- Roles and responsibilities are clearly defined in this policy and in individual position descriptions. They are communicated during staff inductions and in ongoing training
- The approved provider and nominated supervisor monitor and audit staff practices through performance reviews, supervision sessions, compliance visits from operations managers, regular performance appraisal and address non-compliance. Breaches to this policy are taken seriously and may result in disciplinary action against a staff member
- At enrolment, families are given access to our Child Safe Environment Policy and related documents
- Families are notified in line with our obligations under the *National Regulations* when changes are made to our policies and procedures

## ROLES AND RESPONSIBILITIES

### Approved provider responsibilities (not limited to)

Ensure our service meets its obligations under the *Education and Care Services National Law and Regulations*, including to take every reasonable precaution to protect children from harm and hazards likely to cause injury, ensure that children in our care are adequately supervised at all times, and that no child is subjected to any form of corporal punishment or any discipline that is unreasonable

Ensure that our service's governance, management, operations, policies, plans, (including risk management/action plans), systems, practices and procedures for child safety matters are appropriate in practice, best practice, align with the NSW Child Safe Standards and comply with all relevant legislation, including the Children and Young Persons (Care and Protection) Act 1998 (NSW), the Child Protection (Working with Children) Act 2012 (NSW), Child Protection (Working with Children) Regulation 2013, and the Children's Guardian Act 2019

Provide a child safe environment (physical and online) that is inclusive and culturally safe

Provide a child safe culture - uphold, model and champion our service's *Statement of Commitment to Child Safety and Wellbeing*

Ensure this Child Safe Environment Policy is in place and available for inspection

Take reasonable steps to ensure our Child Safe Environment Policy is followed (e.g. through clear and accessible communication, and systemised inductions, training and monitoring of all staff – including volunteers, students)



Uphold our Child Safe Code of Conduct and empower and support staff to report breaches. Take breaches to the Code seriously

Ensure that systems are in place to identify and minimise or eliminate risks of harm to a child in line with our policies/procedures (including our Child Safe Risk Management Plan) and our legal requirements.

Ensure staff can, and do, use the risk assessments/plans, including children's individual action plans  
Promote a culture of reporting. Act on any incidents, disclosures, or suspicions of harm or risk of harm to a child, and report to the relevant authorities in line with our procedures and legal obligations. Act on allegations of harmful sexual behaviour in children and reportable conduct of staff

Ensure we have a child-focused complaint management system that responds properly to any complaints or concerns about harm or the risk of harm to a child and any allegations of harmful sexual behaviour in children

Successfully complete approved child protection training and other relevant professional development activities. Renew WWCC when required

Ensure that all staff have completed the training and professional development they need to provide a child safe environment (e.g. first aid, cultural competency, child protection). Ensure that the nominated supervisor / persons day-to-day charge have completed their child protection training. Ensure that all staff, including volunteers and students, are aware of current child protection laws, how they apply and any obligations they have under them. Keep evidence of child protection training and evidence of current non-prohibited/valid WWCC on record and make available for inspection

Ensure we make and store records according to our policies and legal obligations

Regularly review this Child Safe Environment Policy in consultation with children, families, communities and staff.

Notify families at least 14 days before changing this Child Safe Environment if the changes will: affect the fees the charged or the way they are collected; or significantly impact the service's education and care of children; or significantly impact the family's ability to utilise the service.

Nominated supervisor / persons in day-to-day charge responsibilities (not limited to)

Ensure our service meets its obligations under the *Education and Care Services National Law and Regulations*, including to take every reasonable precaution to protect children from harm and hazards likely to cause injury, ensure that children in our care are adequately supervised at all times, and that no child is subjected to any form of corporal punishment or any discipline that is unreasonable

Support the approved provider to ensure that our service's management, operations, policies, plans, (including risk management/action plans), systems, practices and procedures for child safety matters are appropriate in practice, best practice, , align with the NSW Child Safe Standards and comply with all relevant legislation, including the Children and Young Persons (Care and Protection) Act 1998 (NSW) and the Child Protection (Working with Children) Act 2012 (NSW) and Child Protection (Working with Children) Regulation 2013

Provide a child safe environment (physical and online) that is inclusive and culturally safe

Provide a child safe culture - uphold, model and champion our service's *Statement of Commitment to Child Safety and Wellbeing*

Implement this Child Safe Environment Policy

Take reasonable steps to ensure our Child Safe Environment Policy is followed (e.g. through clear and accessible communication, and systemised inductions, training and monitoring of all staff – including volunteers, students)

Uphold our Child Safe Code of Conduct and empower and support staff to report breaches. Take breaches to the Code seriously

Identify and minimise or eliminate risks of harm to a child in line with our policies/procedures (including our Child Safe Risk Management Plan) and our legal requirements. Ensure staff can and do use the risk assessments/plans, including children's individual action plans

Promote a culture of reporting. Act on any incidents, disclosures, or suspicions of harm or risk of harm to a child, and report to the relevant authorities in line with our procedures and legal obligations. Act on allegations of harmful sexual behaviour in children. Notify the approved provider of any reportable conduct you are aware of

Implement our child-focused complaint management system to respond properly to any complaints or concerns about harm or the risk of harm to a child and any allegations of harmful sexual behaviour in children

Successfully complete approved child protection training and other relevant professional development activities. Renew WWCC when required

Support the approved provider to ensure that all staff have completed the training and professional development they need to provide a child safe environment (e.g. first aid, cultural competency). Support the approved provider to ensure that all staff, including volunteers and students, are aware of current child protection laws, how they apply and any obligations they have under them. Keep evidence of child

protection training and evidence of current non-prohibited/valid WWCC and make it available for inspection

Ensure we make and store records according to our policies and legal obligations

Contribute to policies and procedure reviews and risk assessments and plans in consultation with children, families, communities and staff. Support the approved provider to notify families of reviews and changes according to legislation and our policies and procedures

Work collaboratively with services and or/professionals to support: children's and families' access, inclusion and participation; and children, families and staff members who have been impacted by harm or the risk of harm

#### Educator / other staff responsibilities (not limited to)

Follow this Child Safe Environment Policy and other related child safety policies and plans. Provide a child safe and culturally safe environment (physical and online) and discharge your duty of care (e.g. by supervising children in line with our policies and procedures and taking every reasonable precaution to protect children from harm or hazards likely to cause injury)

Abide by our Child Safe Code of Conduct. Report breaches to the Code. Do not subject children to any form of corporal punishment or any discipline that is unreasonable

Promote a child safe culture - uphold, model and champion our service's *Statement of Commitment to Child Safety and Wellbeing*

Act on incidents, disclosures, or suspicions of harm or risk of harm to a child, and report to the relevant authorities in line with our procedures and legal obligations. Act on allegations of harmful sexual behaviour in children

Report any issues with our child safety policies and procedures to the appropriate person (e.g. approved provider, nominated supervisor, lead educator)

Identify and minimise or eliminate risks of harm to a child in line with our policies/procedures (including our Child Safe Risk Management Plan and other risk assessments/plans such as children's individual action plans)

Undertake all necessary training and professional development activities. Be aware of current child protection laws, how they apply and any obligations you have under them. Renew WWCC when required

Follow our child-focused complaint management system to respond properly to any complaints or concerns about harm or the risk of harm to a child and any allegations of harmful sexual behaviour in children

Ensure we make and store records according to our policies and legal obligations

Contribute to policy and procedure reviews and risk assessments and plans

#### Families responsibilities (not limited to)

Follow all policies and procedures, where they apply to you

Share relevant information about your child's unique characteristics and circumstances, including matters relating to the child's health and safety, at enrolment and throughout the year through formal and informal communication

Where possible, contribute to our child safe policies and procedures, risk assessments and risk management plans. Report any risks of harm or hazards to the service and contribute to the plans for minimising or eliminating them

Where possible, be involved, e.g., participate in surveys, questionnaires, feedback sessions, cultural events and other special activities

Raise any concerns or complaints and report any concerns about children's safety and wellbeing

## LEGISLATION (OVERVIEW)

### *Education and Care Services National Law and Regulations*

Law	Description
s 162A	Child protection training
s 165	Offence to inadequately supervise children
s 166	Offence to use inappropriate discipline
s 167	Offence relating to protection of children from harm and hazards
s 169	Offence relating to staffing arrangements
s 170	Offence relating to unauthorised persons on premises
s 174	Offence to fail to notify certain information to Regulatory Authority
s 175	Offence relating to requirement to keep enrolment and other documents
Regulations	
s 73	Educational program
s 77	Health, safety and safe food practices

s 78	Food and beverages
s 79	Service providing food and beverages
s 82	Tobacco, drug and alcohol-free environment
s 83	Staff members not to be affected by alcohol or drugs
s 84	Awareness of child protection law
ss 84A - 84D	Sleep and rest
ss 85 - 89	Incidents, injury, trauma and illness
ss 90 - 91	Medical conditions policy
ss 92 - 96	Administration of medication
ss 97 - 98	Emergencies and communication
ss 99 - 102	Collection of children from premises and excursions
ss 102AA – 102AAC	Safe arrival of children
ss 102A – 102F	Transportation of children other than as part of an excursion
ss 103 - 110	Physical environment – Centre-based services and family day care services
ss 111 – 115	Physical environment - Additional requirements for centre-based services
ss 117A – 117C	Minimum requirements for persons in day to day charge and nominated supervisors
s 120	Educators who are under 18 to be supervised
s 122	Educators must be working directly with children to be included in ratios
s 123	Educator to child ratios – centre-based services
s 126A	Illness or absence of a qualified educator who is required to meet the relevant educator to child ratio
s 136	First aid qualifications
ss 145 – 152B	Staff and educator records – centre-based services
s 155	Interactions with children
s 156	Relationships in groups
s 157	Access for parents
s 158	Children’s attendance record to be kept by approved provider
s 160	Child enrolment records to be kept by approved provider and family day care educator
s 161	Authorisations to be kept in enrolment record
s 162	Health information to be kept in enrolment record
s 168	Education and care services must have policies and procedures
s 170	Policies and procedures to be followed
s 171	Policies and procedures to be kept available
s 172	Notification of change to policies or procedures
s 173	Prescribed information to be displayed
s 175	Prescribed information to be notified to Regulatory Authority
s 176	Time to notify certain information to the Regulatory Authority
s 177	Prescribed enrolment and other documents to be kept by the approved provider
ss 181 ,183 - 184	Confidentiality and storage of records
s 274	Swimming pools (NSW)

### Other applicable laws and regulations

Act/ Regulation	Description
<i>Anti-Discrimination Act 1977 (NSW)</i> <i>Children (Criminal Proceedings) Act 1987 (NSW)</i> <i>Australian Human Rights Commission Act 1986 (Cth)</i>	Provides guidance on how to uphold the principles in the Convention on the Rights of the Child
<i>Work Health and Safety Act 2011</i> © Year Round Care	Describes the primary duty of care to people in the workplace



<i>Children and Young Persons (Care and Protection) Act 1998 (NSW)</i> <i>Children and Young Persons (Care and Protection) Regulation 2012</i>	Principal relevant Act and Regulations to child protection
<i>Advocate for Children and Young People Act 2014 (NSW)</i> <i>Children's Guardian Act 2019 (NSW)</i>	Child safe organisation laws
<i>Anti-Discrimination Act 1977 (NSW)</i> <i>Children (Criminal Proceedings) Act 1987 (NSW)</i>	Human rights, including children's rights
<i>Law Enforcement (Powers and Responsibilities) Act 2002 (NSW)</i> <i>Crimes Act 1990 No.40 (NSW)</i>	Includes provisions for child-related criminal offences
<i>Child Protection (Offenders Registration) Act 2000 (NSW)</i> <i>Child Protection (Offenders Registration) Regulation 2015</i> <i>Child Protection (Offenders Prohibition Orders) Act 2004 (NSW)</i> <i>Child Protection (Offenders Prohibition Orders) Regulation 2018</i>	Registration and reporting of child sexual abuse offenders
<i>Child Protection (Working with Children) Act 2012 (NSW)</i> <i>Child Protection (Working with Children) Regulation 2013</i>	Working with Children check
<i>Children's Guardian Act 2019</i>	Reportable Conduct Scheme
<i>Advocate for Children and Young People Act 2014 (NSW)</i> <i>Children's Guardian Act 2019 (NSW)</i> <i>Children's Guardian (Transitional) Regulation 2020</i> <i>Ombudsman Act 1974 (NSW)</i>	Commissioners, guardians and advocates laws
<i>Australia New Zealand Food Standards Code</i>	Covers mandatory food handling training requirements
<i>Privacy Act 1988</i>	Principal act protecting the handling of personal information

### National Quality Standard

- (1) All elements of National Quality Standard apply to this Child Safe Environment Policy

### My Time, Our Place (MTO) V2.0

MTO Outcome	Key component
1: CHILDREN AND YOUNG PEOPLE HAVE A STRONG SENSE OF IDENTITY	<ul style="list-style-type: none"> <li>Children and young people feel safe, secure and supported</li> <li>Children and young people develop their autonomy, interdependence, resilience and agency</li> <li>Children and young people develop knowledgeable, confident self-identities and a sense of positive self-worth</li> <li>Children and young people learn to interact in relation to others with care, empathy and respect</li> </ul>
2: CHILDREN AND YOUNG PEOPLE ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD	<p>(1) Children and young people develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary as active and informed citizens</p> <p>(2) Children and young people respond to diversity with respect</p> <p>(3) Children and young people become aware of fairness</p> <p>(4) Children and young people become socially responsible and show respect for the environment</p>
3: CHILDREN AND YOUNG PEOPLE HAVE A STRONG SENSE OF WELLBEING	<ul style="list-style-type: none"> <li>Children and young people become strong in their social, emotional and mental wellbeing</li> </ul>

	<ul style="list-style-type: none"> <li>• Children and young people become strong in their physical learning and wellbeing</li> <li>• Children and young people are aware of and develop strategies to support their own mental and physical health, and personal safety</li> </ul>
5: CHILDREN AND YOUNG PEOPLE ARE EFFECTIVE COMMUNICATORS	<ul style="list-style-type: none"> <li>• Children and young people interact verbally and non-verbally with others for a range of purposes</li> </ul>

### National Principles for Safe Organisations

(2) All Principles apply to this Child Safe Environment Policy

### RELATED DOCUMENTS

Key Policies	All of our policies and procedures relate to this <u>Child Safe Environment Policy</u> . Key related policies include (not limited to): Child Protection Policy   Child Safe Code of Conduct   Child Safe Risk Management Plan   Recruitment, Induction and Training Policy   Complaint Handling Policy   Excursions Policy   Tobacco, drug and Alcohol-Free Environment Policy   Animal and Pet Policy   Safe Arrival of Children Policy   Transport Policy   Sleep, Rest and Relaxation Policy   Managing Emergencies and Evacuations Policy   Incident, Injury, Trauma and Illness Policy   ECEC Code of Ethics   Physical Environment Policy   Educator and Management Policy   Staffing Arrangement Policy   Health, Hygiene and Safe Food Policy   Emergency Management and Evacuation Policy   Social Media Policy   Technology and Device Use Policy   Photography and Video Policy   Work Health and Safety Policy   Relationships with Children Policy   Infectious Diseases Policy   Orientation for Children Policy   Parental Interaction and Involvement Policy   Governance Policy   Privacy and Confidentiality Policy   Delivery and Collection of Children Policy   Lock Up Policy
Procedures / Plans	Child Safe Environment Procedures (attached)
Tools	ACECQA Risk Assessment and Management Tool Active Supervision Guidelines (ACECQA) Child Safety and Wellbeing Breach – Incident Report Form (attached at Appendix A) Educating children about protective behaviour (attached at Appendix B)

### 10. POLICY INFORMATION

Approval date	06/02/2025
Effective date	6 February 2025
Review date	26/05/2025 Reviewed annually and when there are changes that may affect child safety, including after any responses to incidents, disclosures or suspicions of harm or risk of harm. The review will include checks to ensure the document reflects current legislation, continues to be effective, or whether any changes and additional training are required

## Child Safe Environment Procedures

### POLICY LINKS

These procedures apply to our:

- [Child Safe Environment Policy](#)

### PROCEDURES

#### Key procedures (include – not limited to):

- Child Protection Procedures (in Child Protection Policy)
- Recruitment, Induction and Training Procedures (in Recruitment, Induction and Training Policy)
- Child Safe Risk Management Plan (in Child Safe Risk Management Plan)
- Complaint Handling Procedure (in Complaint Handling Policy)
- Excursions Procedure (in Excursion Policy)
- Safe Arrival of Children Procedure (in Safe Arrival of Children Policy)
- Transport Procedure (in Transport Policy)
- Sleep, Rest and Relaxation Procedure (in Sleep, Rest and Relaxation Policy)
- Managing Emergencies and Evacuations Procedures (in Managing Emergencies and Evacuations Policy)
- Incident, Injury, Trauma and Illness Procedure (in Incident, Injury, Trauma and Illness Policy)

#### Tools and resources (include):

- Child Safety and Wellbeing Breach – Incident Report Form template (attached)
- Educating children about protective behaviour resource (attached)

### PROCEDURES INFORMATION

Approval date            06/02/2025 meeting

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Effective date            6 February 2025

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Review date                26/05/2025  
Reviewed annually and when there are changes that may affect child safety, including after any responses to incidents, disclosures or suspicions of harm or risk of harm. The review will include checks to ensure the document reflects current legislation, continues to be effective, or whether any changes and additional training are required

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**Child safety and wellbeing breach - incident report**

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Date of breach  
Time of breach  
Location of breach  
Name of person(s)  
involved in the breach  
Description of breach

Immediate action  
taken

Name of child safe  
critical response team  
delegate breach has  
been reported to  
Date child safe critical  
response team  
delegate report made  
Name of person  
completing form  
Signature of person  
completing form  
Date  
Time

AM/PM

**RESOURCE - Educating children about protective behaviour**

**Educators regularly include child protection issues in the curriculum. For example, they intentionally teach children:**

- about acceptable/unacceptable behaviour, and appropriate/inappropriate contact in a manner suitable to their age and level of understanding
- that they have a right to feel safe at all times
- to say 'no' to anything that makes them feel unsafe
- the difference between 'fun' scared that is appropriate risk taking and dangerous scared that is not ok
- to use their own skills to feel safe
- to recognise signs that they do not feel safe and need to be alert and think clearly
- that there is no secret too awful, no story too terrible, that they can't share with someone they trust
- that educators are available for them if they have any concerns
- to tell educators of any suspicious activities or people
- to recognise and express their feelings verbally and non-verbally
- that they can choose to change the way they are feeling.

**Educators believe that:**

- children are capable of the same range of emotions as adults
- children's emotions are real and need to be accepted by adults
- an adult's response to a child during their early emotional development can be hugely positive or detrimental depending on the adult's reaction
- children are very in touch with their bodies' reactions to their emotions
- children who better understand their body's response to an emotion are more able to foresee the outcome of a situation and avoid them or ask for help.

Date endorsed: 22/05/2012

Date reviewed: 06/02/2025

## DELIVERY AND COLLECTION OF CHILDREN

### OBJECTIVE:

We aim to provide procedures for dropping off and collecting children, which are clear and ensure the safety and wellbeing of the children in our care. Parents are required to follow specified communication procedures to ensure we can provide appropriate care of their children. 'In this regulation **parent** does not include a parent who is prohibited by a court order from having contact with the child'

### PROCEDURE

#### Dropping Off

- ♦ Children are not to be left at the centre at any time prior to the opening hours of the centre.
- ♦ On arrival, the person bringing the child is responsible for signing the child in, using the provided device. If the device is not available for any reason a sign-In/Out sheet will be available to complete. This will include the time of arrival, parent/guardian name and signature.
- ♦ Particular requirements for the day or any changes to who will collect the child, must be notified to an educator and information recorded in the Communication Book, by an educator.
- ♦ Children are to place their belongings in the appropriate place. Tamworth Regional Council takes no responsibility for lost damaged or stolen belongings.
- ♦ The person dropping off the child must ensure that an educator is aware of the child's presence before leaving the centre.
- ♦ Should a child require medication of any kind, parents must fill in and sign the medication form (see Medication Policy).

### COLLECTION OF CHILDREN

#### Parents

- ♦ A child may only leave the premises with a parent or authorised person nominated on the enrolment form.
- ♦ The authorised person who is collecting the child must sign the child out, using the provided device. If the device is not available for any reason a sign-In/Out sheet will be available to complete. This will include the time of arrival/departure, parent/guardian name and signature.
- ♦ The authorised person and child/ren are to ensure that all belongings are collected.
- ♦ An educator must be aware that the authorised person is collecting the child.
- ♦ If the educator supervising the collection area does not know the person collecting the child(ren) they will take steps to verify that person's identity. This may include checking photo identification. (Refer to Verification of Photo Identification Procedure, Document Set ID: 1756873)
- ♦ If the child is to be collected by anyone different than the stated authorised person/s named on the enrolment form, parents must have personally informed the appropriate educator prior to pick up. This change must be confirmed in writing and the person picking up the child will be asked to provide identification.
- ♦ The centre will not release the child to anyone who is not authorised.
- ♦ Children cannot be collected from the centre by anyone younger than 16 years of age
- ♦ It is not acceptable to ring educators and request them to sign your children in or out. You must walk your child in and out of the centre to ensure their safety.

- ◆ In order for a child to participate in Extra-Curricular Activities, within the school grounds, a permission form must be completed by the parent / guardian and returned to the service. Educators will follow the Extra-Curricular Activities Procedure (Set Doc ID: 2080741) to ensure accurate rolls are kept at all times. Year Round Care takes no responsibility for any lost, damaged or stolen personal items.
- ◆ Children must be collected by the closing time of the centre. Both centres charge a late fee of \$1.00 per minute. This late fee will not get CCS.
- ◆ Educators may refuse the authorised collection person if:
  - identification isn't provided;
  - person is younger than 16 years of age;
  - custody orders are in place; or
  - they appear to be under the influence of alcohol or other illegal substances.

## **Educators**

- ◆ Educators collecting children from bus stops will ensure they follow procedures to maintain the safety and wellbeing of the child.
- ◆ Children will only leave the premises with educators for the purpose of excursions when written permission has been given by parents or authorised person.
- ◆ A child may leave the premises if the child is given into the care of a person or taken outside the premises because the child requires medical, hospital or ambulance care or treatment; or because of any other emergency.
- ◆ Educators who answer the phone will not give out any information about a child or their family over the phone, without first taking steps to verify the identity of the person making the call.
- ◆ Educators who are responsible for the lock up of the service will thoroughly inspect all areas and check that no children are physically present. Educators will then check all children are signed out before locking the service. If children are still signed in the Responsible Person will take steps to verify that the child(ren) have been collected. This could include contacting other educator(s) and/or Parent / Guardian to confirm they have been collected.

## **CONSIDERATIONS**

- ◆ Regulation 99 Sub Reg 4, 158, 168 (f) &176 in Education and Care Services National Regulations
- ◆ Custodial requirements

Date endorsed: 03/04/2012

Date reviewed: 10/04/2024



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## CHILD MANAGEMENT

### OBJECTIVE:

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

Educators will give each child positive guidance and encouragement toward acceptable behaviour.

Each child will be given an opportunity to express themselves and their opinions.

The dignity and rights of each child are maintained at all times.

### PROCEDURE

- ◆ Rules will be clearly established based on safety, respect for others, order, cleanliness and which help create a caring environment.
- ◆ Positive behaviour will be encouraged and self-discipline skills developed through positive example and direction. The children will be involved in creating their own rules and these will be reviewed regularly.
- ◆ All rules will be clearly expressed in a positive way and reinforced consistently.
- ◆ Positive behaviour will be encouraged by role modelling, diverting children to more appropriate activities, showing appreciation for appropriate behaviour and building on each child's strengths and achievements.
- ◆ Educators will only use reflection time, where a child is encouraged to think about alternative ways that the issue could have been dealt with more appropriately. Smart Choices and/or Behavioural Incident Record form may be filled out with the child regarding the child's behaviour and shown to the parent/carer upon collection. The form will be signed by parent/carer and kept on file.
- ◆ Educators will follow up by discussing the situation with the child and working together on better solutions for future behaviour.
- ◆ Children are to be given opportunities that enable them to be responsible for their own behaviour through the development of problem-solving skills.
- ◆ Children will be encouraged to seek support when necessary.
- ◆ Educators will have access to training and support in positive approaches to behaviour management. This will be made available as part of the training budget.
- ◆ Educators and families work in partnership in promoting a consistent and positive approach to behaviour management.
- ◆ To assist in maintaining a positive, safe and caring environment the educators and children will have the following responsibilities:

#### **The children will:**

- Accept and value every child and adult regardless of race, cultural background, religion, gender or ability.

- Treat each other with respect, courtesy and understanding.
- Be encouraged to maintain positive communication and relationships between educators, children and other adults.
- Ensure that appropriate and positive language is used at all times.
- Settle their differences in a peaceful manner, try to use communication to resolve difficulties rather than resort to violence.

**The educators will:**

- Accept and value every child and adult regardless of race, cultural background, religion, gender or ability.
- Treat children with respect, courtesy and understanding.
- Maintain positive communication with the children at all times.
- When communicating with children, staff will ensure that they are understood and communicate at the child's level in a friendly, positive and courteous manner.
- Use voice intonations, facial expressions, and explanations as methods of discipline.

**To encourage children to take responsibility for their actions, educators will:**

- Form friendly and warm relationships with the children in their care and be supportive and encouraging to help develop an understanding of the child and their interests.
- Ensure that expectations, relating to the children's behaviour, is explicit and clear and consequences are consistently applied.
- Act as a role model for acceptable behaviour.
- Encourage and reward acceptable behaviour.
- Focus on the behaviour, not the child.
- Give praise and positive feedback to the children as often as possible.
- Provide an environment which will foster the child's self esteem.
- Introduce older children to simple conflict resolution skills.
- Help children to appreciate and care for each other and their surroundings.
- Ensure that appropriate language is used at all times.
- Never single out any children or make them feel inadequate at any time.

**CONSISTENT UNACCEPTABLE BEHAVIOUR**

**Where a child demonstrates consistent unacceptable behaviour, the educator will:**

- ♦ Ensure the child has time reflect about their inappropriate behaviour.
- ♦ Have a discussion with the child regarding ways of dealing with behaviour.
- ♦ Look for and assess possible causes for the behaviour.

**If the child physically hurts, intimidates and/or threatens other children or adults and/or causes property damage of any kind, the staff will:**

- ♦ Remove the child from the situation, or remove other children.
- ♦ Record the incident, indicating date, time, victim, injury, offender and attendant.

- ◆ Families are contacted and notified of the situation. Child is suspended from centre for a minimum of two (2) days of booked care. The family will be contacted to discuss any supports required prior to the child's return.
- ◆ It is expected that parents/guardians will work in partnership with educators and support staff to ensure their child receives the best possible support to achieve their potential and not adversely affect the learning environment for other children at the service eg due to behaviour issues. This may involve completing a support plan and/or accessing external professional health and support services. Where parents/guardians do not wish to consult these professionals or work with educators and support staff in implementing measures which support their child, the Nominated Supervisor may extend the suspension or cease the child's care.
- ◆ If inappropriate behaviour continues when the child returns, the child will be suspended again until all of the above processes have been reviewed and an updated Support Plan is signed off and implemented.

### **EXCLUSION FOR UNACCEPTABLE BEHAVIOUR**

- ◆ If two suspensions occur within a term the family will be contacted to arrange a meeting to discuss the viability of ongoing care. The child will not be able to attend the Service until this meeting has taken place and an outcome has been documented in relation to ongoing attendance or the ceasing of care, if appropriate.

### **CONSIDERATIONS**

- ◆ Regulation 155, 168 in Education and Care Services National Regulations
- ◆ National Standards 5.1 & 5.2
- ◆ United Nations Convention on the Rights of the Child
- ◆ Incident, Injury, Trauma and Illness Policy

Date endorsed: 22/05/2012

Date reviewed: 06/02/2025

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## RESPONSIBLE PERSONS

### OBJECTIVE:

We at Year Round Care will abide by the National Law. The law states a responsible person must be physically present at a service at all times that the approved service operates.

### PROCEDURE

- ◆ The 'Nominated Supervisor' is a Certified Supervisor that has been nominated by the Approved Provider (TRC) and has consented to that nomination. For both services this is the OSHC Service Coordinator, Melanie Baker.
- ◆ A person who is deemed as the responsible person by the nominated supervisor will be in charge of the day to day operation of the service in the nominated supervisor's absence. Therefore, this person must have sound knowledge of the children and the service operations.
- ◆ This person must also hold a First Aid Certificate, Working with Children Check and ChildProtection Certificate.
- ◆ The Responsible Person must accept this in writing and this will be demonstrated on the sign- in/sign-out sheet. This document will be available for the Regulatory Authority on request.
- ◆ A Responsible Person who is placed in day-to-day charge are not equivalent to a nominated supervisor and do not have the same responsibilities under the National Law as nominated supervisors.

### CONSIDERATIONS

- ◆ Regulation 173 in Education and Care Services National Regulations
- ◆ National Quality Standard 4.1 & 4.2
- ◆ Service "Certified Supervisor" Certificate

Date endorsed: 22/05/2012
Date reviewed: 06/02/2025

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## STAFF ORIENTATION AND RECRUITMENT

### OBJECTIVE:

We believe that educators are the most valuable asset to the quality of the centre and that high quality educators are imperative to the smooth running of the centre. We aim to employ the best possible educators for the position through fair advertising and selection processes.

Staff 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 centre, providing them with a clear understanding of Year Round Care and its operations and expectations within the centre.

### PROCEDURE FOR RECRUITMENT

- ◆ Advertisements will be placed in local and regional papers as well as job seeking websites.
- ◆ Advertisements are to include:
  - Job title
  - Specific employment information, including hours of work and Award rate
  - Working with Children Check is essential
  - Applications in writing should include contact telephone numbers, resume, minimum of two (2) referees, at least one (1) a work reference, and full contact details.
  - Closing date and postal address for applications. Contact name and number where the applicant can obtain more information.

### Selection Panel

- ◆ When a position becomes available management will appoint a selection panel to conduct the selection process.
- ◆ The panel will consist of three (3) TRC members: a member of management, the co-ordinator of the centre, and an HR Representative.
- ◆ The Panel will:
  - Ask applicants to consent to screening
  - Short list the applicants
  - Arrange interview questions, date and time
  - Contact the applicants for interview
  - Conduct the interview
  - Verify the Working with Children Check on the preferred applicant
  - Short list applicants to medical process
  - Make a decision on a suitable applicant, which is put before management for final approval.
  - Offer the position to the successful applicant and contact the unsuccessful applicants after the position has been accepted.
  - Set date for the commencement of employment and orientation of the new person
  - Prepare letter of employment and contract

- ◆ The coordinator or assistant coordinator will conduct the orientation process as soon as possible, after the applicant has accepted the position.

### **LabourCo Recruitment Process**

- ◆ An educator who wishes to work casually is required to contact LabourCo and complete their induction and medical/hearing process before commencing work with Year Round Care. Once deemed a suitable employee by LabourCo, Year Round Care will request a suitable time for an orientation of the service to occur.
- ◆ The orientation process will include:
  - Introductions to existing staff and management
  - Guided tour of the service
  - Being shown where all relevant records are kept and where to keep personal belongings
  - Discussion about working arrangements and expectations, including professional code of conduct and duty of care
  - Opportunity to ask any questions regarding the centre or expectations
- ◆ The new staff member will be provided with the following information:
  - Staff Handbook
  - Emergency contact form to complete

### **CONSIDERATIONS**

- ◆ National Quality 4.1 & 4.2
- ◆ National Regulation 145-152 & 168
- ◆ Equal Opportunities Act
- ◆ Prohibited Employment Legislation (Working with Children Check)

Date endorsed: 25/06/2012

Date reviewed: 20/07/2024

## CHILD SAFE CODE OF CONDUCT

### Commitment to child safety and wellbeing

Our number one priority is the safety, health and wellbeing of children in our care. We champion and model a child safe culture at all levels in our service.

We will not tolerate harm or the risk of harm to children or young people. We will not tolerate bullying or harassment. We act on any concerns about child safety and encourage a culture of reporting harm and risk of harm.

We listen to all children. We uphold their rights and empower them to know and exercise their rights. Children and families are involved in making decisions about matters that concern them. We are committed to equity and the inclusion of all children, regardless of their abilities, sex, gender, or social, economic or cultural background. We have an inclusive and welcoming environment for Aboriginal and Torres Strait Islander children, and respect and value their diverse and unique identities and experiences.

Tamworth Regional Council is committed to creating and maintaining an environment that promotes the care, protection and safety of children. Council recognises the important role children play in creating positive, connected communities which are vital for our future.

Keeping children safe is everyone's responsibility.

The four pillars below underpin how we achieve this –

- Respect
- Protect
- Culture
- Compassion

### I WILL:

#### Follow the law and our policies and procedures:

Act in line with all relevant laws and regulations

Act in line with all of our policies and procedures, including our [Child Safe Environment Policy](#) and those that cover supervision practices, interactions with and between children, child protection, discrimination, bullying and harassment, communication (including online), technology use, photography, privacy and record keeping

Report and act on suspected or observed breaches of this [Child Safe Code of Conduct](#)

#### Take harm and the risk of harm to a child, including sexual misconduct, seriously:

Put children's safety, health and wellbeing first at all times, remembering my duty of care to take all reasonable steps to protect children from hazards and harm and the risks of harm

Identify, report and manage risk of harm to children in line with our [Child Safe Risk Management Plan](#) and our other risk assessments, policies and procedures

Not tolerate bullying or harassment

Be aware of current child protection laws and my obligations under them, and undertake all the child safety/protection training I need

Take a child seriously if they make a disclosure about harm or risk of harm concerning themselves or another child

Respond to suspicions, beliefs, disclosures, incidents, allegations, concerns and complaints about child safety, including harm or the risk of harm, following the relevant policy and procedure, including our [Child Safe Environment Policy](#), [Child Protection Policy and Procedures](#) and [Complaint Handling Policy and Procedure](#)

Meet my child protection reporting obligations following our [Child Protection Policy and Procedures](#), including mandatory reporting, and reporting criminal conduct, allegations of sexual misconduct, allegations of reportable conduct

Manage allegations of a child exhibiting harmful sexual behaviour in line with our [Child Protection Policy and Procedures](#)

Keep all information about child protection concerns confidential, except when it must be disclosed by law to a relevant authority under information sharing laws (as described in our [Child Protection Policy and Procedures](#))



## **I WILL:**

### **Treat children with respect:**

Uphold the rights of children, and empower children to know and exercise their rights

Listen to and value children's ideas and opinions

Involve children (and their families and communities) in making decisions about matters that concern them

Behave in a courteous, ethical and respectful way towards children and their families and other staff members

Use positive behaviour management

Communicate in a polite and respectful way in written material (e.g. emails, social media)

Communicate in ways children (and their families and communities) can understand

Use non-intrusive physical contact with a child when it is warranted, such as to soothe, build trusting relationships, demonstrate learning, treat or prevent an injury, and to meet the health and hygiene needs of a child or the needs of a child with disability

### **Act professionally around children:**

Dress in clean and suitable clothing and in line with our Dress Code

Be a positive team member and not allow any personal differences I have with other staff members get in the way of my meeting the needs of the children (and their family) in our care

Report any actual or perceived conflicts of interest to the nominated supervisor (such as an outside relationship with a child in our care)

### **Maintain proper supervision of children:**

Strictly follow our supervision procedures and our policies and procedures, including during high-risk activities e.g., during the delivery and collection of children, travel between services, excursions, transport, nappy changing and toileting, water-play, special events with visitors etc

Raise any concerns I have about supervision with the nominated supervisor or approved provider

Work with children in an open and transparent way, so that the other adults know what work I am doing with children

Avoid being alone with a child and try to stay in the line of sight of other staff members when I am working with children

Report to the nominated supervisor any situations in which I or another staff member is alone with a child and out of the line of sight of any other staff members

### **Use devices, and electronic and online platforms appropriately:**

Follow all of our policies and procedures for using electronic devices and online platforms

Only use service-issued devices to take photos or make recordings of children

Keep my personal devices securely stored away from children

Get consent from parents before photographing or recording a child or using their image

Use a professional tone in online communications – social media, emails, other platforms

Only connect with children online in relation to my work and include the child's parent in any electronic communication with a child

Report to the nominated supervisor if a child communicates with me outside of a work-related matter

### **Contribute to a culturally safe and inclusive environment:**

Welcome and celebrate all children (and their families and communities), regardless of their race, colour, sex, gender identity, sexual orientation, language, religion, political or other opinion, health status, national, ethnic or social origin, culture, property, ability or other status

Acknowledge the histories, cultures, language, traditions, religions, spiritual beliefs, child rearing practices and lifestyle choices of Aboriginal and Torres Strait Islander children and their families

Make reasonable adjustments for children with disability

Take part in discussions and share knowledge about cultural safety with my colleagues

## **I WILL NOT:**

### **Condone or engage in any activity that harms or risks harming a child:**

Including physical, sexual or psychological/emotional abuse; ill-treatment; neglect; sexual grooming; commercial child sexual exploitation; online child sexual abuse; any other unsafe behaviour towards a child

Use corporal punishment, such as smacking or other forms of physical discipline

Use verbal abuse or intimidation, such as yelling and shouting, invading another person's personal space, finger pointing, talking over other people, persistently criticising and/or denigrating people, humiliating, shaming or name calling

Use passive aggressive behaviour, such as deliberately ignoring, isolating or being dismissive of others

Bully or harass, such as threatening to harm, either physically or psychologically

Deliberately prevent a child from forming friendships

## I WILL NOT:

Engage in rough physical games with children that could lead to injury

Neglect a child by not giving them adequate supervision, nourishment, water, education or medical care

### **Condone or engage in any sexual misconduct, including grooming offences, with a child:**

Commit any sexual offences in relation to a child in our care, including any sexual act with or towards a child, any sexual touching, voyeurism, recording or distributing intimate images, grooming

Take or distribute explicit or intimate images or recordings of a child, including those in which they are in a state of undress, bathing or using the toilet

Offer a child gifts, food, money, attention or affection in exchange for sexual activities or images or with the intention of making it easier to access the child for sexual activity

Discuss my sexual experiences and preferences with a child or ask a child to share intimate or sexual information about themselves

Use sexual language or gestures in the presence of children

Show children pictures, animations, images or websites of an inappropriate or adult nature

Talk about adult or sexualised topics – including telling adult jokes – around children

Undress in front of, or expose myself to, a child

Undress a child unless it is necessary to do so, and the child is unable to undress themselves

Do personal care tasks that a child can do for themselves, such as toileting

Communicate with a child about romantic, intimate or sexual feelings

Initiate inappropriate and unwarranted touching, such as massages, kisses or unwelcome hugging

Deliberately facilitate situations that unnecessarily result in close physical contact with a child, such as wrestling or tickling

Make negative, overly flattering or sexualised comments about a child's appearance

Flirt with a child

### **Engage in unprofessional conduct:**

Use offensive language, such as swearing, using racial, cultural, homophobic or sexist slurs,

Wear clothes that include offensive language or pictures

Engage in any sexual or intimate acts with anyone while at the service or during work-related activities outside the premises (e.g. excursions, staff development activities)

Form any intimate relationship with a child in our care

Encourage a child to communicate or meet with me in a private setting, or arrange personal contact, including online, with children in our care for any purpose that is not related to our service's activities unless I have prior approval from the nominated supervisor or approved provider and the child's parent/s

Babysit, mentor and/or tutor a child in our care out of work hours unless I have the nominated supervisor or approved provider's prior approval

Develop any special relationships with children that could be seen as favouritism

Accept gifts or benefits of token value from children or their families which exceed \$50 in value. If this occurs in circumstances where the gift cannot reasonably be refused or returned, I will immediately disclose the gift to the approved provider or nominated supervisor

Accept an offer of money, regardless of the amount, by a child or their family

Offer a child gifts or money in exchange without permission from the approved provider or nominated supervisor

Be alone with a child, including during travel or transport. In the event I do find myself with a child, alone or out of the line of sight of another staff member, I will immediately report this to the nominated supervisor

### **Misuse technology or behave unprofessionally online:**

Use a camera, computer, mobile phone, tablet, or other electronic device in any way that breaches our policies and procedures

Take or store photographs or recordings of a child on personal devices/online storage for personal use

Have personal devices capable of taking images or videos (such as cameras, smartphones, tablets, and smartwatches) and personal storage and file transfer media (such as SD cards, USB drives, and cloud storage) in my possession while providing education and care and working directly with children (unless I have been authorised otherwise)

Take, access, share, store, publish photographs or recordings of a child without the written consent of their parent/s

Have unauthorised contact with a child online

Use private text messages to communicate with a child where open communication is possible

Use an electronic device to exploit or harass a child or their family

Access, retrieve, display, view, forward and/or store offensive obscene, pornographic, threatening, abusive or other inappropriate material in the workplace

# I WILL NOT:

## **Negatively discriminate against a child or their family or a staff member:**

Treat a child (or their family or another staff member) unfairly or unfavourably because they have a particular characteristic or belong to a certain group, such as their disability, sex, race, age, gender identity, sexual orientation, age, religious appearance,

Express my personal views about gender, gender identity, sexual orientation, culture, race, religion, or disability in front of children

## **Condone or participate in unacceptable behaviour relating to alcohol, recreational drugs and cigarettes:**

Offer children and young people alcohol, cigarettes, vapes or other drugs

Be affected by alcohol or drugs while I am at work

Smoke or use e-cigarettes at the service, in the carpark, or within 4 metres of the pedestrian entrances/exits from our service

## **Fail to respond or report harm and the risk of harm to a child, including sexual misconduct:**

Ignore or disregard any incidents, suspicions, disclosures or knowledge of harm or risk of harm to a child

Fail to report to the relevant authorities in line with my obligations and our Child Protection Policy and Procedures

Exaggerate or trivialise harm or risk of harm to children

Disclose personal or sensitive information about a child, including their image, and details of any child protection matters, unless I am authorised to do so

## **I understand the following types of behaviour may be of concern:**

Talking with other adults about hurting a child

Asking a child to keep a secret, including a relationship with an adult

## **How to report breaches:**

Breaches and suspected breaches of our Child Safe Code of Conduct must be reported as soon as practicable

If the breach relates to child protection matter, staff must follow our Child Protection Policy and Procedures

For all other matters, staff must report to the nominated supervisor and/or General Manager or his delegates

either in person, by telephone on 02 6767 5555 or via email [childsafety@tamworth.nsw.gov.au](mailto:childsafety@tamworth.nsw.gov.au)

Staff should complete the Child Safety and Wellbeing Breach – Incident Report Form which is available in Year Round Care Policy Manual

## **How breaches will be dealt with:**

Breaches and suspected breaches will be taken seriously and dealt with quickly, fairly, transparently and according to our relevant policies and procedures, including our HR/management policies, our Complaint Policy and Procedure and Child Protection Policy and Procedure, where appropriate.

Staff, including volunteers and students, who breach our Code may have disciplinary action taken against them, such as formal warnings, increased supervision, being transferred to another role, or having their employment suspended or terminated.

## **Reporting requirements:**

In NSW:

- Mandatory reporting laws require us to report reasonable suspicions that a child is at risk of significant harm
- There are criminal offences relating to failing to report child abuse to police and failing to protect children from the risk of abuse
- The Reportable Conduct Scheme requires the approved provider to report allegations and convictions of 'reportable conduct' of any individuals engaged directly or indirectly by our service (including employees, volunteers, and in some circumstances, contractors) irrespective of whether this relates to their employment or activities at the service

Our Child Protection Policy and Procedures detail our legal obligations and set out how to respond to incidents, disclosures and suspicions of harm and risk of harm, and how to make reports to the relevant authorities.

## **Agreement and signature**

I have read and understood this Child Safe Code of Conduct and agree to abide by it and its terms.

Name:

Signature:

Date:

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## PARTICIPATION OF VOLUNTEERS AND STUDENTS

### **OBJECTIVE:**

To ensure the rights and dignity of each child is catered for in this training environment and that procedure is followed in ensuring safe people are considered for placement.

Year Round Care is committed to the training needs of students and the need to impart knowledge and experience from staff and Educators. Professional development is an important aspect of Early Childhood training. It is essential that students are provided with opportunities and resources to demonstrate their competencies, and to gain experience. It is acknowledged hosting a student is also a great opportunity for Educators to remain abreast of current Early Childhood practice.

### **PROCEDURE:**

Year Round Care will consider placement offers from:

- ♦ High school students who wish to gain work experience as part of a high school program, where the school has initiated the work experience, identified the student's suitability, work with the service to arrange suitable times and provided authorization for the student to participate.
- ♦ Students attending other registered training organisations and studying in a relevant field, such as childcare, teaching, recreation or community services where the training organisation has initiated the placement, identified the student's suitability, worked with the nominated supervisor in relation to times and expectations and provided written authorization for the student to participate.

Student placements are to be arranged through the People, Culture and Safety team of Tamworth Regional Council.

### **Staff will:**

- ♦ Provide Educators and students with appropriate paperwork to authorise the placement.
- ♦ Provide students and volunteers with guidelines identifying their responsibilities, expectations and code of conduct while at the service during a work experience induction.
- ♦ Ensure students and volunteers over the age of 18 years have completed a Working with Children Check Declaration prior to commencing with the Educator.
- ♦ Give support and guidance to students and volunteers where possible.
- ♦ Encourage students and volunteers to participate and communicate in an open and honest manner.
- ♦ Ensure that students and volunteers do not discuss children's development or other issues with parents.
- ♦ Request that students and volunteers adhere to all areas of confidentiality.

### **Educators will:**

- ♦ Ensure students and volunteers are never left alone or in charge of any children.
- ♦ Inform families when a student or volunteer is on placement at the service, if applicable.
- ♦ Provide ongoing constructive feedback and assessment that is fair and equitable.

- 
- ◆ Provide students and volunteers with opportunities to learn and participate in a positive, encouraging environment.
  - ◆ Liaise with Tamworth Regional Council and other supervisory bodies regarding the placement.
  - ◆ Consult with their families before the placement occurs and inform them of the student or volunteers' role.

**Students and Volunteers will:**

- ◆ Comply with all obligations under the NSW Child Protection Legal Framework.

**CONSIDERATIONS:**

- ◆ Education and Care Services National Law 2010
- ◆ Education and Care Services National Regulations 2014
- ◆ Children and Young Persons (Care and Protection) Act 1998
- ◆ The Ombudsman's Act 1974 Act 68 of 1974

**KEY RESOURCES:**

- ◆ Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2014 (ACECQA)
- ◆ Guide to the National Quality Framework 2011 (ACECQA)
- ◆ Child Care Service Handbook 2013-2014 (Department of Education)

Date endorsed: 16/05/2012

Date reviewed: 20/07/2024

## STAFF PROFESSIONALISM

### OBJECTIVE:

The professional attitude and behaviour of the staff is of utmost importance to the provision of a quality service, a positive reputation in the community and the standard of care provided for the children and families in the centre.

We aim to provide clear guidelines to the staff regarding the expectations for their professional behaviour in the centre.

### PROCEDURE:

- ◆ Staff professional code of conduct, duty of care and expectations will be discussed in the initial orientation process of all new staff.
- ◆ Educators will be made aware of their duty of care and their responsibility in relation to supervision and the health and safety of the children.
- ◆ Professional behaviour in all areas will be reviewed as part of the ongoing employment of all staff.
- ◆ Management, in conjunction with the nominated supervisor, will immediately address any breach in the professional expectations outlined. If the concern involves the nominated supervisor, two (2) representatives from management will conduct the discussion.
- ◆ All discussions will be recorded and standard of behaviour and expectations clearly explained.
- ◆ Any further problems will be addressed as per the TRC disciplinary procedure.
- ◆ 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 staff training and development opportunities.
- ◆ 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 centre as soon as possible.
- ◆ Educators will use only suitable language that is not offensive to other staff, parents and children.
- ◆ The centre is a smoke free zone. Educators may not smoke in or around the building, or in the sight of the children. Educators are to follow the new laws and not smoke within four (4) metres of a public place.
- ◆ Educators will be expected to know and follow the child protection policies.
- ◆ The quality of the centre and positive working environment are dependent on good staff and parent relationships. Educators will follow proper communication procedures as outlined in the policy booklet.
- ◆ The maintenance of good teamwork will be an expectation outlined in all job descriptions.
- ◆ All LabourCo staff are to follow the LabourCo procedures outlined in the staff handbook given at orientation of Year Round Care.

### CONSIDERATIONS

- ◆ Regulation 168 of Education and Care Services National Regulations
- ◆ National Standard 4.2
- ◆ Tamworth Regional Council Code of Conduct & Duty of Care and Tamworth Regional Council disciplinary and grievance policy
- ◆ Staff handbook - Code of Professional Standards

Date endorsed: 16/05/2012

Date reviewed: 20/07/2024



### OBJECTIVE:

Year Round Care will provide an environment which reflects the principles in 'My Time, Our Place' where the development of secure, respectful and reciprocal relationships with children are fostered and encouraged and genuine respect for diversity and a commitment to equity is reflected in all our interactions with children.

We will endeavour, through our interactions with children, to nurture their optimism, happiness and sense of fun. We will aim to recognise and respond to barriers which may impact on children achieving a positive sense of self identity.

Educators will utilise opportunities in their interactions to develop an understanding of each child's individual needs.

### PROCEDURE:

#### The educators will:

- ◆ Maintain a positive attitude in all interactions with children.
- ◆ Listen carefully to children's experiences and perspectives and show interest in their ideas and perspectives.
- ◆ Respect children as individuals and encourage each child to voice their opinions, concerns and ideas in a supportive forum that is free from stigmatisation.
- ◆ Support children in feeling confident in the environment by avoiding strategies such as shouting, threats of corporal punishment or the refusal of food or other basic needs. Educators will always treat children with respect, courtesy and understanding.
- ◆ Treat children equally regardless of race, cultural background, religion, gender or ability and ensure interactions between children and educators exhibit this.
- ◆ Sensitively manage children who are having difficulty conveying their message or managing their emotions.
- ◆ Ensure children understand what is being communicated to them during interactions and allow them time to question or respond.
- ◆ Speak to children at their level and use voice intonations, facial expressions and body language to assist in conveying messages. Engage in one-on-one conversations with all children and develop an understanding of their likes, dislikes and interests.
- ◆ Collaborate with children regarding the daily routines and practices within the service including programming of experiences in order to meet their individual needs, interests and abilities.
- ◆ Organise environments and spaces that promote small and large group interactions and meaningful play and leisure.
- ◆ Collaborate with children to develop a set of rules or boundaries to guide their behaviour in the service and discuss clear expectations and consequences of inappropriate behaviours.
- ◆ Ensure that all educators enforce the rules and consequences consistently at all times. Consequences will be relevant to the situation and never demeaning. Follow up all issues that arise by discussing the situation with the child and strategising for better solutions for future issues.
- ◆ Collaborate with family members and schools regarding appropriate behaviour management practices to ensure there is a consistent approach.

- ◆ Access professional development and resources related to positive behaviour management and include this in professional development planning.
- ◆ Act as a positive role model for appropriate and expected behaviours in the service being mindful of respectful language and tone.
- ◆ Encourage and reward acceptable behaviour by giving praise and positive feedback to children as often as possible.
- ◆ Focus on the behaviours being displayed and not the child displaying them.
- ◆ Ensure that appropriate physical contact is maintained in regards to comforting children, application of first aid, safety provisions such as holding hands and maintaining respectful bodily space.
- ◆ Identify when interactions with a child are not appropriate and refer to the services 'Providing a Child Safe Environment' policy to address these concerns.

### **The children will:**

- ◆ Be treated with respect, courtesy and understanding regardless of race, cultural background, religion, gender or ability.
- ◆ Be encouraged to listen to others, have respect, courtesy and understanding regardless of race, cultural background, religion, gender or ability.
- ◆ Be encouraged to share humour and express themselves in a variety of ways.
- ◆ Practice strategies for problem solving, debating, negotiating and interacting with others in an appropriate way with the guidance of educators.
- ◆ Have opportunities to use and share their home language with other children and educators.
- ◆ Collaborate with staff in developing service routines and procedures including rules and boundaries and the consequences they should expect if these are not followed.
- ◆ Encourage their peers to adhere to the rules and expectations.
- ◆ Participate in experiences that will build relationships and promote interactions between each other, educators and visitors to the service.
- ◆ Assist educators in developing programs and routines for the service that reflect their individual needs, interests and abilities.
- ◆ Have their need for solitude or quiet time supported and respected by educators and other children.
- ◆ Develop an understanding of the choices they make and the responsibility they have to manage their own behaviours in conjunction with educators.

### **CONSIDERATIONS**

- ◆ Reg 73, 74, 76, 155, 156, 168 of Education and Care Services National Regulations
- ◆ My Time Our Place School Aged Framework

<p>Date endorsed: 10/09/2013 Date reviewed: 27/07/2024</p>
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## **OBJECTIVE:**

We place tremendous value on being professional at all times and not talking about children, staff or parents in an inappropriate way in any of our services or in any other place.

We aim to maintain positive and open communication between all parties involved in the centre however cannot express enough of the importance of confidentiality when communicating with all stakeholders.

## **PROCEDURE:**

- ◆ Educators and members of management are to treat each other with respect, courtesy and understanding.
- ◆ Educators will create a comfortable and supportive environment for parents and strive for open communication and good relations with parents.
- ◆ Educators and parents will treat each other with respect, courtesy and understanding.
- ◆ Appropriate language is to be maintained at all times.
- ◆ Educators should inform parents personally about anything relating to their children as an ongoing process. Any sensitive issues should be discussed privately.
- ◆ Parents and educators are requested to maintain confidentiality at all times.
- ◆ Educators are to treat each other with respect, courtesy and empathy. Educators are expected to work together as a team and be supportive of each other in the workplace.

## **Storage of Records and Documents**

- ◆ Records will be kept in a safe and secure place. Information that is kept in a record must not be communicated (either directly or indirectly) with anyone other than:
  - Educators who require the information for the education and care of the child
  - Medical personnel
  - The parent of the child that the record relates to, or
  - The Regulatory Authority or an authorized officer.

## **CONSIDERATIONS:**

- ◆ Regulation 163, 181 & 183 Education and Care Services National Regulations
- ◆ TRC Code of Conduct
- ◆ Excursions Risk Assessment and Checklist

Date endorsed: 22/05/2012 Date reviewed: 20/07/2024
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## TRAINING AND DEVELOPMENT

### OBJECTIVE:

We believe that the quality of the service is developed through continual training and development of the staff. We aim to provide staff with encouragement and support to further their skills in the out of school hours field.

### PROCEDURE

- ◆ Management will ensure that sufficient funds are made available in the budget for all in-service training and development.
- ◆ The Coordinator will inform the management of any specific training and development needs of the staff.
- ◆ Staff appraisals and the centre requirements will be used to ascertain further training needs.
- ◆ The Co-ordinator in conjunction with staff will access all training available and determine what will be attended and by whom.
- ◆ All staff will be given the opportunity to be involved in some form of training throughout the year.
- ◆ All staff will be given opportunities to upgrade their qualifications in line with the National Regulations.
- ◆ A variety of training methods will be used including:
  - Internal workshops, which can be conducted by staff or outside presenters
  - External workshops, conferences and seminars
  - Accredited short courses provided by registered training organizations
- ◆ Staff are encouraged to share relevant skills and knowledge they obtain from any training with the other staff in staff meetings or where more time is required, in an internal workshop.
- ◆ The centre will cover the costs of all authorised training.
- ◆ The individual however, will cover tertiary study costs.

### CONSIDERATIONS

- ◆ My Time Our Place- School Age Framework
- ◆ National Quality Standards

Date endorsed: 11/09/2006
Date reviewed: 20/07/2024

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## MOBILE PHONES AND ELECTRONIC DEVICES

### OBJECTIVE:

Year Round Care aims to ensure all children in their care receive quality care and that they are free from harm at all times.

Year Round Care provide a program which is stimulating, interesting and exciting which allows opportunities for children to play, explore and develop new skills and is appropriate to the developmental and leisure needs of all children.

### PROCEDURE:

#### Children

- ◆ Staff request that children leave their mobile phones and electronic devices at home. If they do bring it with them, it must be turned off and placed in the locked drawer in the office.
- ◆ Parents can collect the phone from staff when they collect their child/ren.
- ◆ If a parent needs to contact their child urgently, they can do this via the centre's landline.

#### Educators

- ◆ Educators must turn their mobile phones off at the start of their shift.
- ◆ Educators may use the centre landline or service mobile device if required.

#### Excursions

- ◆ Staff are not to take their own mobile phones unless at the request of management.
- ◆ There must be at least one (1) mobile phone at excursion venues.

### CONSIDERATIONS:

- ◆ Parental Consent to Photography
- ◆ Staff Professionalism

Date endorsed: 25/06/2012

Date reviewed: 01/07/2024

## WRITTEN PROGRAM

### OBJECTIVE:

Year Round Care aims to develop and implement a balanced program that is stimulating, interesting and exciting which allows opportunities for children to play, explore and develop new skills and is appropriate to the developmental and leisure needs of all children.

Our centre's program will reflect the cultural diversity of today's society. Children and parents are encouraged to be actively involved in the planning, implementation and evaluation of the program.

### PROCEDURE:

- ◆ The educators will be responsible for the development of a child centred program, which reflects the philosophy of the centre and meets the social, physical, recreational, intellectual, creative and emotional developmental needs of the children attending.
- ◆ Programs will be developed for all aspects of the centre, before school, after school, vacation care and school staff development days.
- ◆ The written program will be prepared each week/day and be displayed for children and parents to see.
- ◆ Training in children's programming and activities will constitute part of staff development and be included as an item in the centre's budget each year.
- ◆ Children and parents are encouraged to incorporate their views, ideas and specific interests into the program.
- ◆ Educators will encourage feedback and input from children and parents in relation to the program.
- ◆ Children will be encouraged to be actively involved in the planning, implementation and evaluation of the program, through discussions, conversations, group meetings and planning.
- ◆ All children's opinions will be considered.
- ◆ A written program for vacation care indicating excursions and times will be provided for the parents prior to vacation care commencement.
- ◆ The program will be flexible to meet the needs of the children and allow for spontaneity and enjoyment in the centre.
- ◆ Educators will interact with children and, where appropriate participate, in activities and encourage children to try new activities.
- ◆ The program will be evaluated on an ongoing basis to ensure it is meeting the needs of individual children and the families in the centre.
- ◆ The program is to:
  - Promote the importance of play in the child's life
  - Reflect the cultural and language diversity of the local and wider community
  - Consider all developmental areas and be age appropriate
  - Consider individual and group interests, needs, skills, talents and abilities
  - Be balanced, providing a range of indoor/outdoor activities, quiet/active times and areas and structured/unstructured activities
  - Be stimulating, interesting and exciting, to allow for opportunities to explore and develop new skills
  - Foster children's independence, self-esteem and self-help skills



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- Foster friendships and encourage co-operative and responsible behaviour among children
  - Provide children with opportunities for self-expression and self-direction
  - Help children develop self-discipline skills through positive example and direction
  - Help children to appreciate and care for each other and their surroundings
  - Make the children feel welcomed and valued in the centre

## **CONSIDERATIONS**

- ◆ My Time Our Place- School Age Framework
- ◆ National Quality Standards 1.1 & 1.2

Date endorsed: 16/04/2007

Date reviewed: 20/07/2024

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## ENVIRONMENTAL SUSTAINABILITY

### OBJECTIVE:

Year Round Care aims to increase the awareness of environmental responsibility within the service. We aim to make our practices eco-friendly and involve all children, families and Educators so that we are successful. Sustainability is embedded in both our philosophy and program.

### PROCEDURE:

- ◆ Routines
  - Children, families and Educators to share and engage in eco-friendly practices, to aim to give children and their families an awareness of the need to protect the planet and it's future for the generations to come.
  - The Centre will make the following part of their daily routine:
    - Recycling
    - Water Conservation
    - Energy Conservation
    - Gardening
    - Purchasing sustainable equipment
    - Using recycled material for craft
    - Sustainability to be included in newsletters
    - Sustainability to be an item on meeting agendas and relate to the Quality Improvement Plan
    - Maintaining a sustainability checklist
    - Saving leftover drinking water to place in the garden
    - Turn off taps, light switches etc.
  - Review procedures and policies regularly to make them more sustainable
  - Reduce paper by considering electronic newsletters, invoices, enrolment records etc.
  - Keep up to date with your local council and Government departments regarding information on sustainable practices in your local community. Look for grants that allow you to improve water and energy conservation.
  - Educators to role model good sustainable practices.
  - Use recycled materials as containers instead of using new plastic containers.
  - Encourage children to recycle paper. Put a recycle container on the craft table to encourage them to use it. Decorate it – eg. "Feed Me".
  - Sustainability should be embedded in the program. Discuss it with the children and the families. Ask the children and the families to come up with some ideas to improve the sustainability of the Centre.
  - Establish a garden, a worm farm and a compost bin. Discuss with the children how it all works and why we need to do this.
  - Reduce the amount of plastic and disposable equipment at the Centre and aim to purchase materials made from natural fibres.

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- “Reduce, re-use and recycle” should be displayed at the Centre and it should be a natural process for all concerned.

**CONSIDERATIONS:**

- ◆ Regulations 113 Education and Care Services National Regulations
- ◆ National Quality Standard 3.3.1; 3.3.2; 5.2.1; 6.2.1; 7.2.1

Date endorsed: 12/2018

Date reviewed: 20/07/2024

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## INCLUSION

### OBJECTIVE:

Year Round Care aims to provide an environment that is free from bias and prejudice in which children learn the principles of fairness and respect for the uniqueness of each person. Children are encouraged to develop their own sense of identity and educators will facilitate this in a way that embraces the needs and abilities of each child (My time, Our Place Outcome 1). Educators will ensure that children become aware of fairness and equity and have opportunities to practice challenging bias in their play (My Time, Our Place Outcome 2). The service involves the community to assist educators and children to understand and accept the range of cultures and abilities of members of the local community. Differences in backgrounds, culture and abilities are valued and families are actively encouraged to share their experiences with educators and other families and cultural competence in children will be fostered. The service will ensure that appropriate inclusion support services are accessed and families are referred to them in order to support children's well-being and full access to the program.

### PROCEDURE:

#### Inclusive Practices

- Educators will actively seek information from children, families and the community about their cultural traditions, customs and beliefs and use this information to provide children with a variety of experiences that will enrich the environment within the service.
- Educators will work in partnership with families to provide care that meets the child's needs and is consistent with the family's culture, beliefs and child rearing practices. Specific requests will be acknowledged where practical, to demonstrate respect and ensure continuity of care of the child.
- Educators will obtain and use resources that reflect the diversity of children, families and the community and increase awareness and appreciation of Australia's Aboriginal and Torres Strait islander and multicultural heritage.
- Educations will be sensitive and attentive to all children and respect their backgrounds, gender, unique qualities and abilities. The service will ensure that the service environment reflects the lives of the children and families using the service and the cultural diversity of the broader community, and ensure children's individual needs are accommodated at the service.
- Children with additional needs will be provided with the necessary support and resources to allow them to fully participate in the service. This may require the assistance of specialty services, adaptation of the environment, changes to routines and educator arrangements in order to facilitate inclusion. The service will achieve this in collaboration with the child's family.
- Educators will treat all children equitably and encourage them to treat each other with respect and fairness.
- Educators will act as positive role models by encouraging all children to be involved in a variety of activities, regardless of gender.
- Educators will role model appropriate ways to challenge discrimination and prejudice, and actively promote inclusive behaviours in children.

- Children will never be singled out, or made to feel inferior to or better than others. Educators and children will discuss incidents of bias or prejudice in children's play or relationships with each other to help children understand and find strategies to counteract these behaviours.
- The program will include experiences for the children that are not based on sex role stereotypes.
- Resource materials and equipment used in the service will, as far as possible, be non-stereotyped.
- Families will be consulted in the development of holistic programs that are responsive to children's lives, interests, learning styles, genders and reflect children's family, culture and community.
- Educators will create opportunities for children to learn about, develop respect for, and celebrate the diversity that exists in the service and in the broader community by:
  - Encouraging all families, children and other educators to share their experiences, skills, cultures and beliefs;
  - Inviting community members to the service to share their stories, songs, experiences, skills, cultures and beliefs.
  - Accessing and using a range of resources (including multi-cultural and multi-lingual resources) that reflect the diversity of children and families in the service and in the broader community.

### **Educator recruitment and professional development**

- Wherever possible, our service will aim to recruit educators from diverse cultural and linguistic backgrounds that reflect the cultural diversity of our community and to employ staff from both genders.
- The nominated supervisor and educators will attend professional development that builds awareness of their own cultural beliefs and values, increases their cultural competence and helps them to challenge discrimination and prejudice.
- All educators will be provided with a copy of the Outside School Hours Care Code of Professional Standards.

### **Inclusion Support Agencies**

- The service will access bicultural support workers when necessary and/or telephone translation services and provide information on aspects of the service in languages that are spoken in the local community to assist in communicating with families from diverse cultural backgrounds.
- The service will access additional support, assistance and resources for children with additional needs including children from diverse cultural backgrounds, children with highongoing support needs and Aboriginal and Torres Strait Islander children.
- Educators will talk to children's families about any concerns they have and offer the family links to other support services within the community such as Inclusion Support Agencies; Community Health Services etc.

- Educators will work with families, inclusion support agencies and other specialists associated with the child to develop individual support plans.

#### **CONSIDERATIONS:**

- ◆ Regulations 73, 74, 75, 76, 155, 156, 168 Education and Care Services National Regulations
- ◆ National Quality Standard 1.1; 1.2; 4.2; 5.1; 5.2; 6.1; 6.2; 6.3
- ◆ Other Service Policies:
  - Providing a Child Safe Environment
  - Confidentiality
  - Enrolment & Orientation
  - Interactions with Children
  - Management of Complaints
- ◆ Other:
  - NSW Anti-Discrimination Act 1977
  - UN Convention on the Rights of the Child
  - My Time, Our Place Framework for School Age Care in Australia

Date endorsed: 12/2018

Date reviewed: 06/02/2025



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## MANAGEMENT OF ANIMALS

### OBJECTIVE:

Year Round Care acknowledges that whilst animals are not a necessary part of the program, they can be a great source of enjoyment and stimulation for children. The opportunity for children to engage with animals offers children experiences that will enrich their understanding and appreciation of the natural environment and promote the development of their skills in caring for others. While pets and other animals can prove an effective inclusion into the children's experiences whilst in care, they may also be a risk to children, therefore any animals that enter the service must be housed appropriately to minimise the risk of danger to the children. Strict supervision will be maintained to ensure the health and safety of the children and educators. Staff will ensure that everyone in the service treats all animals humanely and with respect.

### PROCEDURE:

The decision to keep a pet or have an animal (or animals) visit the service will be made by the Coordinator, based on an observed need or value to the children. The Coordinator will inform families of the benefits and potential risks associated with animals in the service and the procedures relating to pets and children. The Coordinator will consult with parents to determine special considerations needed for children whose immunity is compromised, or who have allergies or asthma.

#### **Educators will:**

- Wash hands after contact with animals, animal products or feed, or animal environments.
- Supervise human-animal contact, particularly involving younger children.
- Display animals in enclosed cages or under appropriate restraints.
- Not allow animals to roam, fly free, or have contact with wild animals/birds.
- Designate a specific area for contact with animals.
- Not allow food in animal contact areas; do not allow animals in areas where food and drink are prepared or consumed.
- Clean and disinfect all areas where animals have been present. Children should only perform this task under adult supervision.
- Not clean animal cages or enclosures in sinks or other areas used to prepare food and drinks.
- Obtain appropriate veterinary care if and when necessary and ensure the animals are kept immunized, clean and free of intestinal parasites, fleas, ticks, mites and lice.
- Ensure any bedding, toys, litter tray, food feeding container or water container used or consumed by animals is inaccessible to children.
- Prepare a weekly roster to ensure the animal is appropriately fed and cared for.
- Ensure that a procedure is in place for the care of animals over the weekend, public holidays, and school development days and/or during Vacation care – particularly if the service does not operate on these days. In this instance, it may be necessary for a staff member to take the animal home with them, or alternatively a family enrolled at the service may agree to care for the animal on these days.
- Remind children about the hygiene practices required for handling an animal and ensure the practices are followed.

- Maintain adequate supervision of the children and animals at all times.
- Following the service's policies in relation to risk assessment, providing a child safe environment and/or any incidents or injuries sustained as a result of an interaction with an animal.

### Minimising risk to health and safety

The mouths and claws of all animals carry bacteria that can cause infections in flesh around a bite, and eventually, if untreated, may spread into the bloodstream. The following preventative measures will be followed to help minimize risk to health and safety from contact with animals.

- A Vet should promptly treat animals that are ill, or thought to be ill. An animal that is irritable because of pain or illness is more likely to bite or scratch.
- All children will be supervised when they have contact with animals. Children should be discouraged from putting their face close to animals or playing with animals while animals are eating.
- Do not allow animals to contaminate sandpits, soil, pot plants and vegetable gardens.
- Gloves will be worn when handling animal faeces, emptying litter trays and cleaning cages.
- Dispose of animal faeces and litter daily. Faeces and litter will be placed in a plastic bag, sealed and put out with the garbage.
- Pregnant women in particular should avoid contact with cat faeces.
- If the animal is a bird, wet the floor of the cage before cleaning it to avoid inhalation of powdered, dry bird faeces.
- Avoid bringing in or keeping ferrets, turtles, iguanas, lizards or other reptiles, birds of the parrot family, or any wild or dangerous animals.
- Children and educators must **wash their hands thoroughly** after touching animals and cleaning their cage/litter trays.

In addition to the above, the following must be noted:

- **Bat bites** – Australian bats harbor a Lyssavirus, which is very similar to the rabies virus. If you are scratched or bitten by a bat, immediately clean the wound with soap and running water for 5 minutes and contact your doctor or a public health unit.
- **Fish and other marine organisms** – Scratches from fish and other marine organisms such as coral can cause unusual infections. If an injury caused by a fish, or a wound contaminated by sea, pond or aquarium water, becomes infected, it is important to see a doctor and explain how the injury occurred.
- **Fleas** – Fleas can infect both animals and humans, causing irritation and inflammation of the skin. Treat animals, their bedding and their immediate environment (that is, where they usually rest) to destroy adult and immature fleas.

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## CONSIDERATIONS:

- ◆ National Quality Standard 1.1; 1.2; 2.1, 2.3, 6.1
- ◆ Other Service Policies:
  - Administration of First Aid policy
  - Dealing with Infectious Diseases
  - Management of Injury, Illness, Incident and Trauma policy
  - Providing a Child Safe Environment policy
- ◆ Other:
  - Staying Health in Child Care
  - Companion Animals Act 1998
  - Prevention of Cruelty to Animals Act 1979

Date endorsed: 12/2018

Date reviewed: 20/07/2024

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## EXCURSIONS

### OBJECTIVE:

We aim to provide procedures for children to attend excursions as part of our program, which are clear to educators and families and ensure the safety and wellbeing of the children in our care.

### PROCEDURE:

- ◆ The service must ensure a current risk assessment has been carried out in accordance with regulation 101 of the Education and Care Services National Regulations before authorisation is sought.
- ◆ Risk assessment will include:
  - The proposed route and destination
  - Any water hazards, rivers, dams, buckets
  - Any risks associated with water based activities
  - The transport to and from the proposed destination for the excursion
  - The number of educators, and any specialised skills
  - The proposed activities
  - The duration
  - Items required to be taken
  - First Aid kits
- ◆ All children taken outside the service will have written consent from the authorised carer prior to excursion commencing.
- ◆ When transporting children by public transport educators will:
  - Ensure appropriate local bus companies are used
  - Any excursions traveling more than 100 kilometres will require a coach with seatbelts
  - Conduct a head count on a regular basis
  - Assist children in getting on and off the mode of transport.
- ◆ When transporting children by foot educators will:
  - Ensure that the safest route is taken
  - Ensure children cross the road at a pedestrian crossing or traffic lights where available, and obey the road rules
  - Undertake extreme care crossing all roads
  - Keep children together as a group and walk in line on pavements
  - Educators are to remain vigilant to ensure that no child runs ahead, lags too far behind the group or acts inappropriately
  - Take appropriate wet weather gear, jackets or sun hats to use as required and sunscreen

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- Conduct a head count on a regular basis
  - ♦ Children should be made aware of all the rules associated with all modes of transport. Educators will ensure that these rules are communicated and followed to ensure the safety and wellbeing of each child.
  - ♦ Children will be required to wear a coloured wrist band when leaving the centre. This is to assist educators to identify children from the service.

## **CONSIDERATIONS**

- ♦ Regulation 100-102 in Education and Care Services National Regulations
- ♦ Excursions Risk Assessment and checklist

Date endorsed: 22/05/2012

Date reviewed: 27/07/2024

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## SUN SAFETY

### OBJECTIVE:

We aim to ensure that all children attending the centre will be protected from harmful rays of the sun throughout the year. All staff are to model appropriate sun protection behaviour and enforce the sun protection policy.

### PROCEDURE:

- ◆ Children and staff should wear protective clothing when outside such as hats, and shirts that cover their shoulders and necks.
- ◆ Educators will direct children to wear hats for outdoor play. Outdoor activities will be held in shaded areas whenever possible.
- ◆ Educators are to direct children who do not have a hat to wear a centre hat or play in the shade.
- ◆ An SPF15+, broad-spectrum, water-resistant sunscreen will be made available in the centre and applied to staff and children when exposed to the sun.
- ◆ Parents will be informed of the sun protection policy on enrolling their child in the centre.
- ◆ During vacation care parents are encouraged to apply a sunscreen to their child prior to attending the centre, and reminded to supply a suitable hat.
- ◆ Where children have allergies or sensitivity to the sunscreen, parents will be asked to provide an alternative sunscreen.
- ◆ The sun protection message should be reinforced throughout the program & excursions
- ◆ Activities are to be planned to avoid exposure to the sun between the hours of 11am and 3pm.
- ◆ The centre will incorporate sun and skin protection awareness activities in the program and provide notices and posters about the topic.

### CONSIDERATIONS:

- ◆ Regulation 114 of Education and Care Services National Regulations
- ◆ National Quality Standard 2.3
- ◆ Cancer Council Recommendations

Date endorsed: 08/11/2004
Date reviewed: 27/07/2024



## WATER SAFETY

### OBJECTIVE:

We aim to ensure that all children attending the centre will be protected and safe in and around water and that clean drinking water is available at all times.

The education and care service will ensure that all educators take reasonable precaution to protect children from harm and any hazard likely to cause injury.

### PROCEDURE :

- ◆ Supervision from educators is a key aspect to ensure that children's safety is protected. Educators need to supervise more closely when they are in a situation that presents a higher risk of injury.
- ◆ Educators will ensure the children are made aware of the rules and boundaries while near water to reduce the risk of injury.
- ◆ Educators will ensure that water troughs or containers for water play are filled to a safe level and emptied onto the garden areas after each use.
- ◆ Encourage children to play in or near water safely, giving appropriate instructions and guidance.
- ◆ Buckets of water used for cleaning are emptied immediately after use. Buckets are not to be left in play areas or accessible to children unless they are being used as part of a supervised program activity.
- ◆ Hot water that may be accessible to children during service operation will be maintained at an appropriate temperature (43.5C or less)
- ◆ Excursion risk assessments are conducted.
- ◆ Water activities chosen are age appropriate and the children's swimming ability noted.
- ◆ Staff: child ratios of 1:5 will be maintained when in or around water.
- ◆ Educators who attend excursions in and around water are confident swimmers.
- ◆ Educators will be positioned to actively supervise all children accessing the water.
- ◆ Families must inform educators of their child's swimming ability, which will be used to assist educators to manage their safety while in the water.
- ◆ One (1) educator with a current first aid qualification and CPR, anaphylaxis management and emergency asthma management training as required by the Education and Care Services national Regulation 2011, is in attendance and immediately available in an emergency.

### CONSIDERATIONS:

- ◆ Regulation 100-102 of Education and Care Services National Regulations
- ◆ National Quality Standard 2.3

Date endorsed: 22/05/2012

Date reviewed: 27/07/2024

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## PARENT CODE OF CONDUCT

### OBJECTIVE:

To provide the most appropriate environment in which a child can grow, learn and develop. This is not only the responsibilities of the educators at Year Round Care, but is also the responsibility of each and every parent who enters the service.

### CODE OF CONDUCT:

- ◆ No parent or adult is permitted to curse or use inappropriate language on the grounds of the service or using any other forms of communication at any time, whether in the presence of a child or not. Such language is considered offensive by many people and will not be tolerated. At **NO** time shall inappropriate language be directed toward an Educator of Year Round Care.
- ◆ Threats of any kind will not be tolerated. All threats will be reported to the appropriate authorities and will be prosecuted to the fullest extent of the law. PARENT MUST BE RESPONSIBLE FOR, AND IN CONTROL OF, THEIR BEHAVIOUR AT ALL TIMES.
- ◆ Parents are prohibited from addressing, for the purpose of correction or discipline, a child that is not their own. No parent or adult may physically punish another parent's child. If a parent should witness another parent's child behaving in an inappropriate manner, or is concerned about behaviour reported to them by their own child, it is most appropriate for the parent to direct their concern to the co-ordinator of Year Round Care. All behaviour concerns should be brought to the attention of the co-ordinator.
- ◆ Smoking and vaping is prohibited anywhere on the grounds of Year Round Care. This includes the car park.
- ◆ While it is understood that parents will not always agree with the educators of Year Round Care, or the parents of the other children, it is expected that all disagreements be handled in a calm and respectful manner. Confrontational interactions are not an appropriate means by which to communicate a point and are strictly prohibited.
- ◆ Year Round Care takes very seriously the responsibility of maintaining the confidentiality of all persons associated with the service. Parents need to recognise that the Confidential Policy not only applies to their child or family, but all children, families and educators associated with Year Round Care.
- ◆ Failure to comply with our Parent Code of Conduct may result in the parent not being allowed on the grounds of Year Round Care and appropriate arrangements will be made for another person to collect and drop of their child to the service.

### CONSIDERATIONS:

- ◆ National Quality Standard 6.1, supportive relationships with families are developed and maintained.

Date endorsed: 19/03/2018
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Date reviewed: 27/07/2024
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## SLEEP AND REST

### OBJECTIVE:

Year Round Care believes that effective rest and, where necessary, sleep strategies are important factors in ensuring a child feels safe, secure and comfortable in the service environment. The service defines "rest" as a period of inactivity, solitude, calmness or tranquillity and is considered different to a child being in a state of sleep in regards to school aged care children. Whilst the majority of children who access our service may never need to sleep or rest during their time at the service, it is important that educators can accommodate the rest needs of all children regardless of their age if it is needed. This may be when a child is unwell, if they are tired from an excursion or if they have additional needs and their rest requirements are greater than their peers.

### PROCEDURE:

- ◆ In accordance with the Education and Care Services National Law and Regulations, the service will ensure that the needs for sleep and rest of children in the service are met, having regard to the ages, developmental stages and individual needs of the children.
- ◆ The service's Sleep and Rest policy is based on recommendations from the evidence-based practice detailed on the ACECQA website.
- ◆ The service consults with families about their child's individual needs and to be 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 the evidence-based practice recommendations, then the service will not endorse an alternative practice, unless the service is provided with written evidence from a medical practitioner.
- ◆ Year Round Care has a duty of care to ensure that all children are provided with a high level of safety when resting or sleeping while in the centre.
- ◆ In meeting the service's duty of care, it is a requirement that management and educators implement and adhere to the service's Sleep and Rest Policy.
- ◆ All children will be encouraged to sleep on their back first being settled. If a child turns onto their side or stomach during sleep, then educators allow them to find their own sleeping position.
- ◆ All children will rest with their face uncovered.
- ◆ Children's rest environments are free from cigarette or tobacco smoke.
- ◆ The rest environment, equipment and materials will be safe and free from hazards.
- ◆ Educators will monitor resting children at regular intervals and supervise the rest environment.

### Rest for School Aged Children

- ◆ If a school aged child requests a rest, there is a designated area for the child to be inactive, calm and away from the main group of the children.
- ◆ The designated rest area may be a cushion, mat or seat in a quiet section of the care environment.
- ◆ Quiet solitary play experiences are available for those school aged children who request the need for a rest time away for their peers.

- ◆ Safe resting practices are relevant to school aged children because, if they are resting or sleeping, they should be monitored at regular intervals and a school aged child's face should be uncovered when they are sleeping, as described above.
- ◆ Light bedding is the preferred option if requested by the child.
- ◆ Educators will show awareness of children's comfort and avoiding overcrowding when the children are in need of rest or sleep.
- ◆ Our service will provide a range of both active and restful experiences throughout the program and support children's preferences for participation.

### **Safe Resting Practices for a Child Who is Unwell**

- ◆ Refer to the service's Incident, Illness, Injury, Trauma policy for additional information.
- ◆ Child will be encouraged to rest in a quiet, comfortable and safe place away from others.
- ◆ Child will be encouraged to lie down and make themselves comfortable when displaying signs of feeling unwell.
- ◆ Children will be allowed to find their own sleeping position.
- ◆ All children will rest with their face uncovered.
- ◆ Children who are unwell (and waiting for collection from caregiver) will be given the highest supervision priority and monitored constantly, especially if the child has a high temperature, vomited or received minor trauma to the head.
- ◆ Parents will be contacted immediately to make arrangements to collect the child as soon as possible.

### **Rest/Sleep Environment and Equipment**

- ◆ The service will ensure a rest or sleep space is available or can be made available to children at all times. This could include a quiet area with cushions, a book corner with bean bags, a lounge or chair etc.
- ◆ The area and equipment will be checked regularly as part of the services safety check and hazard identification practices.
- ◆ Hygiene standards will be maintained when children use the rest/sleep area and equipment, such as washing the blankets and covers when a child is unwell.
- ◆ If it is identified that a child with additional needs will need to sleep or rest in their wheelchair or other equipment such as a stroller. It is important that they are not left alone whilst sleeping in this equipment and that the restraints are sufficiently fastened.
- ◆ The service will ensure the room temperature, airflow, noise and lighting is conducive to sleep and rest when necessary.
- ◆ Children's clothing items will be checked prior to sleeping to ensure it doesn't present any hazards to them whilst asleep.

### **CONSIDERATIONS:**

- ◆ Regulations 82, 84A, 84B, 84C, 84D 87, 103, 105, 106, 107, 168(2)(a)(v), 170, 171, 172

Date endorsed: 26/03/2018

Date reviewed: 01/11/2024

## SUPERVISION OF CHILDREN

### OBJECTIVE:

Year Round Care believes that the supervision of children in our care is of paramount importance and that we all have a responsibility to protect the health and safety of each individual at all times. Children need a safe and secure environment in which to thrive. Effective supervision is integral to creating environments that are safe and responsive to the needs of all children. Part of this is ensuring that children are protected from hazards or harm that may arise from their play and daily routines. Effective supervision also allows educators to engage in meaningful interactions with children. Our service is committed to:

1. Complying with the Education and Care Services National Law and Regulations at all times.
2. Ensuring that children are supervised at all times.
3. Considering the design and arrangement of children's environments to support active supervision.
4. Guiding educators to make decisions about when children's play needs to be interrupted and redirected.
5. Supporting educators and their supervision strategies.
6. Providing consistent supervision strategies when there are staffing changes.
7. Acknowledging and understanding when supervision is required for high risk experiences and/or the ratio of adults to children is increased.
8. National Quality Standard 2.2 Element 2.2.1

### PROCEDURE:

- ◆ In accordance with the Education and Care Services National Law and Regulations, the service will ensure that the prescribed ratio of one (1) educator for every 15 children. This ratio will reduce to one (1) educator for every eight (8) children when on an excursion outside of the service premises.
- ◆ Ratios will take into account the number of educators, their level of skill and experience and the types of activities children are involved in. Positioning and supervision of children will vary at different times during the session. Educators will be aware of activities, which are of higher risk e.g. outdoor play vs indoor craft activity.
- ◆ Educators will constantly discuss and move to where higher risk activities are taking place.
- ◆ Zoning areas of the service helps educators to better supervise children when they are accessing various locations such as indoor, outdoor, sporting fields, toilets etc.
- ◆ To ensure there are a sufficient number of educators to meet ratios each time children are being educated and cared for, the service will ensure a roster is completed and made available for educators. When creating a roster, the co-ordinator will take the number of expected children enrolled into consideration.
- ◆ To minimise the possibility of children, educators or visitors being harmed anywhere in the service, it may be necessary for certain areas to have a risk assessment completed and documented. This will assist educators in being able to focus on supervising and interacting with children rather than dealing with hazard reduction during key supervision times.

- ◆ Educators will ensure that children are unable to/understand not to access unsupervised areas of the service and that potentially hazardous items are kept out of areas that children have access to in accordance with service safety procedures.
- ◆ Active supervision is a combination of listening to and watching children play, being aware of the environment and its potential risks, any equipment children are using, the weather conditions, the time of day, managing small and large groups of children, transitions and many more factors.
- ◆ **Understanding** each child's abilities and skill level by developing meaningful relationships with all children and engaging in their play.
- ◆ Using **clear and simple rules and boundaries** that are developed with and known to all children and consistently applied by educators, enforcing strategies for when children do have to move out of play areas such as a buddy system for toilet access etc.
- ◆ Checking the **environment** for hazards and risks prior to children accessing it and also during supervision and ensuring the setting up of the environment supports active supervision practices.
- ◆ Educators will **position** themselves in strategic positions where they can see and hear the children.
- ◆ Educators **scanning** constantly with sight and hearing for any hazards or issues, which may pose a risk to children's health, wellbeing and safety.
- ◆ **Circulating** the play areas where children are situated.
- ◆ **Teach** children how to appropriately and safely use the equipment and access play areas and take some responsibility for their actions.
- ◆ **Support** children to determine safe and unsafe practices.
- ◆ **Encourage** children's confidence in reminding their peers about safe practices and to alert an educator if there is a problem.
- ◆ Children are offered opportunities to develop their own rules and boundaries in partnerships with educators, which allow them to better understand the reason for limits and acknowledge the consequences when these are not adhered to.
- ◆ Educators respect all children's rights to privacy and allow them the space to be independent, especially older children. Educators will develop supervision strategies that monitor but also allow older children to self manage their play and limit setting.
- ◆ Educators will engage in play with children and interact with them in accordance with our services values and beliefs whilst supervising. This helps to build meaningful relationships and helps to minimise challenging behaviours.

## CONSIDERATIONS:

- ◆ Education and Care Services National Law and Regulations S51, 165,166,167,170,171 R82,83,99,100,101,102,115,123,155,168,176.

Date endorsed: 26/03/2018
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Date reviewed: 10/04/2024
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## GOVERNANCE

### AIM

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

### IMPLEMENTATION

#### SERVICE STRUCTURE

The Approved Provider is: TAMWORTH REGIONAL COUNCIL

- The approved provider has a range of responsibilities prescribed in the Education and Care Services National Law and Regulations, including keeping accurate records and retaining them for specified timeframes.

Our approved provider is also responsible for:

- ensuring the financial viability of the service
- overseeing control and accountability systems, including systems administering Child Care Subsidy
- supporting the Nominated Supervisor / responsible person in their role and providing resources as appropriate for the effective running of the service.

Our Nominated Supervisors are: MELANIE BAKER

The Nominated Supervisor is responsible for the day to day management of our service and has a range of responsibilities prescribed in the national law and regulations.

Our Person in Day to Day Charge is: KATIE BLAIR  
KYLIE SIMS

Our Educational Leaders are: KYLIE SIMS  
KATIE BLAIR  
TIFFANY CLASSEN

For Child Care Subsidy (CCS) purposes:

Our persons with management or control of the service are the Approved Provider and Nominated Supervisors.

Our Persons responsible for the day to day operation of the service are the Nominated Supervisors

Our Persons appointed as CCS contacts are: MELANIE BAKER  
KYLIE SIMS  
TIFFANY CLASSEN

### COMMITMENT TO GOOD GOVERNANCE

Our service has adopted the following principles, which we recognise as suitable for our service –

1. Lay solid foundations for management and oversight.

#### *Management Principles*

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

- A. Management by Agreement



Nominated Supervisors and educators agree to produce outcomes together. Educators agree on their accountabilities and to work according to existing procedures and policies. Nominated Supervisors agree to provide educators with training, resources and support.

**B. Management by Exception**

Once a system is in place or the Nominated Supervisor and educators have agreed upon a course of action, the educator is accountable for identifying and reporting whenever something significant occurs that isn't part of the plan.

**C. Clearly Defined Reporting Relationships**

Everyone in the Service has only one primary manager. This reduces confusion and increase accountability and transparency.

Information, requests, or delegations that would cause our educators/staff to take action or change the course of their actions will only come from the person to whom they report.

Our reporting relationships are:

- Persons with management or control of the service, including the Coordinator, report to the Approved Provider – Team Leader, Inclusive Community.
- Persons responsible for the day to day operation of the service, including the Person in Day to Day Charge of the service, report to the Coordinator
- Persons appointed as contacts for Child Care Subsidy purposes report to the Nominated Supervisor
- Educators report to the Nominated Supervisor

**D. Guidelines for Effective Delegation**

Our service will:

- identify the work/result to delegate and to whom Educators/staff will not delegate responsibilities for which they are accountable or work/results that have been delegated to them with their agreement or work/results attached to someone else's position (unless that person has agreed).
- put the delegation in writing with a clear due date
- discuss the delegation with the educator/staff member whenever possible
- get the educator/staff member's agreement for example through signed job descriptions, signed delegation agreements.

The person who delegates remains accountable for making sure the right result is achieved.

**E. Guidelines for Effective Regulation**

Regulating work means monitoring, reviewing, and adjusting it to get the right result.

Our service will:

- regularly review the work process
- give quick, clear, and direct feedback and instruction that is timely and specific
- communicate in writing
- avoid under-regulating, over-regulating and unnecessary meetings.

**2. Structure the board/partnership/association/management team to add value**

To comply with these principles to the best of our ability and to ensure we can discuss issues and (potential) changes to policies, procedures or the regulatory environment, we will schedule regular communication between all members of our management team through meetings, phone communication including SMS messaging, a communication book, written communication such as letters, notices, and electronic communication including email, Zoom, video conferencing.

**3. Promote ethical and responsible decision-making**

Our service will make decisions which are consistent with our policies, our obligations and requirements under the national education and care law and regulations, the Family Assistance Law (eg Child Care Subsidy and Additional Child Care Subsidy), our approved learning framework (MTO) and the ethical standards in our code of conduct.

#### 4. Safeguard integrity in financial reporting

Our financial records will be completed/reviewed by Councils independent accountant/auditor.

The Approved Provider and Nominated Supervisor are committed to the prevention and elimination of corruption and fraud, and compliance with all legislative requirements including those in the Family Assistance Law. They will implement measures to ensure child care funding is properly administered and helps eligible families meet the costs of genuine child care including:

- **providing families with accurate information** and advice about available child care subsidies and the requirements to update their or their partner's personal information and income details with Centrelink whenever this changes
- **advising families to check information** in their invoices, receipts and Statement of Entitlements and by our Service, and
- **promoting the Child Care tip-off line** 1800 664 231 where information about incorrect or illegal practices can be given (anonymously if desired), and the tip-off email address [tipoffline@dese.gov.au](mailto:tipoffline@dese.gov.au)
- **ensuring fitness and propriety of all staff** involved eg those with management or control of the Provider, persons responsible for the day to day operation of the service, and or any staff member involved in CCS implementation and administration are fit and proper persons as outlined in our Staffing Arrangements Policy and are registered with the Federal Government's Provider Digital Access (PRODA)
- **ensuring compliance with the administration and reporting requirements** outlined in the Child Care Provider Handbook eg
  - promoting a culture of honesty and integrity through our Code of Conduct and ethical principles
  - ensuring any directions given to staff are consistent with the Handbook and Family Assistance Law
  - using a Third Party Software Provider Kindy Manager to manage CCS enrolments and attendance, and guide compliance and reporting requirements
  - periodically providing staff with relevant training and resources including those from DESE and our Third Party Software Provider Kindy Manager
  - regularly reminding relevant staff about the need to follow all requirements in the Child Care Provider Handbook, and of the possible consequences of non-compliance or fraud/corruption eg police investigation, termination of employment eg at admin team meetings
  - implementing an audit procedure where funding records and reports are regularly checked using suitable tools like our Child Care Subsidy Checklist and our Fees Policy
  - periodically changing the person responsible for checking compliance to ensure the integrity of the oversight process
- **taking action if non-compliance or fraud is identified** eg
  - advising the Federal Department of Education, Skills and Employment (DESE) about the details of the non-compliance as soon as possible, and where relevant, within the timeframes in the attached table
  - taking immediate steps to rectify the non-compliance, including changing systems and procedures to ensure it doesn't recur
  - providing staff with relevant training, resources and support. This may include training and resources available from DESE and our Third-Party Software Provider Kindy Manager
  - in cases of suspected fraud or corruption, immediately suspending the person's access to the Child Care Management System, notifying DESE and the Police, and terminating a person's employment if the fraud is substantiated.

The persons who are registered in PRODA at our service are:

MELANIE BAKER  
KYLIE SIMS  
CARMEN BROWN  
TIFFANY CLASSEN

#### 5. Make timely and balanced disclosure

Unless there is a risk to the health, safety or wellbeing of a child enrolled at the service, our service will provide at least 14 days' notice before making any change to a policy/procedure that may have a significant impact on our provision of education and care or a family's ability to utilise our service, including making any change that will affect the fees charged or the way fees are collected.

The Approved Provider or Nominated Supervisor will also:

- ensure all notifications required under the National Law and Regulations and the Family Assistance Law are made within the timeframes required. Notification requirements are attached to this Policy
- develop a Quality Improvement Plan that is completed regularly, available on request and ready for submission to the Regulatory Authority when requested
- display the following information so it can be clearly seen from the main entrance:
  - the provider approval (provider name, approval number and any conditions)
  - the service approval (service name, approval number and any conditions)
  - name of each nominated supervisor
  - current service rating including rating for each NQS Quality Area and overall rating
  - any service/temporary waivers held including NQS elements/Regulations waived, length of waiver and waiver type
  - hours and days service open
  - name and phone number of complaints officer
  - name and position of Responsible Person currently in charge
  - name of Educational Leader
  - Regulatory Authority's contact details
  - if relevant, notice stating there's a child at risk of anaphylaxis enrolled
  - if relevant, notice stating there's been a case of an infectious disease (defined as a disease requiring exclusion from the service.)

6. Respect the rights of shareholders, parents, children

Our service will support and encourage the involvement of parents and families by:

- developing and implementing plans to ensure regular communication with families including advice about events, activities and policy updates
- enabling them to have access and provide input to reviews of policies and procedures
- providing space for private consultations
- providing and displaying a range of information about relevant issues
- ensuring we follow all policies and procedures including the Parental interaction and Involvement Policy and Privacy and Confidentiality Policy.

Our service will respect the rights of children by ensuring:

- the Nominated Supervisor complies with their responsibilities under the national law and regulations
- we follow our policies and procedures including the Relationships with Children Policy, Child Protection Policy and Privacy and Confidentiality Policy.
- our children are provided with the experiences and learning which allows them to develop their identities, wellbeing and social connection.

7. Recognise and manage risk

Our service will take every reasonable precaution to protect children from harm and any hazard likely to cause injury. We will follow service policies including those covering Workplace Health and Safety, Child Protection, Excursions and the Delivery and Collection of Children and complete regular risk assessments and safety checks.

**CONSIDERATIONS:**

**NQS**

QA6	6.1.1	Engagement with the service - Families are supported from enrolment to be involved in the service and contribute to service decisions
	6.1.2	Parent views are respected - The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.

QA7	7.1.1	Service philosophy and purpose - A statement of philosophy guides all aspects of the service's operations.
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	7.1.2	Management systems - Systems are in place to manage risk and enable the effective management and operation of a quality service.
	7.1.3	Roles and responsibilities - Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
	7.2.1	Continuous improvement - There is an effective self-assessment and quality improvement process in place.

### National Regulations

Reg	168	Education and care services must have policies and procedures
	173	Prescribed information to be displayed
	177	Prescribed enrolment and other documents to be kept by approved provider
	181	Confidentiality of records kept by approved provider

Date endorsed: 26/03/2018

Date reviewed: 01/07/2024

## SAFE ARRIVAL OF CHILDREN

### OBJECTIVE:

We are committed to the safe arrival of children during travel between their school setting and outside school hours care. We have detailed processes, procedures and practices in this regard and ensure that all educators and staff are aware of their responsibilities and implement them.

The *Education and Care Services National Regulations* require approved providers to ensure their services have policies and procedures in place in relation to the safe arrival of children who travel between an education and service and any other education or early childhood service.

Children's safety and wellbeing is of primary importance, and approved providers and their services must ensure that appropriate measures are in place to protect children from any harm or hazard, including during the time children are travelling to or from the service.

### PROCEDURE:

Being prepared and knowing the risks involved when children travel to or from the service is vital. We have developed risk assessments to assist us in identifying the risks involved during this time moving to, from or within the school grounds. These risk assessments are reviewed and updated regularly.

Risk Assessment Year Round Care East Transitions (Doc Set ID: 2118199)

Risk Assessment Year Round Care South Transitions (Doc Set ID: 2118218)

Risk Assessment Year Round Care East Travel to off site schools (Doc Set ID: 1192971)

Risk Assessment Year Round Care South Travel to off site schools (Doc Set ID: 1285931)

### **Procedure for regular transitions within school grounds:**

Transitions of child(ren) between classrooms, hall, library or playground and the Year Round Care Supervision area. Transitions between supervision areas of Year Round Care.

Educators will read and be aware of the associated Risk Assessment addressing potential hazards and risk reduction processes.

Child(ren) are to follow the policies and procedures of the school until they are signed into Year Round Care's supervision.

- If a child has not arrived within the expected time frame in the afternoon the Responsible Person on duty will undertake the following steps:
  - The parent / guardian will be called to verify if the child has already been collected. If the child has been collected, they will be marked absent. If the child has **not** been collected –
  - The nominated supervisor will be informed that a child is unaccounted for
  - The Responsible Person and Nominated Supervisor will take steps to verify the location of the child, including searching the area and contacting the school to verify if they are aware of the location of the child.
  - If the child is still unaccounted for the Police will be notified
  - An incident report will be completed and sent to the Nominated Supervisor
  - All required reporting requirements will be undertaken.
- Children will be reminded of appropriate ways to move when traveling between spaces. For example, walking on concrete surfaces, not running. Children will be encouraged to use the most direct route from their location to their destination.
- Kindergarten children will be collected from their classrooms by educators in the afternoons. Educators will transition with the children from their classrooms to the care environment. (East Year Round care - Kindergarten Transition Procedure Doc Set ID 2048872)

- Kindergarten children will be guided to the playground / classroom areas in the morning by an educator during the year, until educators / children / families are confident that they can undertake this transition with their peers only.
- If a child has been identified with additional needs (behavioural and/or physical) that would impact their ability to undertake transitions independently an educator will be allocated to support the transition between the school spaces and Year Round Care supervision areas.
- If a child arrives to the Year Round Care supervision area and is not booked into the service, but they believe they should be. An educator will contact the family to verify if the child was scheduled to attend Year Round Care. If there was an administration / miss-communication error the child will be added to that days booking and marked as in attendance. If the family confirms the child is **not** scheduled to attend Year Round Care educators will direct the child to the appropriate area within the school grounds as indicated by the family. Year Round Care staff will remind families that Year Round Care is not responsible for the child(ren) during this transition. (Educators will take into consideration the child's age and any additional needs and may escort the child if ratios allow)
- When children are transitioning between supervision areas of Year Round Care they will be escorted, be in the line of sight of educators or educators will use the service phones to communicate when to where and how many children are transitioning. The educator to whom the children are transitioning will conduct a 'head count' to confirm the correct number of children have arrived. If the expected number of children do not arrive, educators will call to verify the number of children. If a child(ren) is still unaccounted for the Nominated Supervisor will be informed as a search is conducted. The family will be notified and the Police called if the child cannot be located. An incident report will be completed and reporting requirements fulfilled.

### **Procedure for Kindergarten Transition and Afternoon Bus children – East Year Round Care only:**

- Two educators will take the 'Kindy List' the indoor Ipad (put up sign for families) and the Kindy Phone and wear High Vis vests when they go to collect the Kindergarten children (If any children are unaccounted for, call the responsible person to follow up with the families)
- Move to a shaded area and mark the Kindergarten children into the service using the Ipad
- Two educators and Kindergarten children will transition to the house. (The Ipad is to be plugged back in and placed in the sign-in area and the sign for families taken down)
- The 2 front rooms on the carpark side of the house are to be 'opened' for use. The rest of the house (excluding the toilet area) will be closed at this time. **The educator who is supervising the room that opens to the foyer area, MUST, watch this doorway at all times and ensure that children do not leave the supervised area. This educator will also greet families and verify identification as required.**
- Children will wash their hands and either eat afternoon tea or engage in planned activities.
- Between 3.30 – 4pm a small group of older children may transition to the 'house' to support and engage with the Kindy children. The children will be reminded that if they come to the 'house' at this time they will only have access to the 'open' spaces within the house. (There will be a call made from the educators supervising the older children to the educators supervising the Kindy Children to advise that children are transitioning to the house and how many children be coming – this will be verified as the children arrive and a call made immediately if all children have not arrived) **This will only be one group of children, no more than 5 children.**
- **Bus Children will transition to the house on arrival, with an educator**, the educator will sign them in using the Ipad in the sign in area.
- The bus children will wash their hands, and chose to eat or engage in a quiet activity in the front 2 rooms
- Bus children and Kindergarten children will be asked if they would like to transition to the mixed age grouping area with the bus person at this time. The bus educator will transition these children to the mixed age grouping space and help with supervision in this space.



**Mixed age grouping will not occur until after 4.30pm.**

**At this time, based on the planned activities, educators will remind children of what spaces are 'open' and the expectation to remain within these spaces.**

**Educators will ensure these spaces are supervised at all times.**

### **Procedure for delivering children to buses or other schools:**

- Collect the AM list of children that will be transported from the centre to buses or another school.
- Ensure you have the 'bus phone' (and it is working) and 'bus bag'
- Ensure you have on a Hi-Vis vest
- Ask the children that you will be transporting to put on a Hi-Vis vest
- When you are ready to leave ask the children to wash their hands, collect their bags etc
- Conduct a check of the children against your list. If there are any discrepancies check with the Responsible Person before leaving the centre.
- Follow the designated route to the required exit. Ensure active supervision and position yourself for safety.
- Before leaving the school grounds conduct a 'head count' to ensure all children are present.
- Remind children of safety and move along the designated route. Continue to ensure active supervision.
- Educator to position themselves closest to the road when walking near a road, and at the back of the group when crossing any road.
- Ensure that children have safely entered school grounds or their bus and vests have been returned.
- Check each child's name off the list as they enter the school grounds or their bus.
- Note the time of delivery to the bus or school on the AM list and enter this time into the Ipad / sign out sheet on return to the centre

### **Procedure for collecting children from buses:**

- Collect the PM list of children that will be arriving to the centre by bus.
- Ensure you have the 'bus phone' (and it is working) and 'bus bag'
- Ensure you have on a Hi-Vis vest
- Follow the designated route to the required exit.
- When the bus arrives check children's names off the list and ensure all children are accounted for.
- Note the time of collection onto the PM list for entry into Ipad / sign in sheet on return to the centre or nominated meeting area.
- If a child doesn't get off the bus, educators are to confirm with the bus driver if the child(ren) were on the bus and the educators will double check all spaces on the bus, including on and under seats in-case a child has fallen asleep or is hiding.
- The educator will contact the centre to let them know of the missing child(ren) and the Responsible Person will contact the missing child(ren) parents/guardian to confirm if they have been collected. Children will be marked as absent if confirmed. The Responsible person will notify the Nominated Supervisor that a child(ren) is unaccounted for and ensure they are aware of the outcome to ensure that required reporting and notifications are completed.
- Police should be contacted if the child(ren) is still unaccounted for.
- If all children are accounted for follow the designated route back to the centre or nominated meeting area and check children off the list as they are signed into the centres Ipad or sign in sheet.
- If at anytime you need any clarification call the Responsible Person immediately.

### **Procedure for partial absences (Vacation Care):**

For example, If child is to be collected from the service for an appointment and will be returning to the service after the appointment.

Upon notification that a child is to be collected from the service the educator informed will request and record the following information:



- Who will be collecting the child(ren) – Verify if this person is authorised to collect and gain written permission if required (remind the family that the person collecting the child should bring photo identification)
- The time they will arrive to collect the child
- When they believe the child will be returning

**Inform the Responsible Person of the details and record information in the NCIS folder, Communication Book.**

When the nominated person arrives to collect the child(ren) educators will follow 'Verification of Photo Identification Procedure' if required. (Doc Set ID: 1756873) And complete the following steps:

- Ask the person collecting the child to sign the child out using Kindy Manager to ensure the rolls accurately reflect they are not at the service
- Record the time of collection and the person collecting the child in the NCIS folder, Communication Book
- Ensure that the Responsible Person is aware they have been collected

(If you are unable to complete any of these steps ask the Responsible Person to complete)

When the child returns to the service, welcome them and the family back and complete the following steps:

- Record the time the child has returned to the service in the NCIS folder, Communication Book alongside the time that they left the service
- Inform the Responsible Person immediately so that they can remove the signature in Kindy Manager and ensure the rolls reflect they have returned to the service.

**Procedure for children attending extra-curricular activities on school grounds:**

For example, If a child participates in an activity within the school grounds that requires them to leave the supervision of Year Round Care to undertake this activity. This could mean a child attends the service, leaves for the activity, and then returns. Or this could mean a child attends the service, leaves for the activity and does not return to the service.

Upon notification that a child will be participating an Extra-Curricular Activity, by a parent / guardian, the appropriate permission form will be completed and received by the Person in Day to Day Charge. Doc set ID 1757724 This information will be added to the Extra-Curricular Activities list / table for the term, ensuring educators know who and when children will be attending Extra-Curricular Activities.

On the day / time of the Extra-Curricular Activity follow the steps below for each child:

- Sign the child out of Kindy Manager to ensure the rolls accurately reflect the child is no longer at the service
- Record the time of departure and the child's name in the in the NCIS folder, Communication Book – If the child does not return, write NOT RETURNING next to the details
- Ensure that the Responsible Person is aware the child has left.

(If you are unable to complete any of these steps inform the Responsible Person)

If a child refuses to attend the nominated Extra-Curricular Activity, the child will not be signed out of Kindy Manager. The Parent / Guardian will be informed of the child's refusal to attend as soon as possible, to ensure appropriate collection of the child.

If the child **is** returning to the service, ensure the child knows they need to get their name marked on as soon as they return. On return welcome the child back and complete the following steps:

- Record the time the child has returned to the service in the NCIS folder, Communication Book alongside the time that they left the service.
- Inform the Responsible Person immediately so that they can remove the signature in Kindy Manager and ensure the rolls reflect the child has returned to the service.

- 
- If a child does not return at the expected time the Responsible Person will contact the family to verify if they have been collected and Year Round Care has not been informed. If the child is still unaccounted for the Responsible Person will contact the Coordinator of the Extra-Curricular Activity (Details on Permission form) to verify when the child left. The Responsible Person will inform the Nominated Supervisor of a child being unaccounted for. Educators will search appropriate areas to locate the child. If the child remains unaccounted for the Police will be contacted. An incident Report will be completed as soon as possible and sent to Nominated Supervisor to complete all reporting obligations.

## **CONSIDERATIONS:**

Education and Care Services National Law and Regulations 165, 167, 175, 99, 100, 101, 102, 102AAB, 102AAC, 102C, 102D, 122, 123, 161, 168, 170, 171, 172

Date endorsed: 01/09/2023

Date reviewed: 05/04/2024

## LOCKDOWN

### OBJECTIVE:

The Lockdown Policy aims to ensure the safety of all children, educators, families and other visitors to the service in the event of a threat. Also, the service aims to minimise the risk of harm or the exposure to danger to anyone on the premises through the implementation of this procedure.

### IMPLEMENTATION:

Examples of such critical incidents are:

- Children/educators being taken hostage.
- A siege of service property.
- A disaster in the local community.
- Unusual amounts of media attention.
- Aggressive trespassers.
- Extreme weather

### Initial Notification

If an event takes place that requires a "Lock Down", the following should occur:

- The educator who witnesses the event or issue must try to raise an alarm with the most senior person in charge.
- 000 must be called immediately if the event or issue requires the police, ambulance or fire service to respond.
- The most senior person in charge will determine the need for a "Lock Down" and raise the appropriate alarm.

### Alarm Procedure - Year Round Care:

- **A whistle will be blown 3 times and the following announcement will be made**

- |  |
|--|
| <ul style="list-style-type: none"><li>• <b>"This is a LOCK DOWN"</b></li><li>• <b>"This is not a fire drill"</b></li><li>• <b>"Everyone is to stay in the room, remain seated and to keep calm and quiet."</b></li></ul> |
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- **If the situation is such that undue attention should not be drawn to the service, for example an aggressive person external to the building, the most senior person will quickly and quietly inform everyone that this is a lockdown and ensure all persons are below window level and remaining as quiet as possible.**

### Alarm Procedure – East & West Tamworth Public School:

**If the school actions a lock down you will hear "The continuous sounding of the school bell."**

**If the bell has been disabled the Chief Warden of the School will announce "Code Red."**

### Movement of Children and Educators

- All persons will remain in their rooms.
- If possible, educators will make efforts to seal and lock doors and windows and close blinds / curtains.
- Ensure a phone is available and it has been switched to silent
- Children should remain under the desks or down low and out of sight during the lockdown period.
- If children are outside, educators should get them inside as quickly as possible.

### **Educators Responsibilities:**

- Person in charge to contact Emergency Services and follow their instructions.
- Educators must check the sign-in sheet/digital roll and check all signed-in children are present. Any absences must be reported to the Nominated Supervisor as soon as it is safe to do so.
- Educators are to close and lock all doors and windows, close blinds / curtains, turn the lights off and ensure children are kept below the window level.
- Educators not involved in the lockdown or without children to supervise are to go to the front of the service to liaise with Emergency Services if it is safe to do so.
- All educators, children and anyone else present will remain in the locked room until the “All Clear Signal” is given by the person in charge.

### **All Clear Signal**

- The most senior person in charge will say, “The Lock Down has now ended. Everyone follow me and the other educators in an orderly manner”.

### **Actions after Lockdown**

- The most senior person in charge will notify the Nominated Supervisor of the incident as soon as safe to do so.
- Complete appropriate incident form and send a copy to the Nominated Supervisor, as soon as possible.
- Depending on the nature of the incident report to The Department of Education in the required time frame.
- At an appropriate time, soon after the incident, educators will take part in a debrief, depending on the nature of the incident. Educators will be reminded of the ways in which they can access the EAP for further support.

### **CONSIDERATIONS:**

Education and Care Services National Law and Regulations 168(2) (e), 97, 98 NQS QA2 2.2.2

Date endorsed: 01/11/2023

Date reviewed: 30/11/2024

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## SAFE FOOD

### OBJECTIVE:

Our service aims to promote and protect the health, safety and wellbeing of all of children, educators and families using procedures and policies to maintain high standards of hygiene and provide safe food to children. A holistic and consistent approach to health, hygiene and safe food across the service will help to meet this objective.

### Food Preparation and Food Hygiene Procedure

Our service will follow appropriate food preparation hygiene techniques to meet the requirements of the *Food Standards Australia New Zealand* such as:

- Wash hands before food preparation.
- Cleaning food preparation area before, during and after use.
- Using colour-coded chopping boards in order to prevent cross contamination of raw food.
- Ensuring that individuals preparing food know, follow and adhere to the appropriate hygiene procedures. This includes:
  - Washing their hands
  - Keeping their personal hygiene at a high level. For example, tying their hair back or keeping it under a net
  - Not wearing jewellery (wedding band excluded)
  - Covering cuts with a blue or other highly visible coloured band-aid and gloves
  - Keeping fingernails trimmed and clean and always wearing gloves if they are wearing nail polish, nail decorations or artificial nails or have long fingernails
  - Storing personal belongings away before handling food.
  - Not eating over unprotected food.
  - Not sneezing, blowing or coughing near unprotected food.
  - Not preparing food with an infectious illness or skin, eye, ear or nose infection.
- Avoiding the contamination of one work area to another by using the colour-coded wash cloths system and restricting the movement of contaminated items (such as gloves and cleaning implements) from one area to another.
- Clean children's tables with soap and water and dry before serving food and after meal times.
- Ensuring food is always served in a hygienic way using tongs and gloves.
- Each child will be provided with their own clean drinking and eating utensils at each mealtime if required. These utensils will be washed after each use. Educators will actively encourage and monitor children so they do not to use drinking or eating utensils which have been used by another child or dropped on the floor.
- Providing families with current and relevant information about food preparation and hygiene.
- Showing and discussing with children the need for food hygiene in both planned and spontaneous experiences.

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## Cooking with Children

We sometimes include cooking experiences in our service's programming for the children. When these experiences are carried out, educators that are supervising will be vigilant to ensure food preparation remains a hygienic and safe experience. The relevant points from the above food preparation procedure will be followed during the children's cooking experiences.

Examples of the type of activities children will participate in during cooking experiences include:

- Helping choose what to cook.
- Measuring and weighing ingredients.
- Stirring or mixing ingredients.
- Washing salad, vegetables or fruit.
- Setting the tables.

## Food Safety and Temperature Control

**The bacteria that commonly cause food poisoning grow rapidly between 5°C and 60°C, this is commonly referred to as the "temperature danger zone".**

### To keep food safe:

- Don't leave perishable foods in the temperature danger zone for longer than 2 hours.
- Keep cold food in a fridge, freezer, below 5°C until you are ready to cook or serve.
- Refrigerate leftovers as soon as possible, within 2 hours. If reheating leftovers, reheat to steaming hot. Heating food is not always recommended, however.
- Never defrost foods on the bench top. Foods should be defrosted overnight in the fridge or in the microwave.
- Use a thermometer to make sure your fridge is below 5°C. Don't overload refrigerators, as this reduces cooling efficiency.
- All foods (dry, cold and frozen) will be used by the FIFO rule (first in, first out). This will allow a rotation of food to make sure older stock is used first.
- Store dry foods in sealed, air-tight containers.
- Any food removed from its original container must be stored in a container with the used by date of the food written on it. The ingredients must also be listed with the date it was opened.
- Ensure the food storage area is well cleaned, ventilated, dry, pest free and not in direct sunlight.
- Prevent pests by cleaning spills as quickly as possible and removing garbage/waste frequently.
- All foods are wrapped, covered, dated (used by date and date it was opened) and labelled.
- Store foods on shelves, never on the floor including play dough material.
- Store raw and cooked foods separately. NEVER store raw foods on top of cooked foods as juices may drip down and contaminate the cooked food.
- Store food once it has sufficiently cooled down. Foods cool quicker in smaller, shallow containers.
- Fridges and freezers need to be cleaned regularly and fridge door seals checked to be in good repair.

- The operating temperature of the fridge and freezer need to be checked regularly and a record kept of this.

### **Protecting food from contamination will be achieved by:**

- Using containers with lids or by applying plastic film over each container. These materials will be suitable for food contact to ensure that they do not contain any chemicals that could leach into the food.
- Aluminium foil, plastic film and clean paper may be used and food will be completely covered.
- Food already in packaging may not need additional coverage. However, if additional coverage is required the above will apply.

### **Health of food handlers**

Our service has a legal responsibility to ensure that food handlers who are suffering from or are a carrier of a food borne disease do not engage in any food handling activities.

If a food handler has any of the following symptoms, they must immediately inform the food safety supervisor (or Responsible Person); seek medical attention and not return to food handling duties until they have been symptom free for 48 hours:

- diarrhea
- vomiting
- sore throat with fever
- fever
- jaundice

If a food handler has been diagnosed with any of the following diseases, they must not touch food or food contact surfaces and they cannot return to food handling duties until they have a medical certificate clearing them:

- Hepatitis A
- Norovirus
- Typhoid fever
- Shigellosis
- Staphylococcal or Streptococcal disease

### **Food Storage Procedure**

In order to implement safe food storage practices to the highest possible standard, educators will access and amend their practices to the latest known information. This information will be passed onto families.

Staff will then implement these standards in the Service by inspecting food items when first brought into the Service to ensure they are in good order, for example, not in damaged packing, within their used by date period and at a correct temperature. Staff will then see that they are appropriately stored as per the following:

- All foods (dry, cold and frozen) will be used by the FIFO rule (first in, first out). This will allow a rotation of food to make sure older stock is used first.
- Store dry foods in sealed, air-tight containers.
- Store food on shelving.



- Any food removed from its original container must be stored in a container with the used by date of the food written on it. The ingredients must also be listed with the date it was opened.
- Ensure the food storage area is well cleaned, ventilated, dry, pest free and not in direct sunlight.
- Prevent pests by cleaning spills as quickly as possible and removing garbage/waste frequently.
- If pest activity is observed, notify the nominated supervisor who will contact the pest controller.
- Throw away any food that has been exposed to chemicals, or that is old, damaged, unlabelled or past its expiry date.

### **Temperature Control**

The bacteria that commonly cause food poisoning grow rapidly between 5°C and 60°C, this is commonly referred to as the “temperature danger zone”. The time potentially hazardous food can be safely held is known as the 2-hour/4-hour rule:

**0-2 hours – Eat it, use it or keep it at or below 5 °C, or at or above 60 °C.**

**2-4 hours – Eat it or use it**

**More than 4 hours – Throw it away**

Cooking temperature – Potentially hazardous foods such as meat, poultry, eggs, seafood, cooked rice and pasta, must be cooked to an internal temperature above 75 °C. Once these foods have been cooked this internal temperature, they can be reheated once to a temperature above 60 °C.

- Use a thermometer to make sure fridge is below 5°C. Don't overload refrigerators, as this reduces cooling efficiency.
- Fridges and freezers need to be cleaned regularly and fridge door seals checked to be in good repair.
- The operating temperature of the fridge needs to be checked regularly and a record kept of this.

### **For cold storage, the following applies:**

- All foods are wrapped, covered, dated (used by date and date it was opened) and labelled.
- Foods are stored at the correct temperature depending on the product. Cold foods need to be stored at less than 5 degrees (C) and frozen foods at minus 18 degrees (C).
- Store foods on shelves.
- Store raw and cooked foods separately. NEVER store raw foods on top of cooked foods as juices may drip down and contaminate the cooked food.
- Store food once it has sufficiently cooled down. Foods cool quicker in smaller, shallow containers.
- Fridges and freezers need to be cleaned regularly.
- The operating temperature of the fridge and freezer need to be checked regularly and a record kept of this

### **CONSIDERATIONS:**

Education and Care Services National Law and Regulations 167, 168(2)(a)(i), 170, 171

Date endorsed: 01/11/2023

Date reviewed: 06/12/2024

## STAFFING ARRANGEMENTS

### OBJECTIVE:

To ensure our supervision and staffing practices keep children safe at all times.

### Supervision

Children's safety and wellbeing is taken very seriously at our service. All educators and staff members will ensure that children are adequately supervised at all times, and that they can respond immediately to any child that is distressed, in need of assistance or support or in a dangerous situation. This includes during transition periods throughout the day when children may, for example, be moving between outdoor and indoor environments, arriving or leaving the service, moving from service vehicles to the service premises, leaving or returning from excursions, moving to meal areas, washing their hands, or using the toilet facilities.

To achieve this outcome educators will be alert, aware and within sight and sound of all children for whom they are responsible. Educators supervising outdoors must position themselves to see as much of the play area as possible, and follow any playground supervision plans that are relevant. They will also actively engage with children and not stand back and watch. Educators working directly with children must focus on the children and not other activities. They will not group together in the outdoor environment except for brief, necessary discussions regarding the children's safety or wellbeing.

In particular, children will be supervised:

- when resting or sleeping
- during hand washing and/or toilet times
- at the table when eating
- in any areas where risk is increased
- during any water activity (at least one educator close at all times)
- while moving between areas of the service

Educators will ensure children only move between areas if they are accompanied by, in line of sight of an educator, or educators will use the service phones to communicate when to where and how many children are transitioning. Where the educator, needs to return to another group of children, they will hand over responsibility for supervising the children to the new educator by speaking with them and getting an acknowledgement from them that the children are now their responsibility.

To ensure all children are accounted for during transitions the service phones will be used to call the educator to whom the children are transitioning and inform them of how many children are transitioning. The educator receiving the children will conduct a 'head count' and confirm the number of children arriving is the amount that was communicated. If any children do not arrive a search will be conducted and the 'Regular transitions procedure' followed.

There may also be times when minimum ratio requirements are not sufficient to ensure children are adequately supervised. On these occasions the Nominated Supervisor will assess the situation and when necessary ensure there are extra adults present to ensure children's health, safety and wellbeing.

Issues affecting the adequacy of supervision include:

- the number, ages and abilities of children
- the number and positioning of educators
- each child's current activity
- areas where children are playing, in particular the visibility and accessibility of these area
- risks in the environment and experiences provided to children

- the educators' knowledge of each child and each group of children
- the experience, knowledge and skill of each educator.

Educators will ensure team members know when they leave the room or area, or finish their shift, and are aware of any particular issues that may require additional oversight of children. They will do this verbally and there must be acknowledgement by the other educator prior to leaving the environment.

To further ensure children are always adequately supervised the Approved Provider or Nominated Supervisor, will ensure:

- only educators working directly with children are included in the educator to child ratio
- students, volunteers and any educator under eighteen years is supervised at all times by an educator eighteen and over
- no child is ever left alone with a visitor/ unauthorised person
- they promote continuity of care when organising rosters and a regular pool of relief educators
- any educators on a meal-break in the Service return to duty to supply adequate supervision in any emergency situation where adequate supervision of children is threatened. Relief staff requirements will be reviewed if educators begin to be regularly recalled

### **Responsible Person**

A responsible person is:

- an approved provider
- a nominated supervisor
- a person who is in day to day charge of the service.

The Approved Provider, Nominated Supervisor and Person in Day to Day Charge will implement the following Responsible Procedure to ensure there is always a “responsible person” present at all times when caring for and educating children, and their name and position is clearly displayed in the main entrance of the Service.

If Nominated Supervisor present when service opens he or she will:

1. sign in on a Responsible Person sign in/out record
2. make sure their name and role (Nominated Supervisor) is clearly displayed in the main entrance
3. before they leave the service, handover the Responsible Person role to either the Approved Provider or Person in Day to Day Charge by:
  - talking directly to the Approved Provider or Person in Day to Day Charge
  - signing out of the Responsible Person record
  - making sure the Approved Provider or Person in Day to Day Charge signs in on the Responsible Person record
  - changing the name and position of the Responsible Person displayed in the main entrance to match that of the new Responsible Person

The Nominated Supervisor will not leave the service if the Approved Provider and Person in Day to Day Charge are both absent

- when they return to the service, resume the Responsible Person role by:
- talking directly to the person who took on the role when they were absent ie Approved Provider or Person in Day to Day Charge
- signing in on the Responsible Person record
- making sure the Approved Provider or Person in Day to Day Charge signs out on the Responsible Person record
- changing the name and position of the Responsible Person displayed in the main entrance to their name and role

If the Approved Provider or Person in Day to Day Charge takes on the Responsible Person role while the Nominated Supervisor is absent, he or she will:

1. sign in on a Responsible Person sign in/out record
2. make sure their name and role is clearly displayed in the main entrance
3. stay at the service until the Nominated Supervisor returns and resumes the Responsible Person role, or before they leave the service, handover the Responsible Person role to another Responsible Person ie Approved Provider or Person in Day to Day Charge by:
  - talking directly to that person
  - signing out of the Responsible Person record
  - making sure the new Responsible Person signs in on the Responsible Person record
  - changing the name and position of the Responsible Person displayed in the main entrance to match that of the new Responsible Person

The Approved Provider or Person in Day to Day Charge will not leave the service if there is not another Responsible Person present to take on the role.

### **Nominated Supervisors and Persons in Day to Day Charge**

The Approved Provider will make sure people appointed as a Nominated Supervisor or Person in Day to Day Charge are at least 18 and have:

- the required skills to be a nominated supervisor or person in day to day charge eg has adequate knowledge and understanding about providing education and care including understanding of child protection obligations
- can effectively supervise and manage the service

The Approved Provider will take all reasonable steps to ensure children's safety and wellbeing is protected and ensure the person is 'fit and proper' person to fill the role by:

- considering their age, qualifications and experience
- checking their child protection clearance is current
- getting a statement from person about their compliance history.
- getting declaration from person that they're not a 'prohibited person'
- Note a Nominated Supervisor will also make an informed decision based on these factors if they appoint a person in day to day charge.

A person who accepts a Nominated Supervisor position must consent in writing using ACECQA notification form NS01 which must be scanned and uploaded when notifying the Regulatory Authority through the NQA ITS about a change of Nominated Supervisor.

A person who accepts being in day to day charge must also consent in writing The nominated supervisor will keep a record of all persons who may be placed in day to day charge.

The Approved Provider or Nominated Supervisor will keep a record of all information and documentation supporting a person's appointment as Nominated Supervisor or in day to day charge.

The Approved Provider and Nominated Supervisor are required to comply with all the notification requirements relating to staff changes and staff details as outlined in the Governance Policy.

### **First Aid Qualifications**

The Approved Provider or Nominated Supervisor will ensure that at least one educator, staff member or Nominated Supervisor present at the service:

- holds a current approved first aid qualification
- has undertaken current approved anaphylaxis management training and
- has undertaken current approved emergency asthma management training.

## CONSIDERATIONS:

### National Quality Standard

QA4	4.1.1	Organisation of educators - The organisation of educators across the service supports children's learning and development
QA7	7.1.3	Roles and Responsibilities - Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

### National Law

Section	5	Definitions (nominated supervisor consent in writing)
	56	Notice of change to nominated supervisor
	56A	Notice of change of a nominated supervisor's name or contact details
	161	Offence to operate education and care service without nominated supervisor
	161A	Offence for nominated supervisor not to meet prescribed minimum requirements
	162	Offence to operate education and care service unless responsible person is present
	162A	Persons in day-to-day charge and nominated supervisors to have child protection training
	165	Offence to inadequately supervise children
	169	Offence relating to staffing arrangements
	170	Offence relating to unauthorised persons on education and care service premises
	173	Offence to fail to notify certain circumstances to Regulatory Authority
	174	Offence to fail to notify certain information to Regulatory Authority

## National Regulations

### Regulations numbered 240 and higher are state or transitional regulations

Reg	10	Meaning of actively working towards a qualification
	117A	Placing a person in day to day charge
	177B	Minimum Requirements for a person in day to day charge
	117C	Minimum Requirements for a Nominated Supervisor
	118	Educational Leader
	120	Educators who are under 18 to be supervised
	10	Meaning of actively working towards a qualification
	120	Educators who are under 18 to be supervised
	122	Educators must be working directly with children to be included in ratios
	123	Educator to child ratios—centre-based services
	126	Centre based services – general educator qualifications
	136	First aid qualifications
	150	Staff record must include name of responsible person at service each time children being educated and cared for by the service.
	173	Prescribed information to be displayed

Date endorsed: 04/04/2024

Date reviewed: 05/04/2024

*'To feel happy and safe in a caring place,  
having fun with friends and doing the things I  
enjoy with people I like.'*

June 2021





