



WILLOUGHBY COMMUNITY PRE-SCHOOL INC. POLICIES & PROCEDURES MANUAL

Families & Carers

Willoughby Community Preschool Inc.

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These policies and procedures have been prepared in accordance with the Education and Care Services National Regulations (Regulations). They may be changed, removed or replaced from time to time. Notification of any changes will be made in accordance with the Regulations. Willoughby Community Preschool will take reasonable steps to ensure that the nominated supervisor, staff members and volunteers implement the policies and procedures to the extent reasonably practicable. The policies and procedures do not, however, provide any guarantees, make any representations or give any contractual or other legal rights to attendees, any member of their family, any carer, or any other person in respect of Willoughby Community Preschool, any of its management, the nominated supervisor, any of its staff or any of its volunteers.

Philosophy

The preschool provides quality care in an educationally rich and caring environment for young children of our community aged three to five years. Principles and practices of the Early Years Learning Framework for Australia “Belonging Being & Becoming” underpin our practice that is focused on assisting all children to make progress in relation to learning outcomes. We endeavour to do this through a number of means:

Children

We believe in supporting children’s positive self-esteem, that each child has unique potential and that they are resourceful and capable. Our educators recognise and celebrate the important learning that takes place during the early childhood years. We encourage children’s desire and engagement in play-based learning experiences that build on children’s interests and strengths. We promote children’s active participation in their own learning, valuing the exploratory process involved. We aim to support children’s awareness of diversity including cultural background, religion, gender and social context to promote an anti-bias attitude and enhance children’s developing identity. The Preschool maintains a strong connection with our Sister Service Gainmara Birrilee Preschool Brewarrina NSW. Curriculum decisions are guided by our educators upholding the child’s right to have their history, culture, identity, and abilities valued. Celebrations of the diversity of our families and the wider community are ongoing throughout the year.

Families and the Community

Management together with educators aim to create a welcoming, safe and secure, respectful, caring and healthy environment for the children, their families and the wider community to foster a sense of belonging. We strive to build respectful and genuine partnerships with parents and families and value their contribution to their children’s learning. We recognise the diverse values and beliefs held by each family and promote positive attitudes and practices within the Preschool. A strong sense of continuity across the home and education environment is valued through open trustful relationships with parents and family members. We believe collaboration with other organisations and support services enhance children’s learning and transitions and support parenting and family wellbeing. Our connections with children and families go beyond the Preschool years as does our support.

Learning Environment

Within the Preschool we seek to provide a safe and healthy environment for all staff, children, families and visitors and to comply with the standards for health, safety and welfare set under legislation. We also believe in placing much emphasis on the thoughtful planning of a stimulating, inviting and nurturing learning environment. This is achieved through the provision of a range of hands on resources and technologies that promote enquiry-based learning and provoke children’s enthusiasm and motivation for learning. We engage in critical reflective practice to create an environment that provides continuity for children’s interests and extend their prior knowledge. Educators aim to inspire children and use a holistic approach to challenge them through the learning environment. We encourage children’s sense of fun, exploration and curiosity, promoting their work as unique individuals and as peers in collaboration, learning from one another. The Preschool is committed to implementing environmentally safe practices to promote sustainability and to support the children to develop an understanding and sense of responsibility.

Educator and Professional Practice

We are guided by the objectives of the National Quality Framework and the ECA Code of Ethics assists us in our ethical decisions. Our practices aim to support educators, management and staff through a reflective process, with opportunities for professional development promoting a positive educational culture leading to a professional learning community. We believe it is important to remain aware of the changes to the early education field and reflect these changes to ensure children's learning is based on current educational theory and practice. Our teams of educators work collaboratively to best support the strengths, needs, abilities and interests of children. We recognise children's different learning styles and implement a wide range of strategies and teaching techniques to foster these.

Acceptance and Refusal of Authorisations Policy

Scope

Willoughby Community Preschool has a responsibility to ensure written authorisations from parents or their authorised nominees are in place for each child enrolled at the Preschool, according to the relevant legislation.

Statement

Willoughby Community Preschool in accordance with current legislation recognises a responsibility to obtain correct authorisations from parents or their authorised nominee to safeguard children in particular circumstances.

Objective

To ensure the Nominated Supervisor of the service obtains the correct written authorisation from parents or their authorised nominee/s (and, where provided by parents or authorised nominees, files any updates to written authorisations) for the following:

- Collection of children
- Authorisation to leave premises (for medical, hospital or ambulance care, or because of another emergency)
- Excursions
- Administration of medication

Legislative Requirements

Education and Care Services National Law Act (2010)

Education and Care Services National Regulations (2011)

- Part 4.2 Div 4 92, 93, 94
- Part 4.2 Div 6 99, 102
- Part 4.7 Div 1 Sub div 1 160, 161
- Part 4.7 Div 2 168

National Quality Standard for Early Childhood Education and Care

- Standard 2.1 Element 2.1.1
- Standard 2.2 Element 2.2.1, 2.2.2, 2.2.3

Goal

To meet the legislative requirements of the Education and Care Services National Law and the Education and Care Services National Regulations.

Strategies

All strategies detailed below are to be endeavoured to be implemented to the extent reasonably practicable.

Willoughby Community Preschool Management

Ensure written authorisations from parents or their authorised nominees are in place for each child enrolled at the Preschool, according to the relevant legislation.

Nominated Supervisor

In the absence of the Nominated Supervisor the following duties will be undertaken by the responsible person in charge (see Determining Responsible Person Policy);

Will ensure that all documentation recording written (handwritten, fax, email) authorisation will contain:

- Name of the child enrolled in the service
- Signature of parent/authorised nominee listed on the enrolment form (or for email, the authorisation must originate from a known email address of the person concerned)
- Date of authorisation
- A clear statement of what the authorisation covers;

Authorisations as determined in the National Regulations apply to:

- Collection of children from the service
- Administration of medication or medical procedures
- Leaving premises with a child
- Participation in routine and non-routine excursions;

Authorisation for excursions can only be sought after a thorough risk assessment of the proposed excursion has been conducted and documented (see Excursion Policy);

Authorisation of the above actions will be filed with the child's enrolment record and be retained until the child turns 25 years;

In the case of all of the above actions other than collection of children from the Preschool the Nominated Supervisor or responsible person in charge must exercise the right of refusal if authorisations fail to comply and make a final determination;

In the case of collection of children from the Preschool only, please refer to *Arrival, Departure and Access Policy*; and

Correct authorisation will be obtained, referred to and applicable to the actions identified under the legislation.

Families

Must ensure that they have completed all authorisations and documentation necessary prior to their child commencing at the Preschool, and update authorisations as necessary if their circumstances change;

Parents or guardians can authorise a responsible adult to act on their behalf in the event of emergency, to consent to medical treatment, administration of medication and attend excursions. The authorisation must be in writing and contain:

- Name of the child enrolled in the service
- Signature of parent/authorised nominee listed on the enrolment form
- Date of authorisation
- A clear statement of what the authorisation covers;

Have the responsibility to advise the Preschool in writing of any changes to the information previously submitted and any additional authorised nominees they wish to appoint during the course of the year.

References

Education and Care Services National Regulations (2011)

Related Policies

- Arrival, Departure and Access Policy
- Administration of Medication Policy
- Determining Responsible Person Policy
- Child Protection
- Enrolment and Orientation Policy
- Excursion Policy

- Incident, Injury, Trauma and Illness Policy
- Medical Conditions Policy
- Retention of Records and Documents Policy

Administration of First Aid Policy

Scope

Willoughby Community Preschool has in place practices that ensure the safety and wellbeing of adults and children which address the management of the administration of safe and effective first aid treatment.

Statement

First aid is the emergency aid or treatment given to persons suffering illness or injury following an accident and prior to obtaining professional medical services if required. It includes emergency treatment, maintenance of records, dressing of minor injuries, recognition and reporting of health hazards and participation in safety programs.

Willoughby Community Preschool recognises our responsibility to provide first aid facilities that are adequate for the immediate treatment of injuries and illnesses. Our educators and staff are aware of their duty of care to children, families, staff and visitors in providing appropriate, prompt, basic first aid treatment in the event of injury, illness or support with medication treatment if required.

An emergency is defined as an incident, situation or event where there is an imminent or severe risk to the health, safety and wellbeing of any person present at a service.

Legislative Requirements

Education and Care Services National Law (2010)

Education and Care Services National Regulations (2011)

- Part 4.2 Div 2 regs 85, 86, 87 (3), 89 (1)
- Part 4.4 Div 3 reg 122
- Part 4.4 Div 6 reg 136 (1) (2) (4) (5)
- Part 4.4 Div 7 reg 137 (e)
- Part 4.4 Div 9 reg 146 (c)
- Part 4.7 Div 2 regs 168 (2) (a)(iv), 176 (b), 177 (b)(c)
- Part 7.1 Div 2 regs 245, 246, 247

National Quality Standard for Early Childhood Education and Care

- Standard 2.1 element 2.1.1, 2.1.2
- Standard 2.2 element 2.2.1, 2.2.2
- Standard 4.1 element 4.1.1

- Standard 7.1 element 7.1.2

Goal

Ensure all educators hold and maintain a current first aid qualification and training in asthma and anaphylaxis recognised by the National Authority in accordance with Regulation 137;

Ensure all children, staff, families and visitors who are involved in accidents and incidents whilst at the Preschool and require first aid to be administered, will receive it according to guidelines and recommended practices of a first aid qualification;

Ensure all incidents will be documented, notifications provided and records stored according to regulatory requirements; and

Ensure a risk management approach to health and safety is adopted.

Strategies

All strategies detailed below are to be endeavoured to be implemented to the extent reasonably practicable.

Willoughby Community Preschool Management

Will ensure:

Safeguarding every reasonable precaution to protect children at the Service from harm and/or hazards that can cause injury

All educators hold current first aid qualifications; anaphylaxis management training; and emergency asthma management training recognised by the National Authority in accordance with Regulation 137;

Educators are required to undertake these courses or recertification during Preschool closedown or outside their normal hours of employment;

Procedures are in place for:

- at least one first aid qualified educator to be on the premises at all times;
- an appropriate number of first aid kits for the number of children being educated and cared for by the service and which are suitably equipped, easily accessible and recognisable;
- first aid kits are carried on field excursions; and
- the storage and handling of confidential records;

Nominated Supervisor

Will ensure:

The skills and competencies of trained first aiders employed by the Preschool are maintained and skills are kept up to date, and that refresher first aid and CPR training anaphylaxis and asthma will be periodically scheduled and maintained in a staff register;

First aid guides and publications are accessible to staff at all times to assist them in their understanding and administration of first aid;

Procedures are in place to monitor the contents of all first aid kits and arrange replacement of stock, including when the use-by date has been reached and dispose of out-of-date materials appropriately;

To collaborate and consult with staff and families to develop and implement a risk assessment and management plan for a child where a need is identified;

Emergency procedure information is displayed by each telephone cradle and contact details of emergency services and other emergency contacts are kept current;

Enrolment records for each child include a signed consent form for the administration of first aid and the approved products to be used;

Review and sign off on all documentation when first aid has been administered, a copy of the *Incident, Injury or Trauma Report, Illness Report or Medication Record* will be provided to the family as soon as possible;

Dial 000 or 112 from a mobile, and call for an ambulance when emergency medical treatment is required or delegate this responsibility;

The notification of a serious incident to a regulatory authority is needed where emergency services attended an education and care service in response to an emergency, rather than as a precaution or for any other reason.

The regulatory authority is notified of serious incidents and emergencies occurring at the Preschool, using the National Quality Agenda IT System or by contacting the regulatory authority within 24 hours. If you are unable to access the NQA IT System for events that require notification under the National Law within a 24-hour period, please contact your regulatory authority;

The Management Committee is notified of serious incidents and emergencies occurring at the Preschool within 24 hours;

Educators and staff are aware of the procedures around managing serious incidents; and

Educators conduct risk assessments of the environment to determine likely injuries and illnesses that might occur and rectify their potential causes; introduce preventive measures to eliminate the risk, or control measures to minimise the risk; review and analyse accident, injury, incident and 'near miss' data; provide guidance to educators as necessary, and report to the Management Committee on risks and hazards as required.

Educators

Will:

Hold current first aid qualifications; anaphylaxis management training; and emergency asthma management training recognised by the National Authority;

Be responsible for the administration of first aid, management of injuries, illness and medication in accordance with their first aid training;

As required, undertake courses or refresher training prior to the expiration of current certification, during Preschool closedown or outside their normal hours of employment;

In the event of administer first aid in response to incident, injury, trauma or illness, will have to complete an *Incident, Injury or Trauma Report, Illness Report or Medication Record* and have the Nominated Supervisor/Responsible Person verify and sign the report/record before the parent or authorised nominee signs. First aid will be administered in accordance with the *Incident, Injury, Trauma and Illness Policy*;

In the event of administering medication, in accordance with the *Medical Conditions Policy*, will have to complete a *Medication Record* and have the Nominated Supervisor/Responsible Person verify and sign the report/record before the parent or authorised nominee signs;

Contact families immediately if a child has had a head injury whilst at the Service. It is often very difficult to make an accurate assessment of the severity of a head or neck injury. No head or neck injury will be disregarded or treated lightly as there is the possibility that complications may develop later;

Provide to the family as soon as possible a copy of all relevant report/record;

Manage serious incidents and notify the Nominated Supervisor/Responsible Person as soon as practicable after the serious incident has occurred;

Notify the director if you require counselling following a serious workplace incident;

Regularly undertake risk assessments in the environment in order to plan safe experiences for children; and

Ensure a first aid box checklist is kept in every first aid kit; regularly monitor supplies and update stock as required; and discard and replace out of date stock.

Families

Will:

Ensure they have completed all authorisations and documentation necessary prior to their child commencing at the Preschool and provide the Nominated Supervisor, in writing, with any amendments or additions as required;

Be contactable, either directly or through emergency contacts listed on the child's enrolment record, in the event of an incident requiring the administration of first aid;

Sign Service records of accidents or injuries that have occurred, acknowledging they have been made aware of the incident and the first aid that treatment that was given to the child;

Authorise a responsible adult to act on their behalf in the event of emergency, to consent to medical treatment, administration of medication and attend excursions. The authorisation must be in writing and contain:

- Name of the child enrolled in the service
- Signature of parent/authorised nominee listed on the enrolment form
- Date of authorisation

References

Work Health and Safety Act 2011 and the Work Health and Safety Regulation 2011

Childcare Centre Desktop, Sample Administration of First Aid Policy, accessed May 2018

<https://www.safeworkaustralia.gov.au/doc/model-code-practice-first-aid-workplace>, accessed May 2018

<https://www.safeworkaustralia.gov.au/first-aid>, accessed May 2018

Related Policies

- Acceptance and Refusal of Authorisations Policy
- Emergency Evacuation and Lockdown Policy
- Enrolment and Orientation Policy
- Excursion Policy
- Hand Washing Procedure
- Incident, Injury, Trauma and Illness Policy
- Infectious Diseases Policy
- Medical Conditions Policy
- Nutrition Food and Beverages and Dietary Requirements Policy
- Providing a Child Safe Environment Policy
- Retention of Documents Policy
- Safe Food Handling Program
- Water Safety Policy
- Work Health and Safety Policy

Arrival, Departure and Access Policy

Scope

To ensure the safe arrival and departure of children to and from the Preschool takes place in accordance with current legislative requirements.

To ensure lawful access within the Preschool is carried out having regard to any court orders submitted.

Statement

Arrival and departure times are viewed as an opportunity to contribute to building a strong inclusive community within the Preschool.

The Preschool is committed to a shared duty of care between families and educators to ensure the safe arrival and departure of children and the accurate documentation to record this process.

Children enrolled in the Preschool will only leave the premises if the child:

- (a) is given into the care of –
 - (i) a parent of the child; or
 - (ii) an authorised nominee named in the child’s enrolment record; or
 - (iii) a person authorised by a parent or authorised nominee named in the child’s enrolment record to collect the child from the premises; or
- (b) leaves the premises in accordance with the written authorisation of the child’s parent or authorised nominee named in the child’s enrolment record; or
- (c) is taken on an excursion after written authority to do so has been received; or
- (d) is given into the care of a person or taken outside the premises –
 - (i) because the child requires medical, hospital care or treatment; or
 - (ii) because of another emergency.

An “authorised nominee” is a person who has been given permission by a parent or family member to collect the child from the education and care service (see s 170(5) of the Education and Care Services National Law).

“Parent” does not include a parent who is prohibited by a court order from having contact with the child (see reg 99(5)).

Legislative Requirements

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

- Part 4.2 Division 6, reg 99(1),(2), (4)(a)(b)(d),(5)
- Part 4.6 , reg 157(1), (2), (4)
- Part 4.7 Div 1, sub div 1, reg 158(1), (2)
- Part 4.7 Div 2, reg 168(2)(f)

National Quality Standards for Early Childhood Education and Care

- Standard 2.1, element 2.1.1
- Standard 2.2, element 2.2.1, 2.2.2, 2.2.3
- Standards 6.1 and 6.2

Goal

To ensure the safe arrival and departure of children.

To ensure children leave the Preschool with an authorised person.

To ensure families and educators understand their responsibilities in relation to the access, safe arrival and departure of children.

Strategies

All strategies detailed below are to be endeavoured to be implemented to the extent reasonably practicable.

Willoughby Community Preschool Management

Will ensure that procedures are in place for the safe arrival and departure of enrolled children to and from the Preschool premises; and

Ensure that any parent / carer can contact the child during Preschool hours and exchange information about the child with educators, having regard to submitted Court Orders.

Nominated Supervisor

Ensure that written authority for each excursion has been obtained for all participants. If written authorisation is not received for a particular child, that child cannot attend the excursion;

Ensure that any parent / carer can enter the premises at any time the child is being educated and cared for by the Preschool, subject to any risk to the safety of the children and staff of the Preschool and any court orders of which the Preschool is aware that prevent a parent from having contact with a child;

In the event of a notification of an unauthorised person seeking to collect a child, or the staff are in any way concerned for the child's safety or wellbeing, attempt to organise a parent or an alternative authorised nominee to collect the child. If the conflict continues to be unresolved, contact Chatswood Police. In this case, all reasonable steps will be taken to keep the child at Preschool.

Ensure the regulatory authority is notified of serious incidents and emergencies occurring at the Preschool, using the National Quality Agenda IT System (NQA IT System) or by contacting the regulatory authority within 24 hours. If you are unable to access the NQA IT System for events that require notification under the National Law within a 24-hour period, please contact your regulatory authority;

Ensure the Management Committee is notified of serious incidents and emergencies occurring at the Preschool within 24 hours;

Use discretion, if a child is not collected by 4.30pm and parent/carer/authorised nominee has been unable to be contacted, to direct two educators to accompany the child to the Chatswood Police Station in a taxi. Invoice related costs;

Invoice late fees for children collected after 3pm or, in the case where the "extended hours" option has been selected, 4pm; and

Ensure that records of attendance of all the children are completed and that personal details, including authorised nominees and Court Orders, are reflected in updated information as submitted.

Educators

Ensure that written authorisation is obtained from a parent / carer or other person named in the child's enrolment record as having authority to authorise the taking of the child outside the Preschool, including collection of the child at the end of the day;

Receive the child on arrival when the parent/carer/authorised nominee present the child after signing in online;

Be available to assist the child settle into an activity in the classroom/playground and support the child's transition into the Preschool environment after arrival and sign in;

Ensure all children present have been duly signed in by the parent/carer/authorised nominee. In the event a parent/carer/authorised nominee has omitted to sign a child in, the educator will note the child as present and sign them in online;

Make themselves available to communicate briefly with parents/carers on arrival and departure. More lengthy communications can be undertaken at other times by appointment;

Ensure children depart the Preschool accompanied by a parent/carer/authorised nominee/person authorised by a parent or authorised nominee. In the event an unauthorised person seeks to collect a child, or the staff are in any way concerned for the child's safety or wellbeing, the educator will take whatever reasonable steps they can to keep the child at Preschool. At no stage will educators endanger either themselves or children. If a child is taken against educator's wishes, the educator will notify the Nominated Supervisor immediately;

In the event of a notification of an unauthorised person seeking to collect a child, or the staff are in any way concerned for the child's safety or wellbeing, attempt to organise a parent or an alternative authorised nominee to collect the child. If the conflict continues to be unresolved, contact Chatswood Police. In this case, all reasonable steps will take to keep the child at Preschool.

Ensure the regulatory authority is notified of serious incidents and emergencies occurring at the Preschool, using the NQA IT System or by contacting the regulatory authority within 24 hours. If you are unable to access the NQA IT System for events that require notification under the National Law within a 24-hour period, please contact your regulatory authority;

Undertake a Clearance Check at 4pm. Two educators check the premises for children referencing the attendance record in QK Kiosk prior to closing and locking the rear doors and fixing the classroom cupboards open. Ensure all children have been duly signed out by the parent/carer/authorised nominee/person authorised by a parent or authorised nominee. In the event a parent/carer/authorised nominee has omitted to sign a child out the educator will check to determine whether the child has left the premises then the educator will note the child as departed. Educators sign off in the Daily Clearance Check Register located in the Classroom Diary;

If the child is not collected by 3pm or, in the case of the extended hours option, 4pm, ensure the parent/carer/authorised nominee/person authorised by a parent or authorised nominee signs the Late Book noting time of collection;

If the child is not collected by 4pm, two educators need to remain with the child until the child is collected, they being the child's teacher and a class educator; and

If the child is not collected by 4.30pm and parent/carer/authorised nominee has been unable to be contacted, an educator will notify the Nominated Supervisor who has the authority to direct two educators to accompany the child to the Chatswood Police Station in a taxi. Educators will return by taxi.

Families

Must ensure that they have completed all authorisations and documentation necessary prior to their child commencing at the Preschool and inform the Nominated Supervisor in writing of subsequent changes;

Parents or guardians can authorise a responsible adult (authorised nominee) to act on their behalf in the event of emergency, to collect children from the premises and authorise the child to attend excursions. The authorisation must be in writing and contain:

- Name of the child enrolled in the service
- Signature of parent/carer/authorised nominee listed on the enrolment form
- Date of authorisation;

Ensure that during arrival and departure only children in their care accompany them through the front gate and entrances to the Preschool;

Parents/carers/authorised nominees are responsible for a child whilst on the premises prior to being signed into the Preschool and after they have been signed out of the Preschool;

On arrival and departure of a child at Preschool, parents or authorised persons are required to sign children in and out using Kiosk. This procedure is a regulatory requirement;

It is the responsibility of the parent/carer/authorised nominee to ensure that educators are aware of the child's arrival. At this time educators are available to communicate briefly with parents/carers, more lengthy communications can be undertaken at other times by appointment;

To nurture a sense of security and belonging parents/carers/authorised nominees, when ready to leave, are required to say goodbye to the child. An educator can be available to support the children during this transition;

A copy of any Court Order that relates to the child must be provided to the Nominated Supervisor. The Nominated Supervisor must be informed of any changes to the Order. Educators will endeavour to comply with any applicable requirements specified in the Order;

Children will not be given into the care of persons obviously under the influence of drugs or alcohol, or who pose a risk to the safety of the children and staff;

It is our policy that we do not allow anyone under the age of 16 to collect children;

Children must be signed out and have departed the premises by 3pm or (in the case of the extended hours option) 4pm, in line with our operational licence. After this time, parents/carers/authorised nominees are required to sign the Late Collection Book and will be invoiced a late fee;

If the child is not collected by 4.30pm and parent/authorised nominee has been unable to be contacted, two educators will accompany the child to the Chatswood Police Station in a taxi. Parents will be invoiced the charges incurred which may include taxi fares and staff overtime payments; and

Are expected to abide by relevant road rules and community standards for pedestrian safety.

Children

Will be encouraged to follow road safety practices as they arrive and depart Preschool; and

Will remain with their educators until collected by parent/authorised nominee.

References

Service NSW

NSW Commission for Children and Young People

Kidsafe NSW Inc.

Childcare Centre Desktop, Sample Arrival and Departure Policy, accessed January 2018

Related Policies

- Acceptance and Refusal of Authorisations
- Child Protection Policy
- Emergency Evacuation and Lockdown Policy
- Enrolment and Orientation Policy
- Excursion Policy
- Fee Policy
- Providing a Child Safe Environment Policy

Child Protection Policy

Scope

This policy:

- aims to ensure educators and management at Willoughby Community Preschool have a full understanding of their responsibilities as a Mandatory Reporter, and are supported in fulfilling their responsibilities as a mandatory reporter; and
- sets out procedures for responding to issues of abuse involving staff members, volunteers or students occurring at the Preschool.

Statement

Willoughby Community Preschool is committed to providing an environment that fosters health, development, spirituality, self-respect and dignity, that is free from violence and exploitation. Under the Children and Young Persons (Care and Protection) Act 1998 (NSW), children and young people must receive the care and protection necessary to ensure their safety, welfare and wellbeing. Similarly, s167 of the National Law requires the Preschool to ensure that every reasonable precaution is taken to protect children being educated and cared for by the service from harm.

All educators of our Preschool are Mandatory Reporters (as persons to which s27(1) of the above Act applies) and are required to report to the **Child Protection Helpline (Phone: 133 627)** if they have reasonable grounds to suspect a child or young person is at risk of significant harm and have current concerns about the safety, welfare or wellbeing of a child or young person, where the concerns arise during or from their work.

Definitions

What is Abuse?

There are four types of child abuse:

1. Physical Abuse
2. Sexual Abuse
3. Emotional Abuse
4. Neglect

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

At '**risk of significant harm**' - in relation to a child or young person means that there are current concerns for their safety, welfare or wellbeing because of the presence to a significant extent of any one or more of the following circumstances:

- The child's or young person's basic physical or psychological needs are not being met or at risk of not being met;
- The parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive necessary medical care;
- The child or young person has been, or is at risk of being, physically or sexually abused or ill-treated;
- The child or young person is living in a household where there have been incidents of domestic violence and, as a consequence, the child or young person is at risk of serious physical or psychological harm;
- A parent or other caregiver has behaved in such a way towards the child or young person that the child or young person has suffered or is at risk of suffering serious psychological harm; or

'Reasonable grounds' - means that you suspect a child may be at risk of significant harm based on:

- Your observations of the child, young person or family; or
- What the child, young person, parent or another person has told you.

It does not mean that you are required to confirm your suspicions or have clear proof before making a report.

"Mandatory Reporting" is the legislative requirement for selected classes of people to report suspected child abuse and neglect to government authorities. In NSW, mandatory reporting is regulated by the Children and Young Persons (Care and Protection) Act 1998 (The Care Act).

Legislative Requirements

Education and Care Services National Law 2010

Education and Care Services National Regulations (2011)

- Part 4.2 Div 1 reg 84

National Quality Standards for Early Childhood Education and Care

- Standard 2.2, element 2.2.1, 2.2.2, 2.2.3

Child Protection (Working With Children) Act 2012

Child Protection (Working With Children) Regulation 2013

Children and Young Persons (Care and Protection) Act 1998

Commission for Children and Young People Act 1998

Ombudsman Act 1974

A New Tax System (Family Assistance) (Administration) Act 1999

Goals

Take every reasonable precaution to protect children being educated and cared for by the Preschool from harm.

Willoughby Community Preschool's educators and management have a responsibility to defend children's rights to care and protection to ensure their safety, welfare and wellbeing, and a responsibility to report any children at significant risk of harm. Volunteers are expected to report any concerns to educators or management.

Strategies

All strategies detailed below will be implemented to the extent reasonably practicable.

Willoughby Community Preschool Management and Nominated Supervisor

Will:

Register with the Working with Children Check;

Take reasonable steps to ensure that all staff working at the Preschool are suitable people to provide child care, including the steps set out below;

Identify all paid and unpaid workers in child-related work at the Preschool;

Identify the roles and individuals to whom an exemption from the Working with Children Check applies;

Each time the Preschool employs a new member of staff, carry out Working with Children Check prior to commencement at the Preschool,

Verify every Working with Children Check status online;

Regularly check online status for any change, print and file the search record; and

Immediately remove barred workers from child-related work.

A Working with Children Check is required by:

- an approved provider or manager of an education and care service
- those in child-related work (paid or unpaid) which involves face-to-face contact with children in early childhood education and care.

Exemptions apply to:

- Administrative, clerical or maintenance work, or other ancillary work, that does not ordinarily involve contact with children for extended periods,
- Work with minimal direct contact or unsupervised contact with children, done for no more than five days in a calendar year,
- Volunteering by a parent or close relative of a child in activities for the Preschool, and
- A visiting speaker, adjudicator, performer, assessor or other similar visitor at a school or other place where child-related work is carried out if the work of the person at that place is for a one-off occasion and is carried out in the presence of one or more other adults.

Ensure every adult employed by the Preschool to work with children is made aware of the Children and Young Persons (Care and Protection) Act 1998 and of their obligations under this law and the Education and Care Services National Regulation, Regulation 84, National Quality Standards QA 2), including providing refresher updates as considered necessary from time to time; and

Orientate every adult employed at the Preschool to this child protection policy, ChildStory Reporter and Mandatory Reporter responsibilities that apply to educators and management and ensuring the regular review of these.

Educators and staff

Will:

Develop trusting and secure relationships with all children at the service;

Make reports of current concerns for any child at risk of significant harm to the Child Protection Helpline for Mandatory Reporters; and

Make appropriate responses to all disclosures of abuse and any allegation of abuse against staff members of the service, including cooperating fully with any investigations initiated (whether internal or external).

Documentation of current concerns

Willoughby Community Preschool Management and Nominated Supervisor:

Will:

Support educators through the process of documenting and reporting current concerns of children at risk of significant harm; and

Provide all educators with clear guidelines around documentation and a template to support this.

Ensure that:

- records are kept of any perceived issues with particular children (including in the circumstance where there are concerns, or issues suspected, but at the time the “reasonable grounds” requirement is not satisfied); and
- these records are kept confidential (other than any disclosures required as part of the Mandatory Reporting process, or where otherwise required by law).

Educators

Will:

Make a record of the indicators observed that have led to the belief that there is a current risk of significant harm to a child or young person. Information on indicators of risk of harm are outlined in the NSW Mandatory Reporters Guide which is accessible at www.reporter.childstory.nsw.gov.au

Discuss any concerns with the Nominated Supervisor of the service;

Advise the Nominated Supervisor of their intention to make a report to the Child Protection Help line (132 111); and

Advise the Nominated Supervisor when a report has been made to the Child Protection Helpline.

Mandatory reporting

Willoughby Community Preschool Management and Nominated Supervisor

Will:

Provide all staff and educators working directly with children with a copy of this Child Protection Policy and, in the case of educators, a copy of the Mandatory Reporters Guide to assist them in their reporting;

Provide all staff and educators working directly with children with access to the Child Wellbeing and Child Protection NSW Interagency Guidelines; and

Display the Child Protection Mandatory Reporters Helpline number (133 627) on all phone and lists of emergency contact number in the interests of timely reporting.

If the approved provider becomes aware of something about a member of the Preschool’s staff that affects the suitability of the staff member to provide child care, Management must notify the Commonwealth Department of Education and Training within 7 days, setting out the action that the Preschool has taken or intends to take to deal with the issue (see www.education.gov.au).

Educators

Will:

- In an emergency, where there are urgent concerns for a child’s health or life, it is important to contact the police, using the emergency line ‘000’;

- Use the Mandatory Reporter Guide, answer the questions relating to concerns about a child or young person. At the end of the process, a decision report will guide as to what action to take. Print the report and file securely. The Nominated Supervisor is available if educators require assistance to use this online tool;
- If the Mandatory Reporter Guide determines that there are grounds to suspect a risk of significant harm to a child or young person is urgent, the educator will consult the Nominated Supervisor and phone the Child Protection Helpline on 132 111. If you are a mandatory reporter, you can make non-imminent suspected risk of significant harm reports to the Child Protection Helpline either by using eReport on the ChildStory Reporter website or by phone.
- Mandatory reporters should note that the legislation requires that they continue to respond to the needs of the child or young person (within the terms of their work role) even after a report to the Child Protection Helpline has been made;
- If the Mandatory Reporter Guide determines that an educator's concerns do not meet the risk of significant harm threshold they do not need to make a report to the Family and Community Services Helpline, however, they should discuss the matter with the Nominated Supervisor to determine whether the child or family would benefit from the assistance of another agency. The South Eastern and Northern Sydney Family Referral Service and can be contacted on 1800 066 757 between the hours 8:00am–6 :00pm, Monday-Friday;

The relevant educator should monitor the situation and if they believe there is additional information that could be taken into account, please repeat steps 1 to 5 as required.

Disclosures of abuse

Educators

Will:

React calmly to child making the disclosure;

Listen attentively and later write down the child's exact words:

Provide comfort and care to the child.

Follow the steps for reporting as per the Mandatory Reporters Guide.

Reassure the child or young person that:

- It is not their fault;
- It was right to tell;
- It is not OK for adults to harm children - no matter what;

- Explain what will happen now - that it is part of your job to tell people who can help the child or young person.

Educators will not

Prompt the child for further details or ask leading questions which would make the child feel uncomfortable or has the potential to jeopardise any future legal process or proceedings that may arise as a result of any investigation.

It is important to understand that the Preschool's role is solely to support the wellbeing of the child at all times, not to investigate further any disclosure made by the child.

Allegations of abuse against staff, educators, volunteers or students

Willoughby Community Preschool Management and Nominated Supervisor

Will:

Develop and maintain a system of appropriate record keeping for all allegations to ensure detailed documentation is made and stored securely as required; and this information is not disclosed, other than where considered appropriate by the Management Committee, in connection with any internal or external investigation process, or where otherwise required by law; and

Ensure confidentiality is maintained at all times (subject to disclosure obligations required by law, and in connection with any internal or external investigation processes) and that systems are in place to deal with any breaches of confidentiality;

In addition, the Nominated Supervisor will:

Take all allegations of abuse seriously and clarify what is being alleged with the person who is making the allegation;

Assess whether or not a child or young person is 'at risk of significant harm' and, if so, make a report to the Child Protection Helpline and notify the Approved Provider;

Determine whether or not the allegation is a reportable allegation, a reportable conviction, or reportable conduct. For determination, reference will be made to:
<https://www.ombo.nsw.gov.au/news-and-publications/publications/fact-sheets/child-protection/child-protection-notifying-and-identifying-reportable-conduct>, and advise the Management Committee accordingly;

Where applicable, prepare a draft report about reportable allegations and reportable convictions, and subject to clearance from the Management Committee, submit this report to the Ombudsman within 30 days of receipt;

In consultation with the Management Committee, consider whether or not the police need to be informed of the allegation and if so, make a report;

In consultation with the Management Committee, consider whether a report needs to be provided to the Commonwealth Department of Education and Training A New Tax System (Family Assistance) (Administration) Act 1999 – notifiable events) – and if so, make a report;

If a report is made to the police, notify to the regulatory authority within 24 hours through the National Quality Agenda IT System (NQA IT System). Login to access the portal and select the incident or complaint form and enter the required information.

The Management Committee and the Nominated Supervisor will investigate allegations of abuse, in accordance with the following framework:

- The Nominated Supervisor will develop an investigation plan of the matter, as soon as practicable, and submit this plan to the Management Committee for approval. The plan may include a recommendation on who should conduct the investigation (for example, should it be treated as an internal matter or should an external investigator or legal advisor be appointed), timeframe for conducting the investigation, and requirements to obtain relevant information from a range of sources, including a statement from the person who made the allegation; statements from witnesses and a statement from the person against whom the allegation has been made and any other relevant documentation;
- The Nominated Supervisor will ensure that notes of any telephone conversations with the public authorities referred to above, as well as copies of all reports, forms and other documents generated as contemplated above, in connection with the relevant allegations of abuse, will be made available to the investigation, and are retained for future reference.
- If the allegation is being investigated by Family and Community Services or the Police, the service will be guided by their advice as to whether they should independently investigate the allegation (although ultimately it is a matter for the Management Committee as to whether an internal investigation should be conducted, including in the event that legal advice is required);
- If an investigation is carried out by the Preschool, the information that has been gathered will be assessed and a finding made as to whether the allegation is false, vexatious, misconceived, not reportable conduct, not sustained or sustained. The reasons for the finding will be clearly recorded to ensure that the decision-making has been transparent; and
- The staff member, volunteer or student will be advised of the outcome of the investigation in writing. Advice will be provided about the investigation finding and any follow up action that may be required. Advice will also be provided about any rights of appeal and the person will be advised that the NSW Ombudsman has been notified and the Commission of Children and Young Persons also notified of the relevant employment proceeding (if relevant).

Part B of the *Ombudsman Notification form* will be completed and sent to the Child Protection Division, NSW Ombudsman with all supporting documentation gathered during the investigation;

Family and Community Services will also be informed of the outcome of the investigation.

The Management Committee and Nominated Supervisor will also undertake a risk management assessment following an allegation to ensure the protection and safety of children, staff and visitors to the service. The assessment will then be discussed with the Management Committee and, to the

extent necessary, decisions will be made in order to mitigate and manage the risks that have been identified.

Informing the applicable staff member/Volunteer/Student

Willoughby Community Preschool Management and Nominated Supervisor

Will:

Treat the staff member/educator/volunteer/student with fairness at all times and (for Preschool employees) uphold their employee rights at all times;

Depending on the nature of the allegation, arrange to inform the person immediately (though be guided by the advice of Family and Community Services (FaCS) or the police, as applicable);

Arrange for the person against whom an allegation has been made, to have a support person attend the meeting. This support person must not participate in the discussions throughout the meeting;

Make accurate documentation of all conversations, and ensure all records are handled and stored in accordance with the Preschool's Confidentiality of Records Policy;

Suggest the person subject to the allegation seek counselling or support via their local General Practitioner;

Depending on the nature of the allegation made, the person subject to the allegation may be suspended pending further investigation; and

After all investigations are completed, provide the staff member, volunteer or student with verbal and written notification of the outcome of the investigation.

Rights of all parties

The decision-making process throughout the investigation will at all times have due regard to the safety and wellbeing of the child/ren and the staff member, volunteer, student, carers & carer's household members;

Consideration will be taken in relation to actual or potential 'conflicts of interest' that may be held by the investigator, and where appropriate the relevant person should be stood down from the investigation, or the potential conflict identified in any investigation report. It may be appropriate for external parties to be engaged to carry out any investigation in order to avoid potential conflicts.

All reportable allegations will be notified to the Ombudsman. The person, against whom the allegation has been made, will be notified of this and will also be notified of the investigation find and follow up action, including the notification to the Commission of Children and Young Persons, if relevant;

The person, against whom the allegation has been made, will be notified of any appeal mechanisms if they are not satisfied with the investigation process or the outcome of the investigation;

The Nominated Supervisor, Management Committee representative or delegate, or other nominated person who conducts the investigation, will ensure that they act without bias, without delay and without conflict of interest; and

All parties can complain to the Ombudsman if they are not satisfied with the conduct of the investigation.

Confidentiality

The Preschool will handle any allegation of child abuse in a **confidential manner** (subject to disclosure obligations as set out previously in this Policy or documented in other Preschool Policies, or where otherwise required by law).

References

Community Early Learning Australia (CELA), accessed from <https://www.cela.org.au> accessed May 2018

NSW Government, Department of Human Services, Community Services, Resources for Mandatory Reporters, accessed May 2018 from:
<http://www.community.nsw.gov.au/preventing-child-abuse-and-neglect/resources-for-mandatory-reporters/how-to-make-a-report>

New South Wales Interagency Guidelines for Child Protection Intervention, NSW Government, 2006

New South Wales Mandatory Reporter Guide 6th edition, December 2014

NSW Ombudsman: www.ombo.nsw.gov.au accessed May 2018

Australian Government Federal Register of Legislation:
<https://www.legislation.gov.au/Details/C2018C00135> accessed September 2018
<https://www.legislation.gov.au/Details/C2018C00208> accessed September 2018

Office of the Children's Guardian: <https://www.kidsguardian.nsw.gov.au/child-safe-organisations/working-with-children-check> accessed September 2018

ChildStory Reporter & Online Mandatory Reporter Guide <https://reporter.childstory.nsw.gov.au/s/> accessed May 2018

Childcare Centre Desktop, Sample Child Protection Policy LDC, accessed May 2018

Related Policies

- Excursion
- Code of Conduct

- Complaints Policy
- Confidentiality of Records Policy
- Excursion Policy
- Interaction with Children Policy
- Privacy Policy
- Visitor, Volunteer and Student Policy

Code of Conduct

Scope

This Code of Conduct provides a framework for adults connected with the Preschool to conduct themselves in a manner that promotes behaviour and interactions with children and other adults that is courteous, respectful, honest and sensitive and that is compliant with relevant laws. The Code of Conduct is supported by a number of more detailed policies, which are identified in this document.

It applies to all:

- staff
- adults performing work for the Preschool, including volunteers and work experience students
- families/carers
- all members of the Management Committee

(i) while present at the Preschool, and/or (ii) when participating in activities and functions involving or connected with the Preschool, for example, attending off-site training or representing the Preschool in dealing with third parties when organising fundraisers.

Statement

Willoughby Community Preschool provides education and care for young children. It promotes a safe and healthy environment, in which appropriate standards of behaviour are adhered to by all adults.

Preschool Management Committee, staff and other adults representing the Preschool must conduct themselves in a way that promotes public confidence and trust in the Preschool. They must ensure that, as far as practicable, the best interests of the children attending the Preschool are maintained in decision-making and when undertaking duties within the Preschool.

The reputation of Willoughby Community Preschool and its standing in the community are built on the following principles and these principles must be incorporated into the decisions, actions and behaviour of all Management Committee members, staff and other adults representing the Preschool in any capacity:

- Competence
- Courtesy and respect for individuals
- Cultural sensitivity
- Ethical behaviour
- Fairness and impartiality

- Transparency, openness, honesty and accountability
- Responsibility
- Efficiency and effectiveness

(Adapted from NSW Ombudsman, *Good Conduct and Administrative Practice*, April 2017)

Legislative Requirements

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

- Part 4.7 Div 2 reg 168

National Quality Standard for Education and Care

- Standard 4.1 element 4.1.2
- Standard 4.2 element 4.2.1, 4.2.2
- Standard 7.1 element 7.1.1, 7.1.3

Work Health and Safety Act 2011 (NSW)

Work Health and Safety Regulation 2011 (NSW)

Sex Discrimination Act 1984 (Commonwealth)

Race Discrimination Act 1975 (Commonwealth)

Disability Discrimination Act 1992 (Commonwealth)

Age Discrimination Act 2004 (Commonwealth)

Anti-Discrimination Act 1977 (NSW)

Goals

All children and adults at the Preschool are treated with courtesy and respect, and differences are to be valued.

Adhere to appropriate standards of ethical conduct, fairness and impartiality.

Act with honesty and integrity in all dealings connected with the Preschool.

Cultural sensitivity is respected and maintained.

Maintain a safe working environment.

Maintain and develop the reputation of the Preschool.

Respect and maintain privacy and confidentiality.

Compliance with this Code of Conduct and relevant legislation.

Strategies

All strategies detailed below are to be endeavoured to be implemented to the extent reasonably practicable.

General Strategies

The primary obligations of all adults to whom this Code applies, while present at the Preschool or otherwise participating in activities and functions connected with the Preschool, consist of:

- Act with honesty, fairness and integrity;
- Always display ethical behaviour;
- Act in the best interests of the children wherever possible;
- Ensure cultural sensitivity is incorporated into all actions and behaviour;
- Display impartiality, transparency, openness and accountability in decision-making;
- Comply with all relevant laws;
- Do not engage in conduct likely to discredit the Preschool;
- Display courtesy, respect and sensitivity in all dealings with the children, other adults at the Preschool and the general public; and
- Encourage the reporting and investigating of any potential unlawful behaviour.

Safety in the Workplace

The Preschool values the physical and mental health and safety of the children, staff, families and third parties present at the Preschool. All people present at the Preschool should have a safe environment that promotes their wellbeing. The Preschool's Work Health and Safety Policy and all related policies must be complied with to assist with the maintenance of a safe workplace at all times.

Privacy and Confidentiality

The Preschool respects the privacy and confidentiality of others, including children, families and staff. To the extent the Preschool (management and staff) collects, holds and otherwise deals with the personal information and confidential information of others, that information will be collected, held and dealt with as set out in:

- for confidential information, the Preschool’s Confidentiality of Records Policy; and
- for personal information, the Preschool’s Privacy Policy,

and Preschool Management, staff, visitors and families will comply with these policy requirements (as applicable to them).

Anti-discrimination and Harassment free Environment

The Preschool is committed to providing equal opportunity. Adults must not engage in discrimination, harassment (including sexual harassment), bullying, victimisation or vilification in relation to children, staff, families, or other third parties. Such behaviour may be contrary to legislation and may expose the Preschool and the individual to remedies imposed by a court, such as monetary compensation. The Workplace Behaviour Policy must be complied with.

Tobacco, Alcohol and Drug Use

The Preschool is a smoke free environment and the smoking of tobacco on the premises is prohibited. Alcohol and drug use (including prescription medication) must not impair the ability of the person to interact with and care for children. Illegal drug use is prohibited at the Preschool. The Tobacco, Alcohol and Drug Policy must be complied with.

Willoughby Community Preschool Management

Will:

Be familiar with this Code of Conduct and relevant legislative obligations connected with the Preschool, such as health and safety legislation and anti-discrimination legislation;

Apply decision making processes that are transparent, open and honest;

Require all staff, volunteers and parents to be provided with a copy of this Code of Conduct;

Comply with the Required Standards of Conduct (see Attachment B);

Consider and determine any breaches of this Code of Conduct that may lead to disciplinary action;

Comply with this Code of Conduct when at the Preschool or engaging in any activity associated with the Preschool.

Nominated Supervisor

Will:

Be familiar with this Code of Conduct and relevant legislative obligations connected with the Preschool, such as health and safety legislation and anti-discrimination legislation;

Provide a copy of this Code of Conduct to all staff, volunteers, work experience students and parents/guardians;

Reflect on the requirements of Code of Conduct, and relevant legislative obligations connected with the Preschool, with staff, such as in staff meetings, training and individual discussions – as well as provide guidance as to the requirements of the Code, as necessary, to other adults to which this Code applies, for example in individual discussions;

Comply with the ECA Code of Ethics as amended from time to time (see attachment A);

Comply with this Code of Conduct when at the Preschool or engaging in any activity associated with the Preschool.

Educators

Will:

Be familiar with this Code of Conduct and relevant legislative obligations connected with the Preschool, such as health and safety legislation and anti-discrimination legislation;

As necessary, participate in group discussions and training about the Code of Conduct and relevant legislative obligations.

Comply with the ECA Code of Ethics as amended from time to time (see attachment A);

Comply with this Code of Conduct when at the Preschool or engaging in any activity associated with the Preschool.

Families

Will:

Be familiar with this Code of Conduct.

Comply with the Required Standards of Conduct (see Attachment B);

Comply with this Code of Conduct when at the Preschool or engaging in any activity associated with the Preschool.

Volunteers and Work Experience Students

Will:

Be familiar with this Code of Conduct and relevant legislative obligations connected with the Preschool, such as health and safety legislation and anti-discrimination legislation;

As necessary, participate in group discussions and training about the Code of Conduct and relevant legislative obligations.

Comply with the relevant parts of the ECA Code of Ethics as amended from time to time (see attachment A);

Comply with this Code of Conduct when at the Preschool or engaging in any activity associated with the Preschool.

Non-compliance with Code of Conduct

Any non-compliance with this Code of Conduct by any adult to whom this Code applies that is brought to the attention of the Preschool may be considered and determined by the Management Committee or, in the case of volunteers/students, by the Nominated Supervisor.

Disciplinary action may be taken, at the Management Committee's discretion:

- against any member of staff for any breach. Such action may include a requirement for the relevant person to undertake counselling, the issuing of a formal warning, or in very serious cases, termination of employment; or
- for a very serious breach of this Code, against a family member. Such action may include the relevant child being suspended or withdrawn from the Preschool. Less serious breaches may qualify for a formal warning or other similar communication.

Disciplinary action against any volunteers or work experience students for any breach of the Code may be considered and determined by the Nominated Supervisor. Potential consequences include removal from the Preschool.

References

Department of Education & Training www.education.gov.au, accessed May 2018

Ombudsman NSW www.ombo.nsw.gov.au, accessed May 2018

Belonging, Being, Becoming: The Early Years Learning Framework for Australia (2009)

Early Childhood Australia (ECA) Code of Ethics <http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>, accessed May 2018

Community Early Learning Australia, Code of Conduct for Staff Members Sample Policy – accessed May 2018

Childcare Centre Desktop, Sample Code of Conduct Policy, accessed May 2018

Related Policies

- Governance and Management of the Service Policy
- Interactions with Children Policy
- Confidentiality of Records Policy
- Privacy Policy
- Staff Grievance Policy
- Work Health and Safety Policy

- Water Safety Policy
- Work Health and Safety Policy
- Workplace Behaviour Policy

Attachment “A”

ECA CODE OF ETHICS

This Code of Ethics is informed by the principles in the United Nations Convention on the Rights of the Child (1991) and the Declaration on the Rights of Indigenous Peoples (2007). A Code of Ethics is an aspirational framework for reflection about the ethical responsibilities of childhood professionals who work with, or on behalf, of children and their families.

This Code of Ethics defines the core aspirational values of the profession and provides guidance for professional decision making especially when there are conflicting obligations or responsibilities.

In this Code of Ethics, the protection and wellbeing of children is paramount and therefore speaking out or taking action in the presence of unethical practice is an essential professional responsibility.

I. In relation to children, I will:

Act in the best interests of all children,

Create and maintain safe, healthy, inclusive environments that support children’s agency and enhance their learning,

Provide a meaningful curriculum to enrich children’s learning, balancing child and educator initiated experiences,

Understand and be able to explain to others how play and leisure enhance children’s learning, development and wellbeing,

Ensure childhood is a time for being in the here and now and not solely about preparation for the future,

Collaborate with children as global citizens in learning about our shared responsibilities to the environment and humanity,

Value the relationship between children and their families and enhance these relationships through my practice,

Ensure that children are not discriminated against on the basis of gender, sexuality, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin,

Negotiate children’s participation in research, by taking into account their safety, privacy, levels of fatigue and interest,

Respect children as capable learners by including their perspectives in teaching, learning and assessment, and

Safeguard the security of information and documentation about children, particularly when shared on digital platforms.

II. In relation to the profession, I will:

Base my work on research, theories, content knowledge, practice evidence and my understanding of the children and families with whom I work,

Take responsibility for articulating my professional values, knowledge and practice and the positive contribution our profession makes to society,

Engage in critical reflection, ongoing professional learning and support research that builds my knowledge and that of the profession,

Work within the scope of my professional role and avoid misrepresentation of my professional competence and qualifications,

Encourage qualities and practices of ethical leadership within the profession,

Model quality practice and provide constructive feedback and assessment for students as aspiring professionals,

Mentor new graduates by supporting their induction into the profession, and

Advocate for my profession and the provision of quality education and care.

III. In relation to colleagues, I will:

Encourage others to adopt and act in accordance with this Code, and take action in the presence of unethical behaviours,

Build a spirit of collegiality and professionalism through collaborative relationships based on trust, respect and honesty,

Acknowledge and support the diverse strengths and experiences of colleagues in order to build shared professional knowledge, understanding and skills,

Use constructive processes to address differences of opinion in order to negotiate shared perspectives and actions,

Participate in a 'lively culture of professional inquiry' to support continuous improvement,

Implement strategies that support and mentor colleagues to make positive contributions to the profession, and

Maintain ethical relationships in my online interactions.

IV. In relation to families, I will:

Support families as children's first and most important teacher and respect their right to make decisions about their children,

Listen to and learn with families and engage in shared decision making, planning and assessment practices in relation to children’s learning, development and wellbeing,

Develop respectful relationships based on open communication with the aim of encouraging families’ engagement and to build a strong sense of belonging,

Learn about, respect and respond to the uniqueness of each family, their circumstances, culture, family structure, customs, language, beliefs and kinship systems, and

Respect families’ right to privacy and maintain confidentiality.

V. In relation to community and society, I will:

Learn about local community contexts and aspirations in order to create responsive programs to enhance children’s learning, development and wellbeing,

Collaborate with people, services and agencies to develop shared understandings and actions that support children and families,

Use research and practice-based evidence to advocate for a society where all children have access to quality education and care,

Promote the value of children’s contribution as citizens to the development of strong communities,

Work to promote increased appreciation of the importance of childhood including how children learn and develop, in order to inform programs and systems of assessment that benefit children, and

Advocate for the development and implementation of laws and policies that promote the rights and best interests of children and families.

The first Code of Ethics for the Australian early childhood profession was developed in 1988; it was widely cited and used for 19 years. The first review of the Code of Ethics began in 2003 with the second version launched in 2007. The second review of the Code of Ethics began in 2014 with the third (current) version approved by the ECA National Board in February 2016.

Attachment “B”

REQUIRED STANDARDS OF CONDUCT

I. In relation to children, I will:

Act in the best interests of all children,

Role model appropriate and positive behaviour,

Treat children with respect and courtesy in my interactions with them,

Actively listen to children and provide guidance as appropriate,

Speak to children in a positive manner,

Create and maintain safe, healthy environments, spaces and places, which enhance children’s learning, development, engagement, initiative, self-worth, dignity and show respect for their contributions,

Acknowledge the uniqueness and potential of all children, in recognition that enjoying their childhood without undue pressure is important, and

Not discriminate against any child on the basis of gender, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin.

II. In relation to other adults, I will:

Treat them with courtesy and respect,

Use positive, non-offensive language, and

Comply with instructions given by staff of the Preschool.

Confidentiality of Records Policy

Scope

This policy relates to the confidentiality of information and records at Willoughby Community Preschool.

Statement

This policy has been developed to ensure appropriate protection and preservation of confidentiality in relation to information about Preschool staff, children and families, that is collected and held by the Preschool.

Legislative Requirements

Education and Care Services National Law Act (2010)

Education and Care Services National Regulations (2011)

- Part 4.7 Div 3 Subdivision 2 regs 181 -184

National Quality Standard for Education and Care

- Standard 7.1 elements 7.1.1, 7.1.2, 7.1.3
- Standard 7.2

Goals

Maintain private and confidential files for all educators, staff, volunteers, work experience students, children and their families, where required as part of the operation of the service.

Develop, implement and maintain systems for the appropriate use, storage and disposal of confidential records, which comply with applicable legal requirements.

In the case of files containing confidential information about children enrolled or to be enrolled at the service, ensure the information held in each file is used only for the education and care of the relevant child enrolled in the service, or for the enrolment of children in the service, and only shared with relevant or authorised people as defined within authorisations of the Education and Care Services National Regulations 2011, and not used or shared for any other purpose without consent of the person who provided the information.

Note: the Preschool is also subject to applicable requirements under privacy laws, in relation to its collection and handling of personal information of children and their families. This is addressed separately in the Preschool's Privacy Policy, which should be read together with this Policy.

Strategies

All strategies detailed below are to be endeavoured to be implemented to the extent reasonably practicable.

Willoughby Community Preschool Management

Will:

Ensure information and records provided to the Preschool by:

- families (information about their children who are enrolled at, or who have applied to be enrolled at, the Preschool, as well as information about the parents/guardians of those children); and
- staff,

are collected, handled and stored appropriately by the Preschool, in accordance with applicable legal requirements, and not divulged or communicated, directly or indirectly to any other person, other than as set out in either in this Policy, other Preschool Policies that deal with particular issues where confidentiality is relevant (e.g. Child Protection Policy, Medical Conditions Policy), or where required to be disclosed by law.

Note: confidential information does not include information that is in the public domain (other than information that enters the public domain as a consequence of a breach of this policy), or information that has been made available to all or a portion of the community.

Engage a third party to provide the Preschool with an electronic interface between the Preschool and the Commonwealth Government (“**Electronic Interface Provider**”) (as required to maintain the Preschool’s approval for the purpose of the family assistance law).

Periodically assess the ongoing suitability of the relevant Electronic Interface Provider to provide an electronic interface between the Preschool and the Commonwealth Government.

Nominated Supervisor

Will:

Ensure information and records to which this Policy applies, when provided to the Preschool by families or staff, is kept confidential and only used for the purpose it was collected for (unless the applicable family or staff member concerned provides written consent for use for another purpose, or unless otherwise permitted by this Policy, any other Preschool Policy or by law);

Ensure that all information and records to which this Policy applies, which are kept either by the Preschool or an Electronic Interface Provider, are stored:

- in a safe and secure place, so as to minimise the risk of unauthorised access, use or disclosure; and

- for the relevant period as specified in regulation 183(2) of the Education and Care Services National Regulations 2011 or (where applicable) as set out in the Preschool's Retention of Records and Documents Policy.

Ensure that information and records to which this Policy applies, which are kept by the Preschool or the Electronic Interface Provider, are not divulged or communicated, directly or indirectly, to anyone other than:

- The NSW Department of Education and Communities, or an authorised officer of the Department (or any successor to that Department), where that Department is entitled to the information pursuant to law;
- The Commonwealth Department of Education and Training (or any successor to that Department), where that Department is entitled to that information pursuant to law;
- A parent or guardian of the relevant child, except in the case of information kept in a staff record;
- As permitted or required by any applicable law; or
- As permitted with the written consent of the person who provided the information.

Maintaining Information:

- The Nominated Supervisor is responsible for keeping all service records required under the Education and Care National Regulation 2011, to be held either directly by the Preschool or by the Electronic Interface Provider. Records will be updated regularly. See further the Preschool's Retention of Records and Documents Policy.
- In keeping with the Early Childhood Australia (ECA) Code of Ethics (2016), the Education and Care Services National Regulations 2011, educators and staff employed by the Preschool are bound to respect the privacy rights of children enrolled and their families; educators and staff and their families and any other persons associated with the service. See further the Preschool's Privacy Policy.

As required, provide or arrange training to Preschool staff on the requirements of this policy, including training on what is confidential information, and appropriate approaches to collection, filing and storage of relevant information.

As required, and in conjunction with the Management Committee, assessing the ongoing suitability of any Electronic Interface Provider, to provide services to the Preschool.

Educators

Will:

Ensure information to which this Policy applies, which is provided to the Preschool by families to the extent that the information is collected or handled by educators, is kept confidential, securely filed and stored, and only used for the purpose it was collected for.

Refer any requests for access to such information to the Nominated Supervisor.

Assist the Nominated Supervisor to ensure that all information to which this Policy applies is stored securely, so as to minimise the risk of unauthorised access, use or disclosure.

Participate in reflection and training on appropriate approach to collection, filing and storage of information to which this policy applies, as necessary.

References

Early Childhood Australia - www.earlychildhoodaustralia.org.au

Community Early Learning Australia (CELA) “Privacy Collection Statement” sample and “Privacy and Confidentiality” sample policy – accessed May 2018

Early Childhood Australia (ECA) Code of Ethics (2016)

Childcare Centre Desktop, Sample Privacy and Confidentiality Policy LDC, accessed May 2018

Related Policies

- Administration of First Aid Policy
- Child Protection Policy
- Code of Conduct
- Enrolment and Orientation Policy
- Excursion Policy
- Governance and Management of the Service Policy
- Privacy Policy
- Retention of Records and Documents Policy
- Medical Conditions Policy

Complaints Procedure

Scope

This complaints procedure provides a framework for educators, staff, families and the wider community to put forward any complaints in relation to the Preschool and have them managed appropriately.

Note: this is not a grievance procedure. Matters of staff grievance should be dealt with under the Staff Grievance Policy.

Statement

Willoughby Community Preschool welcomes feedback from families, staff and others. We endeavour to resolve complaints promptly and professionally to the satisfaction of all involved while ensuring we act in the best interests of the Preschool community.

The Preschool recognises that the sharing of information between families and staff is important; through open communication the Preschool community can work together to best meet the needs of the children.

Legislative Requirements

Education and Care Services National Law 2010

- Sec 174 (2) (b)

Education and Care Services National Regulations 2011

- Part 4.7 Div 2 reg 168 (2)(o);
- Part 4.7 Div 3 Sub Div 1 reg 176 (2)(b)

National Quality Standard for Education and Care

- Standard 7.1

Goals

Provide a process for the making and managing of complaints.

Communicate the option and process of making a complaint.

Handle complaints as competently and confidentially as possible.

Strategies

All strategies detailed below are to be endeavoured to be implemented to the extent reasonably practicable.

Willoughby Community Preschool Management

Will:

Manage and oversee the complaints process as required, determine if any action is required, and where necessary implement any follow up actions.

Notes:

- (1) Complaints alleging that the safety, health or wellbeing of a child was or is being compromised whilst the child is at the Preschool, or that the law has been breached, requires the authorised provider to notify the regulatory authority within 24 hours through the NQA IT System through the portal where you can select the complaint form and enter the required information. If you are unable to access the NQA IT System for events that require notification under the National Law within a 24-hour period, please contact your regulatory authority;
- (2) For serious incidents, regardless of whether the incident is the subject of a complaint or not, notification must occur to the regulatory authority within 24 hours through the NQA IT System through the portal where you can select the incident form and enter the required information. See further, Medical Conditions Policy, Arrival, Departure and Access Policy, Child Protection Policy and Administration of First Aid Policy. If you are unable to access the NQA IT System for events that require notification under the National Law within a 24-hour period, please contact your regulatory authority;

Nominated Supervisor

Will:

Communicate information on the complaints process (“Attachment A” Complaints Procedure- Parents and Carers, and “Attachment B” Complaints Procedure- Staff) to families through the enrolment and orientation process;

Reflect on the requirements of the complaints procedures, such as in staff meetings, training and individual discussions;

Provide or arrange training on complaints management for staff;

Manage the complaints procedure as required where a complaint is made, including the resolution of any issues and overseeing any follow up actions, as necessary (other than in the case of a complaint about the Nominated Supervisor, in which case a member of the Management Committee will be appointed to manage the complaints procedure); and

Complete and submit as necessary through the NQA IT System portal in respect of complaints made.

Educators

Will:

Be familiar with the complaints procedure (“Attachment A” Complaints Procedure- Parents and Carers and “Attachment B” Complaints Procedure- Staff);

Manage the complaints procedure as required; and

Raise any complaints in accordance with the complaints procedure.

Families

Will:

Be familiar with the complaints procedure (“Attachment A” Complaints Procedure- Parents and Carers); and

Raise any complaints in accordance with the complaints procedure.

References

Department of Education and Training <https://education.nsw.gov.au/> accessed May 2018

The Early Years Learning Framework for Australia (2009)

“Effective Complaint Handling Guidelines” NSW Ombudsman, 3rd Edition February 2017

Community Early learning Australia (CELA) “Complaints Handling” Sample policy

Related Policies

- Ethical Conduct Policy Interactions with Children Policy
- Confidentiality of Records Policy
- Work Health and Safety Policy
- Privacy Online Policy
- Workplace Behaviour Policy

Attachment “A”

COMPLAINTS PROCEDURE – PARENTS AND CARERS

In the event that a parent or carer has a concern or complaint regarding any activity at the Preschool the following process should be followed:

Informal inquiries, complaints or concerns

- Any informal inquiries, complaints or concerns should be addressed to the appropriate staff member. An inquiry of a general nature may be dealt with by any staff member.

In the event that the parent or carer is not satisfied with the outcome of their informal inquiry or complaint, the matter may be escalated by the parent or carer to the Director or Management Committee. Contact details for the members of the Management Committee are located on the Preschool foyer notice board. If a parent or carer chooses to escalate the complaint, it should be documented in writing where practicable.

Formal complaints

- If the inquiry, complaint or concern relates to the safety, health or wellbeing of a child or a child’s behaviour or development was or is being compromised, or that the law has been breached, this will automatically be deemed a formal complaint (whether or not it is in writing). The complainant will be encouraged to document the complaint in writing where practicable. It is then the responsibility of the Authorised Provider (through the Nominated Supervisor) to notify the regulatory authority within 24 hours through the NQA IT System through the portal where you can select the complaint form and enter the required information. If you are unable to access the NQA IT System for events that require notification under the National Law within a 24-hour period, contact your regulatory authority;
- The Nominated Supervisor will promptly inform the Management Committee about any incident or complaint notifications made.
- If the inquiry relates to the management of the Preschool, (eg. fees, placements, etc), or the actions of a member of staff (in each case, a formal complaint) then the matter should be brought to the attention of the Director or a member of the Management Committee. The person should specify that they are making a formal complaint, and where practicable it should be documented in writing.
- Complaints (formal) must be documented and placed on the Preschool’s secure complaints register. If any written (formal) complaint is not sufficiently clear, then a Preschool staff member should seek clarification from the complainant and record that clarification in writing (with details kept on the complaints register). Note that the Director or member of the Management Committee may deem a verbal complaint that is not supported by any written confirmation to be sufficiently serious to be considered a formal complaint and treated as formal accordingly.
- All documentation created in connection with a formal complaint will be maintained in a secure complaints register that is accessible only to those who need to be notified in order to

deal with the complaint.

- Written notification of action taken, if any is considered necessary, in response to a formal complaint will be provided to the party who lodged the complaint as soon as practicable. Details of action taken will also be noted in the complaints register.

Complaints – general

- All complaints will be dealt with as confidentially and expediently as practicable.
- If any complaint is not resolved to the satisfaction of the parent or carer they are welcome to contact the (ECECD). The Director will provide such contact details on request and they are displayed in the foyer.
- All parties directly involved in a complaint, or in sorting it out, are responsible for keeping the matter confidential.
- Vexatious or malicious complaints (that are made in bad faith) will not be tolerated and any person who makes a vexatious complaint may have their family's enrolment terminated
- Parents and carers are not to be victimised for making a genuine complaint.

Attachment “B”

COMPLAINTS PROCEDURE - STAFF

(Note: this is not a grievance procedure. Matters of staff grievance should be dealt with under the Staff Grievance Policy).

- Educators and staff may make a formal complaint about aspects of our service. Where practicable, formal complaints must be documented in writing.
- Formal complaints can be made to the Director or a member of the Management Committee.
- Formal complaints must be documented by the Director or member of the Management Committee and placed on the Preschool’s secure complaints register. All documentation created in connection with a complaint will be maintained in a secure complaints register that is accessible only to those who need to be notified in order to deal with the complaint. The register should also include details of any actions taken in response to the complaint in question.
- Any formal complaints will be dealt with as confidentially and expediently as practicable.
- The Director and the Management Committee must notify the regulatory authority within 24 hours through the NQA IT System through the portal where you can select the complaint form and enter the required information.
- If the formal complaint is not resolved to the satisfaction of the staff member they are welcome to contact ECECD. The Director will provide such contact details on request.
- Written notification of action taken, if any is considered necessary, in response to a formal complaint will be provided to the party who lodged the complaint as soon as practicable.
- All parties directly involved in a complaint, or in sorting it out, are responsible for keeping the matter confidential.
- Vexatious or malicious complaints (that are made in bad faith) will not be tolerated and any staff member who makes a vexatious complaint may be subject to disciplinary action.
- Staff are not to be victimised for making a genuine complaint.

Determining Responsible Person Policy

Scope

To ensure that Willoughby Community Preschool meets the requirement of the National Law, Regulations and National Quality Framework of ensuring that a responsible person is physically present at all times the Preschool is educating and caring for children.

Statement

The National Law requires that, at all times that the Preschool is educating and caring for children, that a “responsible person” must be present. In the Preschool’s case, the responsible person may be:

- the Nominated Supervisor of the Preschool
- an educator who has been placed in day-to-day charge of the Preschool, in accordance with the Regulations.

Willoughby Community Preschool is committed to ensuring that a person who is either the Nominated Supervisor or an educator who has been placed in day-to-day charge of the Preschool, and who in all other respects meets the requirements of the National Law and Regulations, is duly appointed to be the responsible person in charge of the service at all times the Preschool is operating.

Explanatory notes:

- (1) As at 1 October 2017 Supervisor Certificates have been removed to allow service providers the autonomy to decide who can be the Responsible Person at each service. A Service Supervisor Certificate is issued to the Preschool, rather than certificates being issued to individuals. This certificate allows a person employed by the Preschool to be appointed the Nominated Supervisor, or an educator placed in day-to-day charge of the Preschool in the absence of the Nominated Supervisor, subject to meeting applicable requirements.
- (2) In the Preschool’s case, an educator working at the Preschool – who is not the Nominated Supervisor - who has been identified by the approved provider as either being responsible for the day to day management of the service, or as exercising supervisory and leadership responsibilities for part of the service.
- (3) To fulfil the role of responsible person, the educator must also have consented, in writing, to be placed in charge of the service.
- (4) An educator placed in day to day charge of an education and care service is not the Nominated Supervisor for the service and does not have the same responsibilities as the Nominated Supervisor.

Legislative Requirements

Education and Care Services National Law 2010

- Part 3 Section 56
- Part 6 Section 162

Education and Care Services National Regulations 2011

- Part 2.2 Div. 2, reg 35
- Part 2.3 Div.4, reg 54
- Part 4.4 Div. 9, regs 146, 150
- Part 4.7 Div. 2, reg 168(2)(i)
- Part 4.7 Div. 3 Sub Div 1, reg 173(2)(c), Sub Div 2, reg 177(1)(g)
- Part 7.1 Div 1A , reg 238A

National Quality Standard for Early Childhood Education and Care

- Standard 4.1, element 4.1.1, 4.1.2
- Standard 4.1, element 4.2.1, 4.2.2
- Standard 7.1, element 7.1.2

Goal

A responsible person will be on the premises at all times the Preschool is operating, and the details of the responsible person at any time will be clearly displayed to educators, staff, families and visitors to the Preschool.

Details of the responsible person will also be documented.

The Nominated Supervisor and an educator who has been placed in day-to-day charge of the Preschool will have a sound understanding of the role of the responsible person.

Definitions

‘Nominated Supervisor’ is a person with responsibility for the day to day management of an approved service. The Nominated Supervisor has a range of responsibilities under the Law and Regulations that govern the operation of education and care services.

‘Responsible Person’ is a person who is physically at the Service and has the role of Nominated Supervisor or duly appointed person. The Responsible Person has consented to be placed in day to day charge of the Service but does not take on the responsibilities of the Nominated Supervisor rather they ensure the consistency and continuity in practices.

Strategies

All strategies detailed below are to be endeavoured to be implemented to the extent reasonably practicable.

Willoughby Community Preschool Management

Will:

Ensure that the Preschool holds at all times a current Service Supervisor Certificate, in accordance with the National Law and Regulations.

Ensure that the person appointed to the position of Nominated Supervisor for the Preschool:

- has the skills, experience, training and qualifications required to carry out the role of Nominated Supervisor and of responsible person (and that that person's ongoing competence to perform these roles is periodically re-assessed); and
- understands and has consented in writing to take on the responsibilities of the position.

Ensure that the Preschool employs a sufficient number of other staff, who:

- as part of their employment, exercise supervisory and leadership responsibilities for part of the service;
- are available to assume the responsibilities required of the position of responsible person, in the event of the Nominated Supervisor's absence; and
- as required in the Nominated Supervisor's absence, have provided written consent to be placed in day to day charge of the Preschool as the responsible person, and as such are covered by the Service Supervisor Certificate

Ensure that there are appropriate arrangements in place to document and confirm the responsible person, any time the Nominated Supervisor is absent from the Preschool when it is operating.

Nominated Supervisor

Will:

Have consented in writing to perform the role of Nominated Supervisor at the Preschool, and will, in the normal course of business, fulfil the role of responsible person at the Preschool.

Ensure that in the event that the Nominated Supervisor is absent from the service, appoint another staff member as the responsible person for the period of the Nominated Supervisor's absence, who:

- is, as part of their employment, currently exercising supervisory and leadership responsibilities for part of the service; and
- has provided written consent to be placed in day to day charge of the Preschool as the responsible person (and as such is covered by the Service Supervisor Certificate).

That person will be known as the responsible person in charge for the time that the Nominated Supervisor is absent from the service.

Ensure that the ongoing competence of persons appointed as certified supervisors, to act as the Preschool's responsible person in the absence of the Nominated Supervisor, is periodically re-assessed.

Ensure that Educators who are appointed to the position of responsible person from time to time are aware of their responsibilities under this position and have agreed to take on these responsibilities and accepted the designation in writing.

Ensure that a responsible person is physically present at all times the Preschool is educating and caring for children, or that a waiver addressing this absence is in place.

Ensure the name of the responsible person is displayed on the noticeboard in the main entrance of the Preschool.

Will arrange for a record to be made in the staff attendance record of the responsible person in day to-day charge, which includes an educator placed in day-to-day charge. In the absence of the Nominated Supervisor this record will document the responsible person and be signed and dated appropriately.

Develop staff rosters in accordance with the availability of a responsible person being present at the premises of the Preschool at all times the Preschool is educating and caring for children.

Certified Supervisor

Will:

- currently be exercising supervisory and leadership responsibilities for part of the service;
- be covered by the Service Supervisor Certificate; and
- have provided written consent to be placed in day to day charge of the Preschool, in the Nominated Supervisor's absence.

When delegated to the position of responsible person will have the day to day charge of the Preschool, and will fulfil the functions of responsible person under the National Law and Regulations, at all times while:

- the Nominated Supervisor is not present; and
- the Preschool is educating and caring for children.

Will sign and date relevant records which are recorded in the staff attendance record.

Educators

Will:

Respond to the designated responsible person in charge, informing them, in accordance with the Preschool's policies and procedures, of any matters which they would normally inform the Nominated Supervisor.

References

Community Early Learning Australia (CELA) Determining Responsible Person sample policy- accessed May 2018

Education and Care Services National Law 2010 Education and Care Services National Regulations 2011

https://www.acecqa.gov.au/sites/default/files/acecqa/files/NQF/KeyChangesNotificationComplaints_2.pdf, accessed May 2018

Childcare Centre Desktop, Sample Responsible Person Policy, accessed May 2018

Related Policies

- Acceptance and Refusal of Authorisations Policy
- Administration of First Aid Policy
- Arrival, Departure and Access Policy
- Emergency Evacuation and Lockdown Policy
- Governance and Management of the Service Policy
- Incident, Injury, Trauma and Illness Policy

Educational Leader Policy

Scope

To ensure that Willoughby Community Preschool meets the requirement of the National Law, Regulations and National Quality Framework of ensuring that an Educational Leader is appointed to lead the development and implementation of educational programs at the Preschool.

Statement

Willoughby Community Preschool is committed to ensuring that a responsible person, who meets the requirements of the National Regulations, who is either the Nominated Supervisor or a teacher, is duly appointed as the Educational Leader, at all times the Preschool is operating.

Legislative Requirements

Education and Care Services National Law 2010

- Part 6 Section 162. 168,169

Education and Care Services National Regulations 2011

- Part 4.4 Div 1 reg 118
- Part 4.4 Div 9 regs 145, 148

National Quality Standard for Early Childhood Education and Care

- Standard 4.2
- Standard 7.1 Element 7.1.3
- Standard 7.2 Element 7.2.2

Goal

The designated Educational Leader will have suitable qualifications and experience in accordance with the Education and Care Services National Regulations (2011).

The Educational Leader will demonstrate a thorough understanding of the Early Years Learning Framework to guide and mentor colleagues in the planning, reflection and the implementation of contextual curriculum.

The Educational Leader's qualification, experience and contribution to a culture of continuous learning will be evident in the Preschool community.

The approved provider of an education and care service must designate, in writing, a suitably qualified and experienced educator, co-ordinator or other individual as educational leader at the service to lead the development and implementation of educational programs in the service.

Strategies

All strategies detailed below are to be endeavoured to be implemented to the extent reasonably practicable.

Willoughby Community Preschool Management

Will:

Appoint an Educational Leader to “lead the development and implementation of educational programs in the service” (Regulation 118); and

Nominate in writing the Nominated Supervisor as the Educational Leader at the Preschool and ensure the qualifications of the nominated educational leader are visible in Preschool and the Preschool community.

Periodically re-assess the competence of the appointed Educational Leader to continue to perform this role.

Educational Leader

Will:

Document acceptance of the position as nominated Educational Leader of the Preschool and place copy in personal file;

Demonstrate ability to draw on professional experiences, current theory and practice and review and develop approaches to the documentation of programs and children’s learning that is contextual to the Preschool;

Support teaching teams to engage with the Early Years Learning Framework to provoke discussion and deliberation that facilitates reflective practice; and

Advocate for quality, innovation and excellence in early childhood practice.

Demonstrate thought leadership as befitting the Preschool’s high standing amongst Preschools in the Willoughby area and surrounds, including by participating in education forums and groups in the broader community, and providing informal guidance to other Preschools where requested.

References

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

Related Policies

- Interactions with Children Policy
- Programme Policy

Emergency Evacuation and Lockdown Policy

Scope

This policy applies to Willoughby Community Preschool's responsibility to protect educators, children, families and visitors. In the event of an emergency or evacuation/lockdown situation, the safety and wellbeing of all educators, children, families and visitors to the Preschool is paramount. As such, Willoughby Community Preschool is committed to identifying risks and hazards of emergency and evacuation/lockdown situations and planning for their reduction / minimisation.

Statement

In this Policy, an 'emergency' refers to all situations or events posing an imminent or severe risk. There are a number of events that may result in an emergency situation and these may include fire, bomb scare, personal threat, siege, hold up, earthquake, flood, severe storm or electrical faults.

Emergency situations may be an event affecting other Naremburn Community Centre users e.g. Library or playgroup and we recognise the importance of liaising with them to address the wellbeing and safety of our children, families and educators and members of our local community.

Legislative Requirements

Education and Care Services National Law (2010)

Education and Care Services National Regulations (2011)

- Part 4.2 Div 5 regs 97, 98
- Part 4.6 Div 5 reg 99 (d) (ii)
- Part 4.7 Div 2 reg 168 (2)(e),(h)

National Quality Standards for Early Childhood and Care

- Standard 2.2 element 2.2.1, 2.2.2

Work Health and Safety Act (2011)

Work Health and Safety Regulations (2011)

Australian Standard AS 3745-2010 Planning for Emergencies in Facilities

Australian Standard AS 1851-2005 Maintenance of Fire Protection Systems and Equipment

Goal

To ensure a comprehensive and informed emergency evacuation/lockdown procedure and floor plan is developed, implemented and familiar to all key stakeholders in a way that allows for the safe evacuation/lockdown of persons on the Preschool's premises in the event of an emergency.

Regular emergency drills will be conducted by the Preschool (at least every 3 months) and reviews of all potential emergency and evacuation/lockdown situations will be assessed and documented.

All educators will demonstrate confidence in procedures and delegations to ensure the safety and wellbeing of children and adults in an emergency.

We have a duty of care to provide all persons' with a safe and healthy environment. The National Quality Standard, Element 2.2.2 encourages Services to effectively manage incidents and emergencies in consultation with relevant authorities, and practiced and implemented to ensure best practice and the safety of children.

Definitions

Lockdown means that all windows and external doors are locked, and where possible internal doors and blinds are locked, with children and adults being moved to a room/position that does not allow them to be viewed.

Strategies

All strategies detailed below are to be endeavoured to be implemented to the extent reasonably practicable.

Willoughby Community Preschool Management

Will:

Ensure an emergency plan is prepared, maintained and implemented for the workplace.

The emergency plan must provide:

- emergency procedures including:
 - an effective response to an emergency
 - evacuation procedures
 - notifying emergency service organisations promptly
 - medical treatment and assistance
 - effective communication between the authorised person who coordinates the emergency response and all persons at the workplace;
- testing of the emergency procedures, including the frequency of testing;
- information, training and instruction to relevant workers in relation to implementing the emergency procedures;

Work together with the Nominated Supervisor and through the Nominated Supervisor to the educators to identify potential emergency and evacuation/lockdown situations that may arise at the Preschool in order to identify all risks associated with such situations;

Work together with the Nominated Supervisor to develop procedures to manage all risks associated with emergency evacuation/lockdown situations;

Ensure the development of an emergency evacuation/lockdown floor plan. This floor plan will be prominently displayed at all emergency exits;

Ensure the Nominated Supervisor and educators have ready access to an operating telephone. Emergency telephone numbers are displayed near telephone cradles;

Ensure the Nominated Supervisor and educators have ready access to emergency equipment such as fire extinguishers and fire blankets, and that educators are adequately trained in their use;

Ensure that Willoughby City Council schedules the testing emergency equipment as recommended by recognised authorities. Inspection reports will be forwarded to the Preschool for the file; and

Ensure that up to date portable emergency contact lists are held at the back of the Staff Sign In/Out folder and that evacuation/lockdown procedures include the carrying of this list by the responsible person at the point of evacuation or lockdown.

Nominated Supervisor

Will:

Work together with the Management Committee and educators to identify potential emergency evacuation/lockdown situations that may arise at the Preschool to identify all risks associated with such situations;

Work together with educators to develop procedures to manage all risks associated with emergency evacuation/lockdown situations;

Ensure the development of an emergency evacuation/lockdown floor plan;

Ensure educators and visitors have ready access to an operating telephone and emergency telephone numbers are displayed near telephone cradles;

Ensure educators have ready access to emergency equipment such as fire extinguishers and fire blankets, and that educators are adequately trained in their use;

Ensure that inspection reports forwarded by Willoughby City Council following scheduled testing of emergency equipment are received and filed in a timely manner;

Ensure that up to date portable emergency contact lists for children are held at the back of the Staff Sign In/Out folder and that evacuation/lockdown procedures include the carrying of these lists, Visitor Book and a Kiosk iPad by the designated educator;

Ensure the emergency evacuation procedures and floor plan are displayed in a prominent position near each exit and that all educators and visitors are aware of these;

Ensure that all educators are trained in the emergency evacuation procedures;

Ensure that families are regularly reminded of the emergency procedures in place at the service;

Ensure that rehearsals of evacuation/lockdown procedures are regularly scheduled, every three months as a minimum, and that the schedule maximises the number of children and educators participating in the procedures;

Provide educators with evaluation/feedback forms after each scheduled and spontaneous rehearsal to assist in refining their risk management procedures around the safe evacuation of educators and children; and

Ensure in the event of an authentic emergency situation, that the regulatory authority is notified within 24 hours through the NQA IT System where you can select the online incident form and enter the required information. The Management Committee must be notified within 24hours of the reported incident.

After the Emergency is Over

In the event that the building is unsafe to return to, the Responsible Person will notify parents or emergency contacts to collect each child.

If able to return to the building, with reassurance and calmness, walk back to the Preschool following the safety procedures, recheck that all children have returned and discuss as developmentally appropriate the emergency that has taken place.

Consider counselling services for anyone affected by the emergency.

Duties of Nominated Supervisor in the event of an emergency

Note: In the event of the absence of the Nominated Supervisor the responsible person in charge will assume these duties (see Determining Responsible Person Policy).

Blow whistle loudly – 3 long bursts for evacuation or 3 short bursts for lockdown. Between blows, announce the type of emergency and Assembly Point. In the event of an Evacuation, announce the safest exit route;

On evacuation only, release magnet on the front left door by breaking the glass and undo the bolts on the right-hand door;

Call 000 or 112 from a mobile and request the appropriate Emergency Service;

Collect Staff Sign In/Sign Out Folder and Visitor Book, mobile phone and emergency back pack;

Check staff office, staffroom, toilet and kitchen to notify of emergency;

Liaise with staff at the Assembly Area in Probate or Central Street (for evacuation) or classrooms (for lockdown) to ensure all children are accounted for;

Where reasonably practicable, alert other Naremburn Community Centre users;

Establish all staff and visitors are accounted for;

Delegate responsibility for the supervision and administration of first aid as required;

Liaise with Emergency Services, Preschool staff and other evacuees;

Advise when the emergency has been declared over and if it is safe to either return to or depart the Preschool premises;

In the event it is unsafe to return to the Preschool premises delegate staff to notify parents or authorised emergency contacts to collect their children;

Contact the Management Committee and Willoughby City Council;

Debrief and prepare a report, notifying relevant authorities as required within 24 hours.

Educators

Will:

Assist the Nominated Supervisor in identifying risks and potential emergency situations;

Assist the Nominated Supervisor in developing procedures to lessen the risks associated with emergency evacuations;

Ensure they are aware of the Emergency Procedures (Appendix (i));

Ensure the Emergency Procedures and floor plan are displayed at the emergency exits;

Ensure the collection of the Kiosk iPad, keys, children's medication:

Be aware of upcoming scheduled emergency evacuations or lockdowns and be ready in the event of a spontaneous simulated evacuation/lockdown. The educators will in-service the children who were recorded as absent or non-responders, at a later date;

Provide children with learning opportunities about emergency procedures;

Be alert to the immediate needs of all children throughout the scheduled and spontaneous evacuation lockdown drills; and

Ensure emergency exits, pathways and corridors are kept clear of obstructions.

Duties of educators in the event of an emergency

Note: In the event of the absence of the Nominated Supervisor the responsible person in charge will assume the Nominated Supervisor's duties.

Commence evacuation or lockdown of occupants to the announced Assembly Point;

Priority is given to mobile persons to ensure thoroughfares remain accessible. Staff will assist mobility impaired people to the Assembly Point;

Check classroom, outdoor play space, cupboards and children's toilet area for occupants;

Collect the Kiosk iPad, gate key, children's medication and outdoor first aid bag;

Proceed to the announced Assembly Point;

In the event of a lockdown, lock doors, windows and close blinds;

Establish that all children are accounted for, and report attendance to the Nominated Supervisor;

Reassure and calm the children whilst awaiting further instructions from the Nominated Supervisor;
and

Where necessary assist in the contact of parents or authorised emergency contacts to collect their children.

Families

Will:

Ensure that they have completed authorisations for those to act on their behalf in the event of an emergency; and

Update their contact details and authorisations as necessary if their circumstances change.

Children

Will participate in a variety of learning opportunities about emergency evacuation/lockdown procedures and will follow the direction of educators in the event of an emergency scheduled or spontaneous evacuation/lockdown.

Duties of the Children and Visitors in the event of an emergency

Respond to the announcement and follow the direction of the staff.

In the Event of a Fire

Upon discovering a fire Rescue, Alarm, Confine, Extinguish (use RACE).

References

<http://www.first5minutes.com.au> – accessed May 2018

Safe Work Australia Managing the Work Environment and Facilities: Code of Practice (2011)

Willoughby City Council - Emergency Procedures Manual in compliance with Australian Standards (V1.0 8/2014), Beaware Solutions Pty Ltd

<http://www.safework.nsw.gov.au/health-and-safety/manage-workplace-safety/emergency-plans>

Community Early Learning Australia (CELA) Emergency and Evacuation sample policy, accessed May 2018

Childcare Centre Desktop, Sample Emergency Evacuation Policy, accessed May 2018

Childcare Centre Desktop, Sample Lockdown Policy, accessed May 2018

Related Policies

- Acceptance and Refusals of Authorisations Policy
- Access Arrival and Departure Policy
- Administration of First Aid Policy
- Enrolment and Orientation Policy
- Incident, Injury, Trauma and Illness Policy
- Medical Conditions Policy
- Visitor Volunteer and Student Policy
- Work Health and Safety Policy.

Appendix (i)

EMERGENCY PROCEDURES

WILLOUGHBY COMMUNITY PRESCHOOL Inc.

EVACUATION IN CASE OF AN EMERGENCY OR INCIDENT:

1. Three long loud bursts of the whistle signals the requirement to evacuate the premises.
2. Activate front door by breaking the glass to release the magnet and manually release door bolts.
3. Stay calm as educators will gather the children, Kiosk iPads, keys, medications and other occupants.
4. Commence escorting them from the premises via the announced exit route.
5. The Nominated Supervisor or Responsible Person in their absence will check the staff office, toilets and kitchen areas, then obtain the evacuation kit, mobile phone, staff & visitor sign I/O books then leave the building. The staff sign I/O contains children's emergency contacts.
6. Notify Emergency Services via 000; advise the type and location of the incident.
7. All occupants will be escorted by staff to the Assembly Area.
8. Check off the persons present at the Assembly Area against the sign I/O registers.
9. Notify emergency services if any persons are unaccounted for or were unable to be evacuated.
10. Notify the adjoining building occupants that the Preschool has been evacuated.
11. Notify parents via mobile telephones that the centre has been evacuated and discuss the particular requirements to collect their children, if required.
12. Do not return to the building until the all clear has been given by Emergency Services and Council Staff.

The Assembly Area Point is Grass verge, Corner of Carden Lane & Probate Street or

An Alternative Assembly Area is Grass Verge, Central Avenue Opposite Claire Street

LOCKDOWN IN CASE OF AN EMERGENCY OR INCIDENT:

1. Three short loud bursts of the whistle signals the requirement to lockdown the premises.
2. Stay calm as educators will gather the children, Kiosk iPad, keys, and other occupants.
3. Commence escorting all into the Assembly Area classrooms 1 & 2.
4. Lock doors behind you when all are escorted from outdoors and close blinds.
5. The Nominated Supervisor will check the staff office, toilets and kitchen areas, collect staff & visitor sign I/O.
6. Notify Emergency Services via 000; advise the type and location of the incident.
7. All occupants will be gathered by staff in the Assembly Area.
8. Check off the persons present at the Assembly Area against the sign I/O registers.
9. Notify emergency services if any persons are unaccounted for or were unable to be locked down.
10. Where reasonably practicable, notify the adjoining building occupants that the Preschool has been locked down.
11. Notify parents via mobile telephones that the centre has been locked down and discuss the particular requirements to collect their children, if required.
12. Do not exit the building until the all clear has been given by Emergency Services and Council Staff.

The Assembly Area Points are Classrooms 1 & 2

In the absence of the Nominated Supervisor the Responsible Person in charge will assume the Nominated Supervisor's duties.

Enrolment and Orientation Policy

Scope

This policy applies to supporting a positive transition for children and families from their home into Willoughby Community Preschool.

Statement

“The practices of educators and the relationships they form with children and families have a significant effect on children’s involvement and success in learning. Children thrive when families, educators and the wider community (especially schools) work together in partnership to support children’s wellbeing and learning” [Belonging, Being and Becoming: The Early Learning Years Framework for Australia, page 9]

“Transitions—including from home to the education and care setting, between settings, between routines and experiences and from early childhood settings to school—offer opportunities and challenges for children as different spaces and settings have different purposes, expectations and practices Working collaboratively with families, other educators, and other professional services, educators support children to actively prepare for transitions between settings and experiences.” [Guide to the National Quality Framework 2018]

In the allocation of placements, the Preschool will first apply the priority of access requirements specified by the Commonwealth Government for the purposes of the family assistance law. These requirements are set out in see Appendix to this Policy. Provided the priority of access requirements are adhered to, the Director (Nominated Supervisor) may then use discretion (consistent with legislative requirements, including anti-discrimination obligations) in the allocation of remaining places (i.e. all those children who are “third priority” under the priority of access requirements).

Note: this Policy does not apply to short term emergency placements - i.e. where NSW Family and Community Services or its equivalent statutory body makes a request for one or more short term “emergency placements” such that the number of children at the Preschool, will for that short period exceed 45.

Legislative Requirements

A New Tax System (Family Assistance) (Administration) Act 1999 (Cth)

- Sections 219A, 219AA, 219AB, 219AF
Child Care Benefit (Eligibility of Child Care Services for Approval and Continued Approval) Determination 2000 (Cth)

- Section 13

- Schedule (Priority of Access Guidelines)
Education and Care Services National Law Act (2010)

Education and Care Services National Regulations (2011)

- Part 4.7 Div 1 subdivision 1 regs 160, 161 & 162
- Part 4.7 Div 1 subdivision 2 reg 168(2)(k)

National Quality Standard for Early Childhood Education and Care and School Age Children

- Standard 6.1, element 6.1.1, 6.1.2, 6.1.3
- Standard 6.2, element 6.2.3

Goal

Enrolment

To offer placements using a clear and consistent process, in accordance with Willoughby Community Preschool's Philosophy and in a manner, which meets the Preschool's obligations to funding and regulatory bodies.

Orientation

To provide a transition into the Preschool environment that encourages and promotes a sense of belonging and connectedness to our community organisation.

Strategies

All strategies detailed below are to be endeavoured to be implemented to the extent reasonably practicable.

Wait List

Families

Families are encouraged to place their child(ren)'s name(s) on the Preschool's enrolment waiting list ("Wait List") at their earliest convenience. Please advise if you require an interpretation or translation of any of our documentation. This service will be made available where possible, including throughout the orientation process and on an ongoing basis. A Wait List form and Information Brochure may be obtained from the Preschool or downloaded from www.wcp.org.au. The Wait List form should be completed and returned together with a non-refundable fee. Wait List fees are determined by the Management Committee from time to time and are specified on Wait List forms. Families are responsible for advising in writing any changes to details submitted on their child(ren)'s Wait List form.

Families are welcome to visit the Preschool and obtain further information from educators any morning between 8:00 and 9:45am. Outside these hours an appointment can be made for a mutually agreed time.

Families who have indicated that their child has a medical condition, allergy or disability which may have any impact whatsoever on their attendance at Preschool are required to:

- attach to the completed Wait List form a current (less than 12 months old) assessment/report from the consulting specialist; and

- provide any subsequent updates to this information to the Preschool. For further detail refer to the Preschool's Medical Conditions Policy.

Where a Wait List Form has been submitted and the child has subsequently been diagnosed with a medical condition, allergy or disability and which may have any impact whatsoever on their attendance at Preschool, they are required to submit a current (less than 12 months old) assessment/report from the consulting specialist.

Educators

Educators access Wait List forms and Preschool brochures for distribution outside the front entrance doors and outside the office window.

Educators responding to telephone enquiries from customers will greet the caller using the following telephone technique:

“Good morning/afternoon/evening, Willoughby Community Preschool, (name) speaking”. Listen to the customer's request and respond appropriately.

Wait list enquiry response; “I can forward you an information brochure and wait list application form to complete and return. You are welcome to come in any morning between 8:00am - 9:45am when an educator will be able to show you around our preschool and answer any questions you may have. Would you prefer me to email or post that information to you?” The Educator repeats the address information back to the caller to confirm the address details.

Should the educator require further assistance to address the caller's queries, they say, “May I place you on hold”, then obtain the assistance and return to the call.

Finally, allow the caller to end the call and say, “Thank you for your enquiry, goodbye”.

Educators take families on a tour of the Preschool while informing them of the play-based learning philosophy and practices and the programming and daily routine. Educators answer queries and consult with peers on non-familiar questions.

Notify administration personnel when stocks of Wait List forms need to be replenished.

Administration personnel

The Preschool uses an electronic interface provider (EIP) into which the bookkeeper or Director enter waitlist data. The Director is responsible for maintaining a confidential Wait List Register. Wait list fees are receipted and a copy is emailed to the contact parent or carer, which is the formal confirmation both of receipt of payment and entry of that child on the Wait List Register.

Administration personnel must ensure an adequate number of Wait List forms are always available, and that the current version of the Wait List form collects information sufficient to allow the Director to properly apply the priority of access requirements.

Enrolment

Administration personnel

Midyear, the Director will consider the list of Wait List applicants:

- first, apply the priority of access requirements; and
- then, exercise discretion (consistent with legislative requirements, including anti-discrimination obligations) to allocate the remaining places.

The Director will then contact successful applicants from the Wait List and offer their child a position at the Preschool for the following year. Three-day positions, on Monday, Tuesday and Wednesday, will be offered first to children going to school in the following year. Two-day positions, on Thursday and Friday, will be offered to the remaining successful applicants. For each successful applicant, a Letter of Offer will be sent by the Director to the contact parent / carer's email address, with the letter containing an Acceptance and Acknowledgement form and information regarding an Acceptance Fee.

On receipt of an Acceptance and Acknowledgement form and Acceptance Fee, the Director will transfer the child from the Wait List to the list of children enrolled for the upcoming year and generate a receipt through Qikkids which is emailed to the primary contact.

Administration personnel will then email the primary contact information which contains the following forms:

- Enrolment Form;
- Debitsuccess Form
- Parent Participation;
- First Aid Product Authority;
- Membership of the Association;
- Supplementary Authorised Nominees Form (where necessary); and
- Asthma, Allergy or Anaphylaxis Management Authorities (where necessary).

Details will be maintained in accordance with the Education and Care Services National Regulations and the Preschool's Confidentiality of Records and Privacy Policies.

If requested or required, a mutually convenient time for an enrolment interview is made to outline: daily routine, philosophy and objectives, programming and individual record keeping, policies and procedures. An interpreter is welcome to attend this interview.

Families

On receipt of a Letter of Offer from the Preschool, to secure the position, parents/carers need to understand and sign the Acceptance and Acknowledgement section of the letter and return it together with the specified Acceptance Fee by the due date indicated in the letter of offer. Acceptance of the position constitutes an acknowledgement that the family providing the acceptance that they will adhere to the Preschool's philosophy, objectives and policies for the

duration of the period their child attends the Preschool. Willoughby Community Preschool policies are available from the foyer or office or on our website.

Shortly thereafter, primary contacts will receive forms to complete and update enrolment information and required forms. These forms need to be completed and returned by the requested date, prior to the child commencing Preschool. Additional forms are required to be completed for funding bodies where a child is enrolled with special medical needs, has a diagnosed disability or delay and an application is made for additional support. On the enrolment form, families acknowledge they are required to adhere to the Preschool's Philosophy, objectives and policies. Willoughby Community Preschool policies are available from the foyer, office or on the Preschool's website.

Families will need to complete a Child Care Subsidy assessment online to check eligibility and entitlements to CCS which needs to be done through myGov website. Child Care Subsidy is paid directly to providers to be passed on to families as a fee reduction.

Where there are certain changes to the individual Complying Written Arrangements (CWA) for care between the provider and an individual, the provider must update the arrangement in writing, and the families are required to confirm the changes through myGov.

It is a legal requirement that prior to the child starting at the Preschool we have all corresponding documents including enrolment form, medical plans, AIR immunisation status and any court orders

It is a requirement from Family Assistance Office that immunisation information is continuous. Parents are reminded mid-way through the year to provide any immunisation updates to the Service in order to continue receiving childcare benefits.

It is the family's responsibility to keep the Preschool informed of any changes to the information recorded on the application form.

Educators:

Upon request, educators will make Willoughby Community Preschool policies available to parents/carers to whom a Preschool place has been offered for their child, to assist them in their decision to accept the place.

Orientation

Preschool

Orientation mornings for children who are commencing at Willoughby Community Preschool the following year are scheduled for the second week in November. The Director will welcome families and hand to them an Orientation pack containing:

- Current fee structure and payment details
- Parent Handbook

- Information on the National Quality Framework, National Quality Standards and the Early Years Learning Framework
- ECA Code of Ethics brochure
- Lunchbox and Snack ideas
- Munch and Move Fact Sheets
- Child Care Subsidy information

Morning tea will be prepared and served by parents with children currently enrolled at the Preschool who will be happy to impart their experience and knowledge in informal conversations. The children will be served a separate morning tea in an area away from hot refreshments in line with the Preschool's Work, Health and Safety Policy.

The intake on the first day of Preschool is staggered to facilitate a smoother introduction to the Preschool environment. An educator personally greets each family in the foyer and guides them through the Preschool environment. Key communication methods and procedures are explained such as: notice boards, communication pockets, Kiosk iPads Sign In & Out, the child's locker, children's bathroom and lunch placement. The family is then escorted to their classroom where they will be introduced to the class educators. Thereafter, the doors open for pick-up at 2:30pm.

Families

At the Orientation morning, usually held in the second week of November, children are able to explore the Preschool, secure in the presence of their families. Arrival is after 9.30am and the morning concludes by 11.30am. The Director will welcome families and provide an orientation pack. Where children need additional orientation time, arrangements can be made with the Director.

On the first day at Preschool, parents and children will be personally greeted by an educator in the foyer, who will explain the key communication methods and daily Preschool procedures. Parents are requested to ensure they have adhered to the correct sign-in procedures and placed their child's lunch and morning tea atop their locker – as instructed by the educators. Parents are invited to remain with their child for a short time in the classroom before saying goodbye and departing the Preschool. If a child is apprehensive at the prospect of their parents' departure, parents can request the assistance of an educator who will stay with the child as they depart. Parents are encouraged to call the Preschool during the day to learn how their child has settled. Families are encouraged to review the information provided in their orientation packs to support a positive transition into Preschool.

During the first 2 weeks of at the Preschool year, parents with children who are new are welcome to collect their children from 2pm onwards if this helps them to adjust in their transition to their new environment and routine. Thereafter, the doors open for pick-up at 2:30pm.

Educators

At the Orientation morning, educators will greet and welcome families after 9.30am, invite children to engage in a variety of experiences and assist parents meet others and answer questions as they

arise. Educators will take photographs of the children which will be displayed in the foyer to welcome them on their first day of Preschool.

On the first day of Preschool, educators will personally greet families and escort them to their child's locker and classroom. En route, daily Preschool procedures such as sign-in/out on the Kiosk iPads, children's bathroom, location of sun block and food and beverage placement will be explained. Communications pockets and notice boards will be identified, and their use explained. Should a child be apprehensive about the departure of their parents, an educator will stay with the child to help them settle-in.

During the first few weeks and upon request thereafter, educators will make themselves available to answer any questions families may have and if required, will provide feedback on the child's settling in progress.

References

Belonging, Being & Becoming: The Early Years Learning Framework for Australia p.16

Early Childhood Australia Code of Ethics

Guide to the National Quality Standard ACECQA, Feb 2018

A new Tax System (Family Assistance) Act 1999 - Schedule 2
www.austlii.edu.au/au/legis/cth/consol_act/antsaa1999357/sch2.html

Childcare Centre Desktop, Sample Enrolment Policy LDC, accessed Sept 2018

Related Policies

- Acceptance and Refusal of Authorisations Policy
- Accounting and Administrative Policies and Procedures
- Arrival, Departure and Access Policy
- Confidentiality of Records Policy
- Excursion Policy
- Fee Payment Policy
- Immunisation Policy
- Incident, Injury, Trauma and Illness Policy
- Infectious Diseases Policy
- Medical Conditions Policy
- Rest, Relaxation and Sleep Policy
- Retention of Records and Documents Policy
- Sun Protection Policy
- Work, Health and Safety Policy

APPENDIX – PRIORITY OF ACCESS GUIDELINES

Part 1 – Definitions

family, for a child, means the child, the individual in whose care the child is, that individual's partner (if any), and any other individual with whom the child lives;

parents means the individual in whose care a child is, and that individual's partner;

single parent means an individual in whose care a child is, and who has no partner.

Part 2 – Priorities

1.	First priority	A child at risk of serious abuse or neglect.
2.	Second priority	A child of a single parent who satisfies, or of parents who both satisfy, the work/training/study test under section 14 of the Family Assistance Act.
3.	Third priority	Any other child.

Part 3 – Priorities within each category of priority

Within each category mentioned in Part 2 the following children are to be given priority:

Children in Aboriginal and Torres Strait Islander families;

Children in families which include a disabled person;

Children in families which include an individual whose taxable income % for a session of care is 100% under clause 7 of Schedule 2 to the Family Assistance Act;

Children in families with a non-English speaking background;

Children in socially isolated families;

Children of single parents.

Environmental Policy

Scope

Willoughby Community Preschool has a responsibility to promote environmental sustainability practices and education.

Statement

Willoughby Community Preschool is committed to embedding environmentally sustainable practices into our operations and to providing a place of learning which fosters positive attitudes and practices towards the natural environment.

Willoughby Community Preschool aims to ensure the environment is safe, clean and sustainable. We believe in educating children about being environmentally responsible which is promoted through daily practices, resource and interactions. Sustainable practice will be encouraged within the Preschool assisting children and families to become advocates for a sustainable future.

Learning about being environmentally responsible starts with everyday practice. We believe being environmentally responsible should be embedded into the operations of the Preschool. Our Preschool is committed to protecting our environment to ensure a sustainable future for our children. This involves Educators, children and families working together to protect our environment as we educate children about the importance of being environmentally responsible within our everyday practice.

Legislative Requirements

National Quality Standard for Early Childhood Education and Care

- Standard 3.2 element 3.2.3

Goal

To encourage awareness of environmental responsibilities and implement practices that contribute to a sustainable future. Children are supported to become environmentally responsible and show respect for the environment. Sustainability is often thought about in terms of environmental sustainability—reducing waste, minimising consumption and protecting and conserving wildlife and natural habitats.

To ensure the Preschool continually strives to reduce it's impact on the environment and deliver leading environmental education for sustainability by:

- Embedding environmentally sustainable practices in Preschool operations;
- Supporting children and families to become environmentally responsible and show respect for the environment; and
- Adopting an annual review plan for this environmental policy.

Strategies

All strategies detailed below are to be endeavoured to be implemented to the extent reasonably practicable.

Management Committee and Nominated Supervisor

Will:

Network with the local community to keep up to date with current practices and ideas for being environmentally responsible;

Encourage educators, families and children to engage in innovative practices and appreciate the natural environment;

Ensure the Preschool maintains membership with NSW Early Childhood Environmental Education Network (ECEEN) and Backyard in a Box;

Conduct an environmental review of the Preschool to formally determine and document what environmentally sustainable practices are already occurring. The review will look at water use, energy use, waste minimisation, chemical use, natural environment and purchasing. The findings should be used to identify potential opportunities for continuous improvement;

Where relevant, review policies and procedures within the Preschool to find more sustainable outcomes;

Liaise with Willoughby City Council Sustainability Staff and fellow education and care services to keep up to date on practices and ideas for being environmentally responsible;

Where possible electronic communication will be used to reduce paper use within the office and in each room for newsletters, billing and other communication needs; and

Seek to purchase equipment and supplies that are environmentally friendly where possible.

Educators

Will:

Incorporate recycling as part of everyday practice at the Preschool. Recycling containers will be provided throughout meal times and experiences;

Role model environmentally responsible practices;

Discuss environmentally responsible practices with the children and families & local community as part of the curriculum;

Provide information to families on environmentally responsible practices that are implemented at the Preschool and encourage the application of these practices in the home environment;

Share ideas between peers, children and families about environmentally responsible ideas, implementation and resources. This will be followed through our communication strategies, including parent meetings, emails, newsletters and conversations;

Use a worm farm/composting bin/ to reduce food waste in the Preschool. Children will be encouraged to place food scraps into separate containers for use in the worm farm or composting bin. Educators will discuss with the children and families, which scraps worms can eat, which foods can be composted. The children will be involved in maintaining the worm farm and compost bin;

Reduce the amount of plastic and disposable equipment used and select materials that are made of natural materials;

Use the concept of 'reduce, re-use and recycle', which will become part of everyday practice for both children and Educators to build lifelong attitudes towards environmentally responsible practices; and

Ensure sustainable practices are incorporated into the daily routine. These will include:

Sustainable Practice	Ideas
Recycling	Recycling paper and rubbish Using recycled water
Gardening	Planting vegetables, herbs and fruits Maintaining a Worm Farm & selling worm juice Give food scraps to worms Educating children and have them participate in 'garden to plate' activities Educating children about seed sprouting, weeding, vegetable gardens, cooking etc. Collaborate with the local community
Energy Conservation	Adopt practices that minimise energy consumption Review the energy supply agreement and consider 'greener' options
Water Conservation	Adopt practices that minimise water consumption. Recycle water from water/sand play and use in the garden
Waste Minimisation	Adopt practices that maximise the opportunity to reduce,

	<p>reuse and recycle materials and to minimise the amount of waste ending up in landfill</p> <p>Hold a 'waste free lunch box day' for each class and sharing of these lunchbox ideas among families, promote Nude Food</p>
Natural Resources & Equipment	<p>To provide opportunities for children and families to experientially connect with the natural environment, construct values and attitudes about sustainability, practise the skills of sustainable living and be active participants in sustainability (Source: www.aeee.org.au)</p> <p>Maintain the Preschool worm farm, pollinator attracting flowering plants, the vegetable garden and the duckling life-cycle experience</p> <p>Educating children in the natural decomposition cycle through exposure and participation in worm farms and composting food scraps</p> <p>Educating children in how to care for living creatures, letting them actively participate in caring for the Preschools phasmids.</p> <p>Support the Preschool's blue tongue lizard when he's active in the summer months</p> <p>Collaborate with wildlife educators to assist in educating children</p> <p>Reusing natural materials – trees, blocks, boxes etc</p>
Communicate	<p>Display in the foyer area information for families and visitors outlining the Preschool's sustainability journey</p> <p>Provide families with hints and tips in newsletters about how they can become sustainable at home</p>

Families

Will:

Role model environmentally responsible practices;

Contribute to the Preschool's 'reduce, re-use and recycle', part of everyday practice for both children and educators to build lifelong attitudes towards environmentally responsible practices;

Support the worm farm initiative by purchasing and using worm juice at home;

Share with educators through Storypark, their family's environmentally friendly ideas and practices at home; and

Provide children with Nude Food/waste free lunch boxes.

Children

Will:

Participate in the Preschool's environmental practices embedded in the educational programme.

References

Australian Association for Environmental Education (AAEE) www.aaee.org.au, accessed June 2018

Department of Sustainability, Environment, Water, Population and Communities –
www.environment.gov.au, accessed June 2018

Backyard in a Box, <https://backyardinabox.com.au>, accessed June 2018

Environmental Education in Early Childhood (EEEC) www.eeec.org.au, accessed June 2018

NSW ECEEN <http://www.eceen.org.au>, accessed June 2018

Childcare Centre Desktop sample Environmentally Responsible Policy, accessed June 2018

Related Policies

- Programme Policy
- Providing a Child Safe Environment Policy

Excursion Policy

Scope

To provide guidance on best practice and legal obligations when planning and implementing excursions outside of the centre.

Statement

Willoughby Community Preschool acknowledges its responsibility under the Work Health and Safety Act 2011 (NSW) to take all steps that are reasonable and practicable to ensure against risk to the health and safety of its workers and the children.

Willoughby Community Preschool acknowledges its obligations under the Education and Care Services National Regulations to ensure that a child does not leave the premises, other than in the event of an emergency situation, unless (i) a risk assessment has been completed and (ii) authorisation has been obtained by a parent or other person noted in the child's enrolment record as having authority to authorise the participation of the child in an excursion.

Willoughby Community Preschool acknowledges excursions/incursions enhance children's learning by providing them the opportunity to participate in curriculum planned activities and experiences to extend on their skills and knowledge in the current interest topic. Our Service recognises that excursions provide opportunities for children to connect with and explore the wider community as a group and extend on the educational program provided.

Legislative Requirements

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

- Part 4.2 Div. 6, regs 99,100,101,102
- Part 4.7 Div. 2, reg 168 (2)(g)

National Quality Standard for Early Childhood Education and Care

- Standard 2.2 elements 2.2.1, 2.2.2

Goal

To offer children positive experiences beyond those available in the centre. Excursions are to be planned and conducted in a manner that is safe for children, educators and any accompanying volunteers or students.

Strategies

All strategies detailed below are to be endeavoured to be implemented to the extent reasonably practicable.

Nominated Supervisor

Will:

Review and sign off on all Risk Assessments prior to an Authorisation for Excursion Letter being sent home to families (see Appendix (i)) requesting written authorisation for excursions. If the Nominated Supervisor is not satisfied that the Risk Assessment has been carried out in accordance with regulation 101 of the Education and Care Services National Regulations, steps must be taken to ensure compliance before a request for written authorisation is sent to families;

Ensure that written authority for each excursion has been obtained for all participants. If written authorisation is not received for a particular child, that child cannot attend the excursion; and

Determine the ratio of adults to children required for each unique excursion. It is recommended that a minimum of one adult to five children is maintained for excursions which do not cross major roads, and, one adult to four children is maintained for excursions which do. When considering adult to child ratios the Nominated Supervisor will take into account the unique needs of each child and adult within the attending group and the activities being undertaken.

Ensure travel arrangements are made on the basis of individual excursion requirements. Every reasonable precaution will be taken to protect children from harm and any hazard likely to cause injury.

The following forms of transport are used:

- Walking - Educators will ensure children obey road rules and cross roads at a crossing or lights where available. Educators will remain vigilant to ensure no child runs ahead or lags behind the group.
- Public Transport (trains, buses) - we will only use buses that are fitted with seat belts.

Educators

Will:

Plan experiences that enhance the children's learning and interest;

The nominated "educator in charge" must undertake a Risk Assessment (see Appendix (ii)) for any excursion before authorisation is sought from a parent or other person nominated in the child's enrolment record. The Risk Assessment must:

- (i) identify and assess risks that the excursion may pose to the safety, health or wellbeing of any child taken on the excursion, and
- (ii) specify how the identified risks will be managed and minimised.

In particular, the Risk Assessment must consider, but is not limited to, the criteria noted in Appendix (ii) Risk Assessment for Excursion Checklist;

Present a completed Risk Assessment to the Nominated Supervisor for approval of an excursion, before an Authorisation for Excursion Letter is sent out to families seeking written authorisation for children to attend;

Take a suitable first aid kit on all excursions and other items as deemed necessary for the particular excursion as noted on the "What to take on the Excursion Check List", Appendix (iii). An Educator who holds a current relevant First Aid Certificate is required to be in attendance on any excursion;

Ensure that written authorisation is obtained from a parent or other person named in the child's enrolment record as having authority to authorise the taking of the child outside the service for all children attending the excursion (see Appendix (i)). The authorisation form should be provided to parents a week prior to the excursion. If written authorisation is not received for a particular child, that child cannot attend the excursion; and

Complete an evaluation of the excursion after each excursion, taking into account the experiences offered and the validity of the Risk Assessment carried out prior to the excursion.

One Educator is to be nominated as the "Educator in Charge" for each excursion, and among other responsibilities, ensure that regular head counts are taken, particularly in times of transition;

The "Educator in Charge" is required to ensure that children are always supervised by at least two adults, one of whom is required to be a member of staff. Adult/child ratios are to be approved by the Nominated Supervisor in accordance with the Education and Care Services National Regulations, 2012;

The "Educator in Charge" shall brief all adults as to the expectations and roles of supervision for the excursion, including nominating who is responsible for the supervision for specific groups of children. When grouping children, Educators will consider how best to meet each child's unique needs; and

In the event an excursion is cancelled e.g. due to inclement weather, the excursion may be scheduled for another date, at a suitable time taking into account any timing requirements noted in the original Risk Assessment prepared for the excursion. An alternative date must be advertised in advance then an authorised nominee can sign off on the day.

Families

Parents or another person named in each child's enrolment record as having authority to authorise the taking of the child outside the service by an Educator must complete and return to the service an Excursion Parent Permission Form (see Appendix (i)) if they wish their child to participate in an excursion. The form should be returned at least two weeks prior to the excursion. If a written authorisation for each particular excursion is not received for a child, that child cannot attend the excursion; and

Families are encouraged to participate in excursions where available to assist with maintaining ratios and to contribute to children's learning experiences. Adults assisting with excursions are encouraged to wear appropriate clothing and footwear in accordance with our Sun Protection and Work Health and Safety Policies, and, follow all instruction offered by the Educator in Charge. Family members who assist with an excursion are encouraged to contribute to the Evaluation of the Excursion carried out by Educators after each excursion.

Children

Will:

Follow the directions of responsible adults on excursions. Children will be grouped into the care of a responsible adult. Children are encouraged to contribute to the Evaluation of the Excursion carried out by Educators after each excursion.

References

Work Health and Safety Act 2011 (NSW)

Model Code of Practice: How to Manage Work Health and Safety Risks (Safe Work Australia)

Belonging, Being & Becoming: The Australian Early Years Learning Framework: Outcome 2.1

Early Childhood Australia Code of Ethics

Childcare Centre Desktop, Sample Excursion Policy accessed May 2018

CELA, Sample Policy: Excursions, accessed May 2018

Related Policies

- Programme Policy
- Sun Protection Policy
- Providing a Child Safe Environment Policy
- Work Health and Safety Policy

Appendix (i)

Excursion Parent Permission Form
DETAILS OF THE EXCURSION

Date: _____

Destination: _____

Method of transport: _____

Purpose of the excursion: (objective/s): _____

Name of staff members with current first aid certificate qualifications attending the excursion:

Number of children attending/likely to be attending: _____

Minimum number of adults to accompany and supervise children: _____

Likely child to adult ratio: _____

Responsible person for the excursion: _____

Mobile phone numbers whilst on the excursion in the case of emergency: _____

ITINERARY

Departure time and arrival at Preschool: _____ then arrival back at Preschool by:

Activities to be carried out during excursion: _____

A Risk Assessment has been prepared and is displayed on the foyer noticeboard.

We invite you to attend the excursion to assist with supervision of the children. However, in order to maintain a high level of supervision, we are unable to have siblings accompany us.

Are you able to attend? Yes No If so, please bring a hat and wear closed in shoes.

I give my permission for my child/ren to attend the above excursion:

Child's name: _____

Parent/Carer's Name: _____ Signature: _____

Date: _____

Please return by:

Appendix (ii)

Risk Assessment for Excursion

A Risk Assessment must be undertaken prior to requesting Parent/Guardian Authority for children to attend the excursion, in accordance with Education and Care Services National Regulations Part 4.2, Division 6 Children’s Health and Safety, regs 100- 101.

Excursion Details

Excursion date and destination:

Method of transport or walking itinerary:

Activities to be undertaken:

Period away from premises:

Likely number of children attending:

Likely number of staff attending:

Staff with first aid qualifications attending:

Factors to consider	Potential risk to the safety, health or wellbeing of any child	Assess risk (low, moderate or high)	How risk will be managed and minimised

Date of Risk Assessment:

Person Conducting Risk Assessment:

Risk Assessment Reviewed By:

Date of Review:

Approved or Not Approved:

Further Action Required (if any):

Appendix (iii)

What to take on the excursion Check List.

Suitable First Aid Kit including the Preschool's epi pen and Ventolin with spacer	
Food or drink if required. Hand wipes, bottled water and Preschool cups in 2 backpack	
Change of clothes, disposable nappy bags and marker pen	
Cash for emergencies	
Mobile phone	
Emergency contact list	
Ensure all children who are attending have returned a signed authorisation form.	
Any children attending with specific medical conditions requiring medication to be taken?	
Hats for children and participating adults.	
List of group division with nominated adult.	
Will further sunscreen need to be applied during the duration of the excursion?	
Camera and batteries.	
Consent for children with allergy or intolerance to eat	
Any other items to consider for this unique excursion experience?	

Fee Payment Policy

Scope

This policy exists to provide a framework for the sound financial management of Willoughby Community Preschool.

Statement

“Willoughby Community Preschool is run by a Management Committee elected annually. The committee oversees the financial governance of the Preschool with the Treasurer, Assistant Treasurer and Director responsible for ensuring the financial and accounting procedures approved by the committee are followed.” [Extracted from Willoughby Community Preschool Incorporated’s Accounting and Administrative Policies and Procedures 2018]

As a community based not-for-profit service, Willoughby Community Preschool relies on the prompt payment of fees to ensure its viability.

Legislative Requirements

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

- Part 4.7 Div. 2, reg 168 (2)(n)

National Quality Standard for Early Childhood Education and Care

- Standard 7.1 elements 7.1.2, 7.1.3

Goal

That revenue from fees are collected and receipted in a timely manner, meeting current best practice guidelines in accounting procedures.

Strategies

All strategies detailed below are to be endeavoured to be implemented to the extent reasonably practicable.

Administration Personnel

Wait List Fee:

A wait list fee accompanies each wait list application and may be paid via EFT, cheque or cash. The wait list fee is entered the Preschool’s Electronic Interface Provider (EIP) and a receipt is generated and emailed to the applicant.

Enrolment Acceptance Fee:

An acceptance fee is payable on acceptance of a Preschool placement. Payments may be paid via EFT, cheque or cash. The acceptance fee is entered into the Preschool's EIP and a receipt is generated and emailed to the applicant as soon as practicable. Once paid, the acceptance fee will not be refunded if a child does not start at Preschool.

The acceptance fee will be refundable if:

- the child completes their last year (prior to leaving for school) at Preschool, and all other outstanding fees have been paid to the Preschool in full; or
- if the child commences and departs the Preschool prior to the end of the year, four weeks prior written notice has been given to the Director, and all fees have been paid in full up to the exit date. (Notice of withdrawal cannot be given and will not be accepted at any time during the final 4 weeks of the Preschool year).

Membership of the Association Fee:

The Preschool is an association incorporated under the New South Wales Associations Incorporation Act (2009). The Act requires a member of each family to be a member of Willoughby Community Preschool Incorporated (the Association). A fee covering the Association Membership is invoiced to each family upon the child's commencement at the Preschool each year and a receipt is issued as soon as practicable after payment is received. The Preschool's Public Officer files the completed Membership of the Association forms, maintains the Register and provides a copy of the Register for the auditor annually.

Preschool Fees:

The Preschool operates under the Federal System as an extended hours Preschool and those eligible will be able to claim the Child Care Subsidy (CCS) which will be paid to the Preschool and reduce the fee payment directly debited from the families nominated account.

Preschool Fees are invoiced fortnightly for the current week and one week in advance. The method of payment is via the Debitsuccess Direct Debit merchant facility. Upon enrolment, families are required to complete a Debitsuccess Direct Debit Request Form with details of their nominated credit or bank account. These details are then entered into the Preschool's EIP. Changes may be made to a family's nominated payment method by advising the Director in writing. A Statement of Account is generated in the Preschool's EIP and emailed to the family in advance of Debitsuccess withdrawing funds from their nominated account. In the event of a default in payment, the Preschool is notified and an email is sent to the family and an arrangement is made to clear the debt. The Statement identifies the account holder, child, hours of attendance including absences and balance owing including the CCS Summary if eligible. Families may elect to pay the Preschool fees on a monthly or term time basis, it is a requirement that the family pay in advance and are not in arrears.

Failure to Pay:

If a family fails to pay the required fees on time, a reminder letter/email will be issued after one week and then again after two weeks, where the fees are still outstanding. A child's position will be

terminated if payment has not been made after the three weeks, to which the family will receive a final letter/email terminating the child's position. At this time, the Preschool will initiate its debt collection procedure, following privacy and conditional requirements.

A Preschool fee payment is still required for any absences from Preschool including absences due to Public Holidays, the child's illness or family holidays.

General Fee Information:

Fees are charged daily and vary depending on the elected enrolment option and the Child Care Subsidy. The Child Care Subsidy will be paid directly to the Service.

Basic requirements that must be satisfied for an individual to be eligible to receive Child Care Subsidy for a child include:

- The age of the child (must be 13 years or under and not attending secondary school)
- The child meeting immunisation requirements
- The individual, or their partners, meeting the residency requirements

Families' level of Child Care Subsidy will be determined by:

- Combined family income
- Activity level of parents
- Type of child care Service

Late Collection Fee:

In the event families are late to collect children, a Late Collection Fee of \$10 per 5 minutes applies and will be added to the next fortnightly Statement of Account for a late pickup after 3pm or 4pm, whichever finishing time is applicable. The amount may change from time to time.

Grounds and Maintenance Levy:

Parent involvement in a Grounds Maintenance Working Bee is a requirement of enrolment at Preschool. Parents either elect to participate at a scheduled 4-hour Saturday morning working bee or may elect to pay \$100 per annum in lieu of attendance at a Working Bee. The fee will also be applied to those who did not attend on their elected day (unless an alternative is agreed with the Director).

Fee changes:

All Fees referred to in this Policy are reviewed at least annually by the Management Committee, and may be adjusted from time to time, taking into account matters such as resourcing needs and changes in the Preschool's operating costs over time. Changes will be notified in writing to the Preschool community. We will give you as much notice as reasonably possible of any fee changes.

Families

Wait List Fee:

A wait list fee must accompany each waitlist application and may be paid via EFT, cheque or cash. Wait list fees are determined by the Management Committee from time to time. Waitlist application forms specify the current wait list fee.

Enrolment Acceptance Fee:

An acceptance fee is payable by successful applicants by the nominated date outlined in the letter of offer. The acceptance fee payment accompanies the signed Acceptance and Acknowledgement slip from parents or carers to confirm acceptance of the Preschool placement. Payments may be made via EFT, cheque or cash. Upon payment a receipt will be received via email. Acceptance fees are determined by the Management Committee from time to time and the letter of offer specifies that current acceptance fee. Once paid, the acceptance fee will not be refunded if a child does not start at Preschool.

The acceptance fee will be refundable if:

- the child completes their last year (prior to leaving for school) at Preschool, and all other outstanding fees have been paid to the Preschool in full; or
- if the child commences and departs the Preschool prior to the end of the year, four weeks prior written notice has been given to the Director, and all fees have been paid in full up to the exit date. (Notice of withdrawal cannot be given and will not be accepted at any time during the final 4 weeks of the Preschool year).

Membership of the Association Fee:

The Preschool is an association incorporated under the Associations Incorporation Act (2009) NSW. A member of each family is required to be a member of the association, which requires payment of an initial registration fee and an ongoing annual membership fee. Parents complete and return a Membership of the Association form. A fee covering the Association Membership is invoiced to each family upon the child's commencement at the Preschool each year and a receipt is issued as soon as practicable after payment is received.

Preschool Fees:

The Preschool operates under the Commonwealth Government System as an extended hours Preschool and those eligible will be able to claim the Child Care Subsidy (CCS) which will be paid to the Preschool and reduce the fee payment directly debited from your nominated account.

Preschool Fees are invoiced fortnightly for the current week and one week in advance. The method of payment is via the Debitsuccess Direct Debit merchant facility. Upon enrolment, families are required to complete a Debitsuccess Direct Debit Request Form with details of their nominated credit or bank account. Changes may be made to the nominated payment method by advising the Director in writing.

A Statement of Account is received via email in advance of Debitsuccess withdrawing funds from the nominated account. In the event of a default in payment an email is sent to the family advising of such and an arrangement is made to clear the debt. The Statement identifies the account holder, child, hours of attendance including absences and balance owing including the CCS Summary if eligible. Families may elect to pay the Preschool fees on a monthly or term time basis, it is a requirement that the family pay in advance and are not in arrears.

If fees fall 3 weeks in arrears and an alternative payment arrangement has not been made with the Director, the child may be excluded from the Preschool until payment is made.

A Preschool Fee payment is still required for any absences from Preschool including where required due to Public Holidays, your child's illness or family holidays.

General Fee Information:

Fees are charged daily and vary depending on the elected enrolment option and the Child Care Subsidy. The Child Care Subsidy will be paid directly to the Service.

Basic requirements that must be satisfied for an individual to be eligible to receive Child Care Subsidy for a child include:

- The age of the child (must be 13 years or under and not attending secondary school)
- The child meeting immunisation requirements
- The individual, or their partners, meeting the residency requirements

Families' level of Child Care Subsidy will be determined by:

- Combined family income
- Activity level of parents
- Type of child care service

Late Collection Fee:

In the event families are late to collect children, a Late Collection Fee of \$10 per 5 minutes applies and will be added to the next fortnightly Statement of Account for a late pickup after 3pm or 4pm, whichever finishing time is applicable. The amount may change from time to time.

Grounds and Maintenance Levy:

Parent involvement in a Grounds Maintenance Working Bee is a requirement of enrolment at Preschool. Parents either elect to participate at a scheduled 4-hour Saturday morning working bee or may elect to pay \$100 per annum in lieu of attendance at a working bee. The fee will also be applied to those who did not attend on their elected day (except where agreed otherwise with the Director).

Replacement Hat Fee:

The Preschool hat is required to be worn daily as per our Sun Protection and Work Health and Safety Policies. If children lose their hat, parents are required to purchase a new hat from the Director.

Fee changes:

- Current daily rates are outlined in the Letter of Enrolment Offer. All Fees referred to in this Policy are reviewed at least annually by the Management Committee, and may be adjusted from time to time, taking into account matters such as resourcing needs and changes in the Preschool's operating costs over time. Changes will be notified in writing to the Preschool community. We will give you as much notice as reasonably possible of any fee changes.

Failure to Pay:

If a family fails to pay the required fees on time, a reminder letter/email will be issued after one week and then again after two weeks, where the fees are still outstanding. A child's position will be terminated if payment has not been made after the three weeks, to which the family will receive a

final letter/email terminating the child's position. At this time, the Preschool will initiate its debt collection procedure, following privacy and conditional requirements.

Educators

Wait List and Enrolment Acceptance Fees:

Educators accept completed Wait List applications and Enrolment Forms accompanied with associated fees and place them in the Director's in-tray. Cash payments are counted with the customer before entering in the amount received in the office cashbook, which is then signed by both parties. Educators inform the applicant that a receipt will be generated and emailed to them.

Late Collection Fee:

Educators are required to document the time a parent/carer arrives for late collection of a child and ensure that the parent/carer signs the Late Book.

Replacement Hat Fee:

In the event a lost hat, in accordance with our Sun Protection Policy and Work Health and Safety Policy, Educators consult with parents about the purchase of a replacement Preschool hat. Educators will furnish the child with a new hat and the fee will be applied to the Statement of Account. In the event cash payments are made, these can be receipted in the cashbook, which is then signed by both parties. Cash payments are counted with the customer before entering in the amount received in the office cashbook, which is then signed by both parties. The hat replacement fee it is placed in the Director's in-tray.

References

Community Early Learning Australia (CELA) Fees sample policy, accessed May 2018

<https://www.education.gov.au/child-care-subsidy-1>, accessed May 2018

Childcare Centre Desktop, Sample Payment of Fees Policy, accessed May 2018

Related Policies

- Arrival, Departure and Access Policy
- Enrolment and Orientation Policy
- Governance and Management of the Service Policy
- Privacy Policy
- Sun Protection Policy
- WCP Accounting and Administrative Procedures and Policies, 2018
- Work Health and Safety Policy

Governance and Management of the Service Policy

Scope

Within the overall framework for the governance of Willoughby Community Preschool provided by:

- the Rules of Willoughby Community Preschool Inc (an incorporated association constituted under the *Associations Incorporation Act 2009* (NSW)) as well as the requirements of that Act; and
- the National Law and Regulations,

This policy provides guidance on governance of the service.

In the event of any inconsistency between the Rules of the Preschool and this policy, the Rules will prevail to the extent of the inconsistency.

Statement

Governance is the system by which an organisation is directed, controlled and held accountable to ensure that appropriate decisions are made. Willoughby Community Preschool recognises the importance of having a framework of rules, relationships, systems and processes within and by which authority is exercised and controlled in the organisation. We view good governance and management as essential to our provision of quality education and care.

Legislative Requirements

Associations Incorporation Act 2009 (NSW) (and its predecessor legislation)

Children (Education and Care Services National Law Application) Act 2010 (NSW)

Education and Care Services National Regulations 2011

- Part 4.7 Div 2 reg 168, 170, 171, 172

National Quality Standard for Early Childhood Education and Care

- Standard 7.1 element 7.1.1

Goals

To ensure Willoughby Community Preschool has good governance we will:

- conduct the Preschool's affairs and activities with integrity, in accordance with good ethical practice, and in compliance with applicable laws;
- develop and implement a framework of policies and procedures that provide guidance on the operation and management of the Preschool, and review and (where necessary) update those policies and procedures from time to time;

- identify organisational risks and legal obligations and seek to manage these, to the extent necessary and appropriate, through policies and procedures that we have developed;
- actively plan for the long-term operation of the Preschool, including where practicable developing long term plans, strategies and financial forecasts, and periodically review and update these; and
- ensure that mechanisms are in place that promote fair and transparent governance of the Preschool.

Strategies

Members of Willoughby Community Preschool Inc

Subject to the Rules and the requirements of the *Associations Incorporation Act 2009* (NSW), the membership of Willoughby Community Preschool Inc comprises persons who are parents or guardians of children enrolled to attend the Preschool during the relevant financial year, who have been nominated for membership and their membership has been approved in accordance with the Rules (see rule 2). Ultimate responsibility for the operation of the Preschool is vested in the members.

Willoughby Community Preschool Inc is the employer of all staff of the Preschool and is the Approved Provider of education and care under the *Children (Education and Care Services National Law Application) Act 2010* (NSW) and the *Education and Care Services National Regulations 2011*.

Willoughby Community Preschool Management

The management of the Preschool is overseen by the Management Committee. The members of the Committee are elected annually by the members of Willoughby Community Preschool Inc, in accordance with the Rules, and the Committee is accountable to the members of Willoughby Community Preschool Inc for:

- the ongoing sustainability and continuing relevance of the Preschool; and
- the ongoing operation and performance of the Preschool.

The Management Committee will direct its activities towards achieving the Preschool's goals and implementing its Quality Improvement Plan by guiding and monitoring the Preschool's business and affairs in line with the objects set out in the Rules and in accordance with the Preschool's philosophy.

In carrying out its responsibilities, the Management Committee undertakes to maximise the value and contribution of the Preschool to the local community, and to serve the interests of the Preschool's members, employees and families and children attending the Preschool. In serving these interests there is an implicit understanding that the rights of the child are of fundamental importance in all decision making.

Preschool Rules

Willoughby Community Preschool Management

Will:

Ensure that, in carrying out the Committee's functions, the Rules of Willoughby Community Preschool Inc, and applicable requirements specified in the *Associations Incorporation Act 2009* (NSW), are followed at all times,

Ensure that the Rules are reviewed annually by the Secretary, and updated as necessary, and

Ensure that a copy of the Rules is made available to any member of Willoughby Community Preschool Inc upon request.

Policies

Willoughby Community Preschool Management

Will:

Ensure that a comprehensive set of policies is in place, as required under the *Education and Care Service Regulations* and other applicable regulations and laws that the Preschool must comply with. Policies are to be developed and then approved by the Management Committee, either at a Committee meeting or by emailed circular resolution. The same process applies for updates to policies.

Ensure that an up to date, complete set, of Preschool policies is maintained by the Director, and that the Director makes these policies available as required to members of the Willoughby Community Preschool Inc.

Ensure that the management and operation of the Preschool occurs generally in accordance with these Preschool's suite of policies, except to the extent that the Committee determines otherwise (on a case by case basis).

Ensure that these policies are regularly reviewed and updated, including to ensure that they comply with applicable changes in laws and any changes to the Preschool's circumstances. The Committee will endeavour to ensure that the Preschool's suite of policies are reviewed and updated in accordance with the Preschool's Process for Reviewing Policies.

Ensure that families are given at least 14 days advance notice to parents / carers of any changes to policies that are considered to have a significant impact on the Preschool's provision of education and care to any child enrolled at the service, or on the family's ability to utilise the service.

Ensure that mechanisms and plans are in place to monitor whether the Preschool's policies are being complied with, with a view to ensuring that any:

- proposed departures from the Preschool's policies of potentially material impact; or
- circumstance where there a material departure from the Preschool's policies actually occurs (for example, an inadvertent departure),

are detected and referred to the Committee for consideration and discussion.

Where appropriate will provide incoming Committee members with information about their roles and responsibilities and will consider providing training to Committee members as necessary from time to time.

Strategic Planning

Willoughby Community Preschool Management

Will actively plan for the future long-term operation of the Preschool, including where practicable:

- developing long term plans, strategies and financial forecasts; and
- periodically reviewing and updating these plans, forecasts etc.

Management Committee Powers and Delegations

Willoughby Community Preschool Management

The Management Committee sets the strategic direction and monitors performance of the Preschool. The Management Committee will provide effective governance to ensure excellent overall management of the Preschool's business and financial objectives.

The Management Committee has the powers and functions as set out in the Rules and the *Associations Incorporation Act 2009 (NSW)*, together with such other powers and functions as may be delegated to the Committee by the members of the Preschool (i.e. the members of Willoughby Community Preschool Inc), from time to time. In discharging Committee powers and functions, each member of the Committee are bound by the *Associations Incorporation Act 2009 (NSW)*.

The Management Committee's powers and functions include:

- overseeing the operation of the Preschool including its control and accountability systems;
- appointing and removing the Preschool Director;
- ratifying the appointment of permanent staff members;
- developing organisational strategy and performance objectives;
- reviewing, ratifying and monitoring systems of risk management and internal control, codes of conduct and legal compliance;
- monitoring and assessing the Preschool Director's performance and implementation of strategy;
- approving and monitoring financial and other reporting;
- authorising appropriate delegations within the organisation (subject to this Policy and the Rules);
- ensuring that appropriate resources are available to carry out the Preschool's functions; and

- approving and monitoring the progress of major capital expenditure, and other financial matters as set out in *Willoughby Community Preschool Inc – Accounting and Administrative Policies and Procedures* (March 2018) (as may be amended from time to time by the Committee).

The Committee may in turn delegate any of its powers and functions, from time to time, to any of the following:

- a sub-committee of the Committee (comprising two or more members of the Committee);
- a member of the Committee;
- a member of Willoughby Community Preschool Inc;
- the Preschool Director; or
- a Nominated Supervisor employed by the Preschool,

with the exception of:

- any powers of the Committee which the Rules specifically reserve to the Committee only;
- making and amending Preschool policies (as referred to above);
- the power of delegation itself;
- financial matters specifically reserved to the Committee, including where stated in *Willoughby Community Preschool Inc – Accounting and Administrative Policies and Procedures* (March 2018) (as may be amended from time to time by the Committee); and
- responsibilities as Approved Provider, and any other responsibilities under applicable laws which those laws state may not be delegated.

The Management Committee delegates the responsibility of implementing the Preschool's strategic plan and day-to-day management of the Preschool to the Preschool Director.

Applicable delegations should be recorded in writing (for example, in the minutes of a Management Committee meeting at which a particular delegation was agreed), and where appropriate any delegation should be periodically reviewed to confirm ongoing relevance, or only applicable for a defined period of time (e.g. a specified period of months, or until the conclusion of a particular Preschool activity).

Further detail on the Committee's current delegations is set out in the Annexure.

Management Committee Powers and Delegations

Willoughby Community Preschool Management

Will:

Ensure that the Preschool operates with and to a valid set of Rules made pursuant to the *Associations Incorporation Act 2009* (NSW) (or its predecessor), and that all governance and management practices of the Committee and staff align with the Rules.

Will demonstrate achievement of the above through accessible meeting minutes, records of delegations, and Management Committee self-assessments from time to time.

Will assist Committee members to receive ongoing support and training on applicable governance matters, where considered necessary.

Code of Conduct

Willoughby Community Preschool Management Committee members

Will:

Ensure that they commit themselves to ethical, businesslike and lawful conduct, including proper use of authority and professional decorum when acting in their capacity as members of the Committee;

Demonstrate un-conflicted loyalty to the interests of the Preschool when acting in their capacity as members of the Committee;

Avoid conflicts of interest with respect to their role;

Annually disclose their involvement with other organisations or companies that currently do business or may do business with the organisation;

Immediately disclose to the Management Committee any and all impending conflicts of interest. That member shall absent herself or himself without comment from both the deliberation and final decision-making;

Not use information exclusive to the Committee members for personal gain, and respect the confidentiality of all information obtained during meetings or otherwise obtained when acting in their capacity as members of the Committee; and

Respect the level of confidentiality appropriate to issues of a sensitive nature.

In all other respects, will comply with the Preschool's Code of Conduct and other relevant Policies when acting in their capacity as members of the Committee (to the extent those Policies are relevant to their role).

References

Community Early Learning Australia (CELA) Governance and Management sample policy, accessed May 2018

Department of Fair Trading http://www.fairtrading.nsw.gov.au/ftw/Cooperatives_and_associations, accessed May 2018

Childcare Centre Desktop, Sample Governance Policy LDC, accessed May 2018

Related Policies

- Confidentiality of Records Policy
- Code of Conduct
- Willoughby Community Preschool Inc – Accounting and Administrative Policies and Procedures (March 2018)
- Retention of Records and Documents Policy
- Process for Reviewing Policies

ANNEXURE

SCHEDULE OF DELEGATIONS

The purpose of this schedule is to document only those matters that are delegated by the Management Committee to others including the Preschool Director and individual office bearers of the Committee.

For clarity, it:

- does not cover delegations from the members to the Management Committee; or
- may not cover specific, one-off, matters that may be delegated by the Management Committee to the Preschool Director or to other persons, by resolution of the Committee, from time to time.

Activity/function	Management Committee delegation to	Explanation	Qualifications
Engaging and dismissing casual workers	Preschool Director	This is limited to engagement and dismissal of short-term, non-permanent workers (contracted either directly with the worker concerned, or through an employment agency).	Preschool Director to report periodically to the Management Committee on expenditure incurred in relation to engagement of casual workers. No sub-delegation permitted.
Approval/rejection of staff leave requests	Preschool Director	This covers any requests for leave from normal working duties (outside of end of year holiday closure).	For applications of long service leave and other leave where the Director requests confirmation, decisions will be made in consultation with a member of the Executive Committee. No sub-delegation permitted.
Enrolment decision making	Preschool Director	This comprises all decisions relating to the acceptance, wait-listing, and rejection of applications for places for	No sub-delegation permitted.

Activity/function	Management Committee delegation to	Explanation	Qualifications
		children at the Preschool.	
Funding applications to third parties	Preschool Director		Where a condition precedent to receipt of funding is the entry by the Preschool into a legally binding agreement, Management Committee approval is required for agreements for funding of value greater than \$3,000. No sub-delegation permitted.
Submission of annual compliance reports and expenditure of funds in relation to the Preschool, to public bodies	Preschool Director	Annual compliance reports are required to be submitted by the Preschool to regulatory and funding bodies.	Director and bookkeeper prepare reports and proof of expenditure to be signed and submitted.
Purchasing for the Preschool where value of goods/services is under \$2,000	<ul style="list-style-type: none"> • Preschool Director • Others with the approval of the Preschool Director 		As per <i>Willoughby Community Preschool Inc – Accounting and Administrative Policies and Procedures</i> (March 2018).

Incident Injury Trauma Illness Policy

Scope

Willoughby Community Preschool is committed to ensuring there are clear processes and procedures in place in the event that a child is involved in an incident, injury, becomes ill or suffers a trauma whilst at the Preschool.

Statement

The health and safety of children in Preschool is the responsibility of all stakeholders and the Preschool recognises its duty of care in the provision of a safe and healthy environment for children.

The management of incidents, injury, trauma and illness is dependent upon the adherence to policy and procedures informed by a risk management framework.

Definition

A serious incident is prescribed under the Education and Care Services National Regulations as:

- The death of a child (while being educated and cared for by a service);
- Any incident involving serious injury or trauma to, or illness of, a child while being educated and cared for by a service, where it would be reasonable to seek the urgent attention of a medical practitioner was sought, or where the child attended, or ought reasonably to have attended, a hospital;
- Any emergency for which emergency services attended. NOTE: It does not mean an incident where emergency services attended as a precaution, or
- If a child:
 - Appears to be missing or cannot be accounted for;
 - Appears to have been taken or removed from the service premises in a way that breaches the National Regulations; or
 - Is mistakenly locked in or locked out of any part of the service premises

An emergency is defined as an incident, situation or event where there is an imminent or severe risk to the health, safety and wellbeing of any person present at a service.

Legislative Requirements

Education and Care Services National Law 2010

- Part 6 167 & 174 (2)(a)

Education and Care Services National Regulations 2011

- Chapter 1 reg 12

- Part 4.2 Div2 reg 85, 86, 87, 88, 89
- Part 4.3 Div 1 reg 103
- Part 4.4 Div 6 reg 136, 137
- Part 4.7 Div 2 reg 168 (2)(b)
- Part 4.7 Div 2 reg 176 (2)(a)(b)
- Part 7.1 Div 2 reg 245

National Quality Standard for Early Childhood Education and Care

- Standard 2.1, Element 2.1.2
- Standard 2.2 Element 2.2.1, 2.2.2, 2.2.3
- Standard 6.1, 6.2

Work Health & Safety (WHS) Act 2011

Workplace Health & Safety Regulations 2011

Goals

Develop program goals that promote the wellbeing of each child.

Establish procedures and practice that minimise the risk of harm to children.

Maintain communication with families to ensuring that they are informed of any incidents, injury, trauma and illness to their child/ren as required.

Ensure that records of any incident, injury, trauma and illness are documented, transmitted to the Department of Education and Communities as required and kept in storage according to regulatory requirements.

Strategies

All strategies detailed below are to be endeavoured to be implemented to the extent reasonably practicable.

Willoughby Community Preschool Management

Will:

Ensure notification of a serious incident to NSW Early Childhood Education and Care Directorate (ECECD) is submitted online using the National Quality Agenda IT system (NQAITs) within 24 hours of the incident or time that a person becomes aware of the incident

Notification of a Serious Incident;

Notify NSW Work Cover within 24 hours if a child/adult, due to injury sustained at the Preschool or in connection with a Preschool-related activity (such as an excursion), is prevented from attending the Preschool;

Ensure access to debriefing or counselling services to support first aiders and workers after a serious workplace incident;

Provide a budget for ongoing professional development in the management incidents, injury, trauma and illness; and

Develop and maintain procedures and policies to ensure that the authorised supervisor and the primary contact staff of the Preschool understand and comply with legislative requirements.

Nominated Supervisor

Will:

Ensure that a current approved first aid qualified staff member is present at all times that the children are being educated and care for by the Preschool;

Ensure that all enrolled children have:

- written authorisation from the parent / carer to seek urgent medical, dental, hospital treatment or ambulance service;
- written consent from the parent / carer to carry out appropriate medical, dental or hospital treatment in the event that such actions appear to be necessary because the child has been injured or becomes ill; and
- completed medical and other related information as requested on the enrolment form including the First Aid form.

Ensure that educators are fully aware of reports and record keeping accountabilities which must include:

- The name and age of the child,
- The circumstances leading to the incident, injury or trauma, or the relevant circumstances surrounding the child becoming ill and any apparent symptoms,
- the time and date the incident occurred, the injury received,
- the child was subjected to the trauma or an apparent onset of the illness,
- details of action taken including any medication administered or first aid provided,
- any medical personnel contacted and details of any person who witnessed the incident, injury, trauma,
- details of any person notified or attempted to notify and the time of any notification or attempted notification of incident, injury, trauma or illness, and

- the time, date, name and signature of the person, responsible for the documentation.

Ensure that records of any incident, injury, trauma and illness are documented, transmitted to the Department of Education and Communities as required and those records are kept in storage according to regulatory requirements;

Enable and promote ongoing professional development in the management of incidents, injury, trauma and illness; Ensure access to debriefing or counselling services to support first aiders and workers after a serious workplace incident; and

Ensure that staff are well informed and demonstrate confidence in procedures and delegated responsibilities.

Educators

Will:

- Provide reassurance and ensure children's emotional and physical wellbeing is paramount at all times;
- Follow assessment procedures and seek medical attention for a child if required;
- Be aware of the signs and symptoms of illness/trauma, and update their understanding as part of their ongoing professional development;
- Consider the planning of the physical environment and experiences, ensuring that all children have opportunities to engage in experiences that enhance their sense of wellbeing and help develop a capacity to assess and manage risk;
- Thoughtfully group children to aid supervision and manage any potential risks to children's health and wellbeing;
- Regularly check that equipment and furniture in the Preschool is well maintained and that any materials that may be hazardous are removed or repaired;
- Ensure that records of any incident, injury, trauma and illness are documented, transmitted to the Department of Education and Communities as required and kept in storage according to regulatory requirements; Notify the director if you require counselling following a serious workplace incident; and
- Regularly monitor, review and discuss policy and procedures to inform improvements and changes when required.

Families

Will:

- Be informed of policies and procedures, regulatory requirements with regard to a serious incident, injury, trauma, illness, first aid, and exclusion periods;

- Inform the Preschool, prior to commencing, of their child's particular requirements and provide any relevant paperwork to the Preschool, such as immunisation status, letters from a medical professional etc. and update as necessary;
- Ensure that any medical or related information pertaining to the child is updated as necessary during the period of the child's enrolment at the Preschool; and
- Be notified of any incident, injury, trauma, or illness as soon as is practicable, incident and sign on receipt of the report of the incident – families will be provided a copy of the report.

In the event of an injury/illness

In the event that a child becomes injured or ill, has an accident, or any other matter concerning the child's health arises whilst at Preschool the following will apply:

- If the child sustains a minor injury the staff will apply first aid treatment and complete an Illness Report or Incident Report (see Appendix (i) or (ii) as applicable). This report is to be read and signed by the parent / carer or authorised nominee on collecting the child at the end of the Preschool day and a copy will be forwarded to them;
- If the child sustains a moderate injury but recovers sufficiently to willingly return to class participation, where the parent / carer has been notified of the injury and the child's current condition, it is the responsibility of the parent / carer or authorised nominee to decide whether the child should be collected from the Preschool;
- If the child sustains a moderate injury and recovers but does not willingly return to class participation, where the parent / carer has been notified of the injury and the child's current condition, the parent / carer or authorised nominee may be requested to collect the child from the Preschool;
- In instances where the child sustains a more serious injury including an injury as a result of a strong force above the shoulders, or falls ill, the class teacher or responsible person in charge will notify the parent / carer or authorised nominee of the concern and request them to make arrangements for the child to be collected;
- The Preschool does not have the staff resources to adequately care for children who become ill at Preschool. Such instances include, but are not limited to, any strong force injury above the shoulders, vomiting, repeated diarrhea (refer Diarrhoea and Vomiting (Gastroenteritis) below), high temperature (refer High Temperature below);
- The child will be kept under adult supervision, separated from other children in a quiet area and the child's condition will be monitored until the child recovers or until the child's parent / carer or authorised nominee takes charge of the child;
- Staff will seek urgent medical, dental, ambulance transport or hospital treatment if necessary and return the child as soon as practicable to the care of the parent / carer or authorised nominee. If the written authorisation for treatment on the enrolment form nominates a preferred medical practitioner or dentist to treat the child then the medical or dental treatment for the child must, if practicable, be carried out by that medical practitioner or dentist;

- In the event a child is suffering from a life-threatening condition or requires urgent medication or treatment, an ambulance will be called to transport the child to hospital. The parent / carer or authorised nominee will be notified as soon as possible. In the absence of a parent / carer or authorised nominee to accompany the child, a staff member will accompany the child taking with them the child's enrolment file and completed Incident or Illness Report and they will wait with the child until the parent / carer or authorised nominee arrives to take charge of the child. The completed Incident or Illness Report will be given to the parent / carer or authorised nominee on their arrival to read and sign, a copy will be later forwarded to them and the enrolment information will be given to the medical staff to view and return;
- The class teacher will be informed of any incident/illness to a child if they were not attending to the child at the time of an incident/illness; and
- The nominated supervisor will be informed of any serious incident/illness to a child.

Identifying symptoms of a child's injury/illness

It is often very difficult to make an accurate assessment of the severity of a head or neck injury. No head or neck injury will be disregarded or treated lightly as there is the possibility that complications may develop later; and

All educators are trained to identify the symptoms of illness and will monitor the children throughout the course of the day. Children are often unable to explain symptoms if they feel unwell. Staff will also look for possible non-verbal cues anomalous to the child that may indicate a symptom of illness/injury. This may include an unwillingness to return to classroom activities. If a child does not seem "right" they may be unwell even though the exact problem cannot be seen. Children who look and behave as usual are unlikely to be very ill.

High temperature

A high temperature in young children is often the first symptom of illness or infection. Temperatures can alter rapidly and may lead to febrile convulsions.

TEMPERATURE RANGES

- 36.5°C-37°C : normal
- 37.1°C-37.5°C : needs monitoring
- 37.6°C-37.9°C : needs action to reduce the temperature and continued monitoring

Steps to reduce a high temperature:

- Remove the child's excess clothing, at the same time taking account of room temperature
- Sponge the child with lukewarm water
- Gently fan the child

- Encourage the child to take sips of water
- Consistently observe and monitor until the parent / carer or authorised nominee arrives.

Contact the parent / carer or authorised nominee and advise them that the child has a high temperature and ask them to make arrangements for the child to be collected;

If a parent/ carer or authorised nominee cannot be located to collect the child and if the child's temperature reaches 38.5°C, then the Preschool will call an ambulance and continue trying to locate the parent / carer or authorised nominee; and

In the absence of a parent / carer or authorised nominee to accompany the child, a staff member will accompany the child taking with them the child's enrolment file and completed Incident or Illness Report and they will wait with the child until the parent / carer or authorised nominee arrives to take charge of the child. The completed Illness Report will be given to the parent / carer or authorised nominee on their arrival to read and sign, a copy will be later forwarded to them and the enrolment information will be given to the medical staff to view and return.

Any child with a high fever or temperature reaching 38°C or higher will not be permitted to attend the Preschool until 24 hours after the temperature/fever has subsided.

Diarrhoea and Vomiting (Gastroenteritis)

Gastroenteritis (or 'gastro') is a general term for an illness of the digestive system. Typical symptoms include abdominal cramps, diarrhoea and vomiting. In many cases, it does not need treatment, and symptoms disappear in a few days.

Gastroenteritis can cause dehydration because of the large amount of fluid lost through vomiting and diarrhoea. A person suffering from severe gastroenteritis may need fluids intravenously.

If a child has diarrhoea and/or vomiting whilst at the Preschool, Management will notify parents or emergency contact to collect the child immediately. If the Preschool has 2 more cases of gastroenteritis, the Public Health Unit must be notified.

Children that have had diarrhoea and/or vomiting will be asked to stay away from the Preschool for 48 hours after symptoms have ceased to reduce infection transmission as symptoms can develop again after 24 hours in many instances.

Infectious causes of gastroenteritis include:

- Viruses such as rotavirus, adenoviruses and norovirus
- Bacteria such as Campylobacter, Salmonella and Shigella
- Bacterial toxins such as staphylococcal toxins
- Parasites such as Giardia and Cryptosporidium.

Non-infectious causes of gastroenteritis include:

- Medication such as antibiotics

- Chemical exposure such as zinc poisoning
- Introducing solid foods to a young child
- Anxiety or emotional stress.

The exact cause of infectious diarrhoea can only be diagnosed by laboratory tests of faecal specimens. In mild, uncomplicated cases of diarrhoea, doctors do not routinely conduct faecal testing.

Children with diarrhoea who also vomit or refuse extra fluids should see a doctor. In severe cases, hospitalisation may be needed. The parent and doctor will need to know the details of the child's illness while the child was at the education and care Service.

Children, educators and staff with infectious diarrhoea and/or vomiting will be excluded until the diarrhoea and/or vomiting has stopped for at least 48 hours.

Please note: if there is a gastroenteritis outbreak at the Preschool, children will be excluded from the Preschool until the diarrhoea and/or vomiting has stopped and the family are able to get a medical clearance from their doctor.

Reporting of incidents, injury, trauma or illness

In all instances of incident, injury, trauma and illness a staff member will complete an Illness Report or Incident Report. This report is to be read and signed by the parent / carer or authorised nominee on collecting the child and a copy will be forwarded to them; and

When the authorised supervisor of the Preschool becomes aware of a serious incident as prescribed under the Education and Care Services National Regulations (2011) involving a child attending the Preschool must ensure notification of the serious incident to the regulatory authority through the (NQA IT System) online where you can select the incident form and enter the required information within 24 hours that a person becomes aware of the incident. The Management Committee must be notified of any reported incidents within 24 hours.

References

Community Early Learning Australia (CELA) Incident, Injury, Trauma and Illness sample policy - Accessed May 2018

Childcare Centre Desktop, Sample Incident, Illness, Accident & Trauma Policy, accessed May 2018

Related Policies

- Acceptance and Refusal of Authorisations Policy
- Administration of First Aid Policy
- Arrival Departure and Access Policy
- Emergency Evacuation and Lockdown Policy
- Enrolment and Orientation Policy
- Governance and Management of the Service Policy

- Infectious Disease & Immunisation Policy
- Interactions with Children Policy
- Medical Conditions Policy
- Privacy Policy
- Providing a Child Safe Environment Policy
- Retention of Records & Documents Policy
- Work Health and Safety Policy

Appendix (i)

Incident Injury Trauma Report

Child's Name _____ Child's age: _____ Date ____/____/____ Time _____

PART 1:

Indicate the accident category with a X

First Aid only required:

Minor (First Aid required)

Medical, Dental or Hospital Treatment required:

Potential Fatality (ambulance required)

Major (ambulance required)

Moderate (medical or dental treatment required)

SI01 Form completed Date submitted : _____

Management Committee notified Date : _____

Parent notified

DETAILS OF INCIDENT INJURY TRAUMA

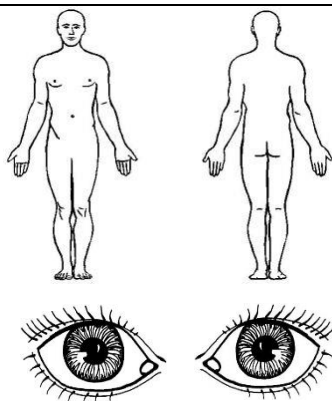
Location it occurred

- classroom playground foyer bathroom
 other, please specify:

Type of equipment involved

Type of Injury

- bite bruise broken bone or dislocation cut bump
 fracture sprain scrape splinter swelling puncture
 loss of consciousness other, please specify:



Indicate the site of injury: Provide a detailed account of the accident, what first aid and or medication was given?

Location of primary contact staff: _____

Record of parent/carer/emergency contacts notified

Name of Parent contacted	Notifying Staff Member	Time	Response/Comment	Time Child collected

Name of the staff member completing the Accident Report:

_____ Signature: _____ Date: _____ Time

Name of the staff member attending to the child:

_____ Signature: _____ Date: _____ Time

Name of the staff member who witness injury or trauma:

_____ Signature: _____ Date: _____ Time

Parent/Carer's Name: _____ Signature: _____ Date: _____
 Time

Certified Supervisor: _____ Signature: _____ Date: _____

Recorded in Register please tick

PART 2

SERIOUS INCIDENT OR INCIDENT REQUIRING NOTIFICATIONS

If the child is taken to a doctor or hospital, complete the following:

Food intake at the centre _____ Time: _____ Amount: _____

Drink at the centre _____ Time: _____ Amount: _____

Medication administered at the centre _____ Time: _____ Amount: _____

Further information regarding the outcome of the child's injury/treatment: _____

Emergency Service who assisted:

Organisation: _____ Name: _____ Position: _____



Appendix (ii)

Illness Report

Child's Name _____ Age: _____ Date ____/____/____ Time ____ am/pm

Description of child's symptoms: _____

Staff member with a current first aid certificate attending to the child: _____

Describe the first aid given: _____

Record of parent/carer/emergency contacts notified (if required):

Name of Parent contacted	Notifying Member	Staff	Time	Response/Comment	Time Child collected

Describe any further symptoms and action taken: _____

Certified Supervisor

Name: _____ Signature: _____ Date: ____/____/____

Staff Member's

Name: _____ Signature: _____ Date: ____/____/____

Parent/Carer's

Name: _____ Signature: _____ Date: _____ Time: _____

Notification required, Serious Illness Yes No If Yes complete the following:

- Ambulance required Time called _____
- Medical treatment required
- SIO1 Form completed Date submitted: _____
- Management Committee notified Date: _____
- ECECD notified Date: _____

Infectious Diseases

Statement

Vaccination is the best way to protect your child from serious disease. By vaccinating you are protecting your child as well as the broader community. The more people who vaccinate their children, the greater our ability to control serious vaccine preventable diseases. [NSW Health]

The Work Health and Safety Act (2011) places a responsibility on service providers to maintain a safe work place. Centre Directors / Coordinators and staff also have a responsibility to contribute to sustainable, safe and hygienic work practices.

Infection control is effectively managed at the Preschool to ensure children remain healthy and transmission of infectious diseases is minimised.

New Immunisation Requirements:

- Only parents of children (less than 20 years of age) who are fully immunised or are on a recognised catch-up schedule can receive the Child Care Subsidy. The relevant vaccinations are those under the National Immunisation Program (NIP), which covers the vaccines usually administered before age five. These vaccinations must be recorded on the Australian Childhood Immunisation Register (AIR).
- Children with medical contraindications or natural immunity for certain diseases will continue to be exempt from the requirements.
- Conscientious objection and vaccination objection on non-medical grounds will no longer be a valid exemption from immunisation requirements.
- **From 1 January 2018 [NSW]** children who are unvaccinated due to their parent's conscientious objection will no longer be able to be enrolled in childcare in NSW. Children who cannot be fully vaccinated due to a medical condition or who are on a recognised catch-up schedule will still be able to be enrolled upon presentation of the appropriate form signed by a medical practitioner.
- Families eligible to receive family assistance payments and have children less than 20 years of age, who may not meet the new immunisation requirements, will be notified by Centrelink.

Legislative Requirements

Education and Care Services National Law (2010)

Education and Care Services National Regulations (2011)

- Part 4.2 Div 2 reg 88(1), (2)
- Part 4.7 Div 1 reg 162(f)

- Part 4.7 Div 2 reg 168(2)(c)

National Quality Standard for Early Childhood Education and Care

- Standard 2.1 element 2.1.2
- Standard 2.2 element 2.2.2

Public Health Act 2010

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

Work Health and Safety Act (2011)

Work Health and Safety Regulations (2011)

Goals

Children's exposure to infectious diseases at the Preschool will be minimised by:

- the Preschool following applicable legal requirements and recommended guidelines from relevant authorities regarding the prevention of infectious diseases;
- promotion of safe work practices that reduce the risk of transmission of infection;
- the exclusion of sick children and staff;
- service support for child immunisation; and
- implementation of effective hand washing procedures.

Strategies

All strategies detailed below will be implemented to the extent reasonably practicable.

Willoughby Community Preschool Management

Will:

Ensure that all information regarding the prevention of infectious diseases is sourced from a recognised health authority, such as: Staying Healthy in Child Care – Preventing Infectious Diseases in Child Care, National Health and Medical Research Council, and the NSW Ministry of Health, or NSW public hospitals' websites;

Implement the recommendations from Staying Healthy in Child Care – Preventing Infectious Diseases in Child Care, to minimise and where possible prevent the spread of infectious diseases at the service;

Ensure that children are reasonably protected from harm by working with the Nominated Supervisor and educators on developing, implementing and reviewing policy and procedures that will guide health and safety practices within the service;

Collect, maintain, and store appropriately the required enrolment documents and enrolment information of all children attending the service, including ensuring that steps are taken by the Nominated Supervisor to obtain from parents/guardians appropriate documents that show that each child at the Preschool:

- is fully vaccinated for their age; or
- has a medical reason not to be vaccinated; or
- is on a recognised catch-up schedule if they have fallen behind with their vaccinations.

Ensure staff are aware of the Preschool's policies and procedures on health issues and systems for documenting staff immunisation status through the orientation process as part of staff induction into the Preschool, as well as any updates as necessary.

Nominated Supervisor

Will:

Develop procedures for:

- maintaining a hygienic environment;
- providing families with relevant infectious diseases, health and hygiene information;
- guiding children's understanding of health and hygiene throughout the daily program;
- ensuring staff are aware of relevant immunisation guidelines for children and themselves;
- capturing and maintaining all required information regarding the status of the immunisation of staff and children, and any medical conditions; and
- retaining and storing each child's immunisation history statement from the Australian Immunisation Register (AIR) for the period (3 years after the child leaves the service).

Obtain AIR documents from parents/guardians that show that each child:

- is fully vaccinated for their age; or
- has a medical reason not to be vaccinated; or
- is on a recognised catch-up schedule if they have fallen behind with their vaccinations.

Note: (1) The provision of the above documentation is a legal requirement and is mandatory in all cases and a child will be prevented from attending Preschool until this documentation has been provided to the satisfaction of the Nominated Supervisor.

Provide relevant sourced materials to families about:

- National Immunisation Program Schedule [Appendix i];

- exclusion guidelines for children that are not immunised or have not yet received all of their immunisations in the event of an infectious illness at the Preschool, upon induction at the Preschool [Appendix ii];
- advice and information regarding any infectious illness, as soon as practicable, that is suspected/present in the Preschool that describe the:
 - nature of illness;
 - incubation period; and
 - infectious and exclusion periods.

This information will be sourced from a reliable source such as, *Staying Healthy in Childcare - Preventing Infectious Diseases in Child Care*. Ensure that an Illness Record is completed as soon as is practicable or no later than 24 hours of the illness occurring– see further below under “Exclusion of Sick Children and Adults”;

Ensure that processes are in place that all educators are aware of individual children’s circumstances;

Maintain confidentiality with regards to children’s individual medical circumstances, by putting procedures in place to safeguard children’s and families’ personal information to be identified in our Confidentiality of Records Policy and Privacy Policy;

Devise and implement a routine written process for updating children’s enrolment records with regards to immunisation, ensuring that this occurs as required, (i.e. as children reach age milestones for immunisation), or at least twice a year;

Induct staff into the Preschool’s policies and procedures on health issues and systems for documenting staff immunisation status;

Maintain current records of staff immunisation status and regularly update records as staff are vaccinated, and ensure educators’ familiarity with written procedures for exclusion of educators as well as children in the event of an infectious illness;

Provide opportunities for educators to source relevant up to date information on the prevention of infectious diseases, and maintaining health and hygiene from trusted sources, including through attending appropriate professional development opportunities;

Ensure opportunities for educators and families to be involved in the review of the policies and procedures regarding children’s health and safety;

Provide guidance and make decisions in relation to the exclusion of sick children and adults, as per section below “Exclusion of Sick Children and Adults”;

Inform and implement the advice of NSW Ministry of Health, or NSW local health unit regarding Infectious Diseases as required; and

Educate staff and monitor practices to ensure infection control measures and practices are maintained. Infection control measures include:

- Effective Hand Hygiene;
- Exclusion of ill children, educators and other staff;
- Immunisation;
- Cough and sneeze etiquette;
- Appropriate use of gloves; and
- Effective environmental cleaning.

Educators

Ensure that any children at the Preschool that are suspected of having an infectious illness are responded to and their health and emotional needs supported at all times;

Implement appropriate health and safety procedures, when tending to ill children;

Ensure that in the event of illness, families are aware of the need to collect their children as soon as practicable to ensure the child's comfort;

Advise families that they will need to alert the Preschool if their child is diagnosed with an infectious illness;

Maintain confidentiality with regards to children's individual medical circumstances, safeguarding children and families' personal information;

Maintain their own immunisation status, and advise the Nominated Supervisor of any updates to their immunisation status;

Maintain currency with regard to health and safety knowledge by attending appropriate professional development opportunities;

Provide varied opportunities for children to engage in hygiene practices, including routine opportunities and intentional practice;

Implement the Preschool's health and hygiene practices including:

- hand washing – washing and drying thoroughly;
- routine and daily cleaning of the Preschool;
- nappy changing procedures;
- wearing gloves (particularly when in direct contact with bodily fluids); and
- proper/hygienic handling and preparation of food.

Families/Authorised Nominees

Will:

Review health-related policies as part of their orientation into the Preschool (and any updates that may be provided from time to time);

On applying for enrolment of their child, parents/guardians must provide:

- An Australian Immunisation Register (AIR) Immunisation History Statement which shows that their child is up to date with their scheduled immunisations; or
- An AIR History Form on which the immunisation provider has certified that the child is on a recognised catch-up schedule (temporary for 6 months only) or
- Immunisation Medical Exemption Form which has been certified by a GP.

These forms need to be signed by the doctor/immunisation provider and lodged with Medicare and a copy provided by the parent/guardian to the Preschool on enrolment;

Review immunisation status to ensure their child has received all immunisations recommended for their age group;

Advise the Preschool when their child's immunisation/medical condition is updated and provide the Nominated Supervisor with written AIR documentation of this information to ensure that enrolment records are up to date;

Promptly advise the Nominated Supervisor if their child is diagnosed with an infectious illness and the minimum period the child will be excluded;

Collect their child from Preschool as soon as is practicable if they are notified that their child has become ill at the service to ensure the child's comfort; and

Have the opportunity to provide input into the review and effectiveness of policies and procedures of the service via various methods.

Exclusion of Sick Children and Adults

The Nominated Supervisor will exclude children and adults from the Preschool based on the minimum exclusion periods recommended by the National Health and Medical Research Council (NHMRC).

If a child is not immunised or is on a recognised catch-up schedule but is not up to date with required immunisations, the Nominated Supervisor will inform Parents/Authorised Nominees that the child will be excluded from attending the Preschool on the recommendation of the Public Health Unit during an outbreak of specific infectious diseases (for example, whooping cough or measles).

The Nominated Supervisor will need to determine whether the symptoms or diagnosis corresponds with a condition that has an exclusion period as outlined by the NHMRC. The recommended exclusion period will be discussed with Parents/Authorised Nominees and staff and a suitable time of return will be negotiated.

Children/adults may return to the Preschool with a medical certificate to confirm the child/adult is no longer infectious based on the NHMRC exclusion criteria.

The Nominated Supervisor is responsible for providing any required notification to NSW Health, after they are made aware that a child enrolled or staff member at the Preschool is suffering from a vaccine preventable disease.

The NSW Public Health Act 2010 regulates nine vaccine preventable diseases in child care facilities:

- Diphtheria
- Haemophilus influenzae type b (Hib)
- Measles
- Meningococcal C
- Mumps
- Pertussis (whooping cough)
- Poliomyelitis (Polio)
- Rubella (German measles)
- Tetanus

The Nominated Supervisor is responsible for notifying families of the occurrence of any infectious disease in the Preschool after they are made aware that a child enrolled at the Preschool is suffering from a vaccine preventable disease.

The Nominated Supervisor is required to seek advice from the local Public Health Unit when they suspect an infectious disease outbreak is affecting the Preschool, such as outbreaks of a gastrointestinal or respiratory illness.

Staff must not breach confidentiality as information is disseminated (i.e. not disclose the identity of the person(s) suffering from the infectious disease in question).

All illnesses will be recorded on the Preschool's Illness Report Form and entered in the Illness Record Register at the service. The original report will be retained by the Preschool until the child reaches 25 years of age and a copy will be provided to the parents/carer.

The Nominated Supervisor has a duty of care to the Preschool, children and colleagues and therefore, has ultimate responsibility for deciding if a child is well enough to return to the service. If there exists conflict, the Nominated Supervisor will seek advice from the local Public Health Unit of NSW Health to resolve any difference of opinion.

Infectious Diseases during Pregnancy

It is the responsibility of any pregnant staff member to advise her doctor and employer of her pregnancy. Where notified to the Preschool, this information must be kept confidential. Some

infectious diseases can cause serious harm to an unborn baby if a woman is infected during pregnancy. These include: Cytomegalovirus (CMV), Hand, foot and mouth disease, Human parvovirus B19 (erythema infectiosum, fifth disease), Listeriosis, Rubella (German measles), Toxoplasmosis and Varicella (Chickenpox). Where possible, the Nominated Supervisor will assist pregnant staff to avoid specific infectious circumstances that may present a risk to her or the unborn baby. All pregnant staff should be appropriately vaccinated.

The Three Steps in the Chain of Infection

The Preschool staff understand the three steps in the chain of infection and that infection control is aimed at breaking this chain of infection (*Staying Healthy in Child Care, 5th edn, 2015*)

- The germ has a source;
- The germ spreads from the source, and
- The germ infects another person.

Contributing Factors

Germs can survive on hands, toys, door handles and surfaces, as well as in faeces well after symptoms of illness have dissipated. It is therefore crucial that infection control processes are always followed.

Germs can be transmitted through the air by droplets, by touching contaminated surfaces, contact with faeces and then contact with the mouth, direct contact with skin, or body secretions such as saliva, urine, discharge or blood.

Illness and infectious disease can be prevented by halting the germs, ensuring mouthed toys are regularly removed and cleaned, modelling and supporting effective and regular hand washing with children, appropriate cough etiquette, covering any wounds, exclusion of sick children and staff and immunisation.

Germs may also be contracted through infected animals and poor food storage and preparation practices.

Safely Dealing with Spills

It is imperative that blood or body substances spills be attended to immediately. Infection control measures must be used at all times, these include:

- Use suitable protective equipment i.e. gloves/apron
- Wipe up the bulk of the blood, faeces, vomit, urine with paper towel and dispose into a plastic waste bag, seal the bag and place in rubbish bin. Remove gloves and place them in the rubbish bin
- Clean the surface with warm water and detergent, and allow to dry

- Further for blood spills, wipe the area with diluted bleach after cleaning with detergent and allow to dry
- Wash your hands thoroughly with soap and running water (preferably warm water).

Immunisation

Immunisation is a simple, safe and effective way of protecting people against harmful diseases that can cause serious health problems in the community. Immunisation not only protects individuals from life-threatening diseases, but also dramatically reduces transmission in the community. The more people who are vaccinated, the fewer opportunities a disease has to spread. The Australian Government's Immunise Australia Program implements the National Immunisation Program (NIP) Schedule, which currently includes vaccines against a total of 16 diseases. These include routine childhood vaccinations against diseases that were once widely fatal, such as measles, diphtheria and whooping cough (pertussis), as well as more recently developed vaccines, such as Human Papillomavirus (HPV) and the meningococcal C vaccine.

National Health and Medical Research Council (NHMRC) lists the following vaccine preventable diseases:

- Diphtheria
- Haemophilus influenzae type B (Hib)
- Hepatitis A
- Hepatitis B
- Measles
- Meningococcal C
- Mumps
- Pertussis (whooping cough)
- Pneumococcal disease
- Poliomyelitis (polio)
- Rotavirus
- Rubella (German measles)
- Tetanus
- Varicella (chickenpox)

References

Guide to the National Quality Standard ACECQA, Feb 2018

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2017

Belonging Being Becoming: The Early Years Learning Framework for Australia (2009)

<http://www.immunise.health.gov.au/internet/immunise/publishing.nsf/Content/Handbook10-home> accessed May 2018

<https://beta.health.gov.au/topics/immunisation> accessed May 2018

<https://www.nhmrc.gov.au/guidelines-publications/ch55> accessed May 2018

http://www.health.nsw.gov.au/immunisation/pages/childcare_qa.aspx accessed May 2018

Community Early Learning Australia (CELA) Infectious Diseases sample policy - Accessed May 2018

<http://www.immunise.health.gov.au/internet/immunise/publishing.nsf/Content/national-immunisation-program-schedule> accessed May 2018

<http://www.humanservices.gov.au/customer/services/medicare/australian-childhood-immunisation-register> accessed May 2018

<https://www.nhmrc.gov.au/guidelines-publications/cd33> accessed May 2018

http://www.nhmrc.gov.au/_files_nhmrc/publications/attachments/ch43poster4.pdf

<http://www.health.gov.au/internet/main/publishing.nsf/Content/cda-surveil-nndss-casedefs-distype.htm> accessed May 2018

<http://www.schn.health.nsw.gov.au/parents-and-carers/fact-sheets> accessed May 2018

<http://www.immunisation.health.nsw.gov.au/#brochure> accessed May 2018

Childcare Centre Desktop, Sample Immunisation Policy, accessed May 2018

Childcare Centre Desktop, Sample Control of Infectious Diseases Policy, accessed May 2018

Childcare Centre Desktop, Sample Hand Washing Policy, accessed May 2018

Childcare Centre Desktop, Sample Nappy Change Toileting Policy, accessed May 2018

Related Policies and Procedures

- Arrival and Departure and Access Policy
- Enrolment and Orientation Policy
- Fee Payment Policy

- Hand Hygiene Procedure
- Incident, Injury, Trauma and Illness Policy
- Medical Conditions Policy
- Nappy Change Procedure
- Providing a Child Safe Environment Policy
- Confidentiality of Records Policy
- Respiratory Hygiene Procedure
- Retention of Documents Policy
- Work, Health and Safety Policy

Appendices

- (i) National Immunisation Program Schedule July 2018
- (ii) Recommended minimum exclusion periods for infectious conditions for schools, pre-schools and child care centres: National Health and Medical Research Council.

Appendix (i)

NSW Immunisation Schedule

from 1 July 2018



AGE	DISEASE	VACCINE
CHILDHOOD VACCINES		
Birth	Hepatitis B	H-B-VAX II OR ENGERIX B
6 weeks	Diphtheria, tetanus, pertussis, <i>Haemophilus influenzae</i> type b, hepatitis B, polio	INFANRIX HEXA
	Pneumococcal	PREVENAR 13
	Rotavirus	ROTARIX
4 months	Diphtheria, tetanus, pertussis, <i>Haemophilus influenzae</i> type b, hepatitis B, polio	INFANRIX HEXA
	Pneumococcal	PREVENAR 13
	Rotavirus	ROTARIX
6 months†	Diphtheria, tetanus, pertussis, <i>Haemophilus influenzae</i> type b, hepatitis B, polio	INFANRIX HEXA
12 months	Meningococcal ACWY	NIMENRIX
	Pneumococcal	PREVENAR 13
	Measles, mumps, rubella	MMR II OR PRIORIX
18 months	Diphtheria, tetanus, pertussis	INFANRIX OR TRIPACEL
	Measles, mumps, rubella, varicella	PRIORIX TETRA OR PROQUAD
	<i>Haemophilus influenzae</i> type b	ACT-HIB
4 years	Diphtheria, tetanus, pertussis, polio	INFANRIX-IPV OR QUADRACEL
ADOLESCENT VACCINES - SCHOOL VACCINATION PROGRAM		
Year 7	Diphtheria, tetanus, pertussis	BOOSTRIX
	Human papillomavirus (2 doses)	GARDASIL 9
Years 10 - 11 (In 2018)	Meningococcal ACWY	MENACTRA
ADULT VACCINES		
Pregnant women	Influenza (Annually-any trimester)	INFLUENZA
	Pertussis (Third trimester, ideally 28-32 weeks)	BOOSTRIX OR ADACEL
65 years and over	Influenza (Annually)	FLUAD OR FLUZONE HIGH DOSE
	Pneumococcal (One dose)*	PNEUMOVAX 23
70 years (Catch-up for 71-79 years until 31 October 2021)	Zoster	ZOSTAVAX
AT RISK GROUPS		
6 months and over with medical risk conditions†		INFLUENZA
All children 6 months to < 5 years (In 2018)	Influenza (annual)	
Aboriginal people 15 years and over		
Aboriginal people 15-49 years with medical risk factors		
Aboriginal people 50 years and over	Pneumococcal*	PNEUMOVAX 23
65 years and over		

† Refer to the current online edition of The Australian Immunisation Handbook for all medical risk factors and conditions

* Refer to the current edition of The Australian Immunisation Handbook for timing of doses

‡ At risk children require an additional dose of pneumococcal (Prevenar 13)

Appendix (ii)

Recommended minimum exclusion periods

ADAPTED FROM STAYING HEALTHY | 5TH EDITION | 2013

Condition	Exclusion of case	Exclusion of contacts*
Campylobacter infection	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Candidiasis (thrush)	Not excluded	Not excluded
Cytomegalovirus (CMV) infection	Not excluded	Not excluded
Conjunctivitis	Exclude until discharge from the eyes has stopped, unless a doctor has diagnosed non-infectious conjunctivitis	Not excluded
Cryptosporidium	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Diarhoea (No organism identified)	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Fungal infections of the skin or nails (e.g. ringworm, tinea)	Exclude until the day after starting appropriate antifungal treatment	Not excluded
Giardiasis	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Glendular fever (mononucleosis, Epstein-Barr virus (EBV) infection)	Not excluded	Not excluded
Hand, foot and mouth disease	Exclude until all blisters have dried	Not excluded
Haemophilus influenzae type b (Hib)	Exclude until the person has received appropriate antibiotic treatment for at least 4 days	Not excluded. Contact a public health unit for specialist advice
Head lice (pediculosis)	Not excluded if effective treatment begins before the next day at the education and care service. The child does not need to be sent home immediately if head lice are detected	Not excluded
Hepatitis A	Exclude until a medical certificate of recovery is received and until at least 7 days after the onset of jaundice	Not excluded. Contact a public health unit for specialist advice about vaccinating or treating children in the same room or group
Hepatitis B	Not excluded	Not excluded
Hepatitis C	Not excluded	Not excluded
Herpes simplex (cold sores, fever blisters)	Not excluded if the person can maintain hygiene practices to minimise the risk of transmission. If the person cannot comply with these practices (e.g. because they are too young), they should be excluded until the sores are dry. Sores should be covered with a dressing, where possible	Not excluded
Human immunodeficiency virus (HIV)	Not excluded. If the person is severely immune compromised, they will be vulnerable to other people's illnesses	Not excluded
Human parvovirus B19 (fifth disease, erythema infectiosum, slapped cheek syndrome)	Not excluded	Not excluded
Hydatid disease	Not excluded	Not excluded
Impetigo	Exclude until appropriate antibiotic treatment has started. Any sores on exposed skin should be covered with a watertight dressing	Not excluded
Influenza and influenza-like illnesses	Exclude until person is well	Not excluded
Listeriosis	Not excluded	Not excluded
Measles	Exclude for 4 days after the onset of the rash	Immunized and immune contacts are not excluded For non-immunized contacts, contact a public health unit for specialist advice. All immunocompromised children should be excluded until 14 days after the appearance of the rash in the last case
Meningitis (viral)	Exclude until person is well	Not excluded
Meningococcal infection	Exclude until appropriate antibiotic treatment has been completed	Not excluded. Contact a public health unit for specialist advice about antibiotics and/or vaccination for people who were in the same room as the case
Molluscum contagiosum	Not excluded	Not excluded
Mumps	Exclude for 9 days or until swelling goes down (whichever is sooner)	Not excluded
Norovirus	Exclude until there has not been a loose bowel motion or vomiting for 48 hours	Not excluded
Pertussis (whooping cough)	Exclude until 5 days after starting appropriate antibiotic treatment, or for 21 days from the onset of coughing	Contact a public health unit for specialist advice about excluding non-vaccinated and incompletely vaccinated contacts, or antibiotics
Pneumococcal disease	Exclude until person is well	Not excluded
Roseola	Not excluded	Not excluded
Rose River virus	Not excluded	Not excluded
Rotavirus infection	Exclude until there has not been a loose bowel motion or vomiting for 24 hours ^b	Not excluded
Rubella (German measles)	Exclude until fully recovered or for at least 4 days after the onset of the rash	Not excluded
Salmonellosis	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Scabies	Exclude until the day after starting appropriate treatment	Not excluded
Shigellosis	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Streptococcal sore throat (including scarlet fever)	Exclude until the person has received antibiotic treatment for at least 24 hours and feels well	Not excluded
Toxoplasmosis	Not excluded	Not excluded
Tuberculosis (TB)	Exclude until medical certificate is produced from the appropriate health authority	Not excluded. Contact a public health unit for specialist advice about screening, antibiotics or specialist TB clinics
Varicella (chickenpox)	Exclude until all blisters have dried—this is usually at least 5 days after the rash first appeared in non-immunised children, and less in immunised children	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise, not excluded
Viral gastroenteritis (viral diarrhoea)	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Worms	Exclude if loose bowel motions are occurring. Exclusion is not necessary if treatment has occurred	Not excluded

* The definition of 'contacts' will vary according to the disease—refer to the specific fact sheet for more information.
^b If the case is unknown, possible exclusion for 48 hours until case is identified. However, educators and other staff who have a food handling role should always be excluded until there has not been a loose bowel motion for 48 hours.
 Adapted from SA Health Communicable Disease Control Branch: <http://www.dh.as.gov.au/pah/branches/branch-communicable.htm>. Note that exclusion advice is consistent with Series of National Guidelines (SoNGs) where available.

Staying Healthy, Preventing infectious diseases in early childhood education and care services | 5th Edition | Printed June 2012 | NHMRC Ref. CH95



Interactions with Children Policy

Scope

This policy applies to: (i) supporting children to develop positive interactions leading to meaningful, respectful and positive relationships with peers, educators, families and members of the wider community; (ii) promoting children's sense of security and belonging; and (iii) establishing positive and responsive relationships that allow children to effectively engage in play and learning.

Statement

"Relationships are the foundations for the construction of identity – 'Who I am', 'How I belong' and 'What is my influence'? In early childhood settings children can develop a sense of *belonging* when they feel accepted, develop appropriate attachments and trust those who care for them". ["Belonging, being and becoming: The Early Years Learning Framework for Australia", p 20; cited in "Guide to the National Quality Standards", p 126".]

"Over time the variety and complexity of ways in which children connect and participate with others increases. When educators create environments in which children experience mutually enjoyable, caring and respectful relationships, children respond accordingly.

When children participate collaboratively in everyday routines, events and experiences and have opportunities to contribute to decisions, they learn to live interdependently and make informed choices about their behaviours." [Belonging, Being and Becoming: The Early Years Learning Framework for Australia, page 25; cited in "Guide to the National Quality Standards", p 134".]

"With guidance, children can learn what is less socially acceptable and at the same time receive mentorship in self-regulation skills." [Vygotsky, 1978]

Effective communication is the key to developing and maintaining positive interactions and relationships with others. Educators working within or service are required to demonstrate mutual respect towards each other and value the contributions made by each educator. This enables our Preschool to maintain positive relations and model the type of communication they want children to develop. Educators also need to use positive communication with families and children in order to create a responsive and inclusive environment for all.

Legislative Requirements

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

- Part 4.4 Div. 9, regs 155,156
- Part 4.7 Div. 2, reg 168 (2)(j)

National Quality Standard for Early Childhood Education and Care

- Standard 5.1, element 5.1.1, 5.1.2

- Standard 5.2, element 5.2.1, 5.2.2
- Standard 6.1, element 6.1.1, 6.1.2, 6.1.3

Goals

Build positive relationships with children, families and educators through collaboration and interactions, which is reflective in our Preschool philosophy and the Early Years Learning Framework. Educators will encourage positive relationships between children and their peers as well as with educators and families at the Preschool, ensuring children feel safe and supported.

Encourage each child to express themselves and their opinions.

Give each child the opportunity to become self-reliant and to develop self-esteem.

Provide a learning environment where the dignity and rights of each child are maintained at all times and each child is given positive guidance and encouragement towards acceptable behaviour, reflecting equity and social justice, leading to an awareness and respect for difference.

Strategies

All strategies detailed below are to be endeavoured to be implemented to the extent reasonably practicable.

Willoughby Community Preschool Management

Will:

Provide educators with access to a range of resources that reflect current practices and thinking, when interacting with children. For example, internet access, membership of quality early childhood organisations, and other opportunities for professional development; and

Provide families with a range of information which will support them in relation to guiding children's behaviour and interactions with other children. For example, Parent Library, web links, discussions and links to local community organisations such as Chatswood Family Health Centre.

Educators

Will:

Plan opportunities for children to participate in meaningful ways in group discussions and shared decision making. This will be documented throughout the program;

Providing a program that incorporates the Early Years Learning Framework, educators will provide opportunities for children to develop and enhance their skills, including cooperative and negotiating skills that lead to meaningful relationships, for example "Playing and Learning to Socialise" (PALS) programme;

Develop individual behaviour guidance plans, where necessary, in collaboration with families and other relevant early childhood services, such as local child and family health services, to provide a

consistent approach between the home and the Preschool. Educators will seek input from family members and other early childhood professionals regarding the best way to support children where a language other than English is the main language spoken in the home or a child is suspected of, or diagnosed with, a language delay or disorder, or where a child has any additional needs;

At all times, will act in a manner which preserves and promotes the dignity and rights of children;

Provide a program where every child is actively, sensitively and consistently supported to work with, learn from and help others through appropriate groupings which offer well executed collaborative learning opportunities. Each child is consistently supported to understand how their own actions affect others and to develop appropriate responses. For example, through the PALS program, social stories, role modelling and discussion, children will develop appropriate language skills and strategies to empower them to problem solve in order to make positive choices, developing self-reliance, and a commitment to equity and social justice;

Adhere to the Early Childhood Australia Code of Ethics; and

Have regard to the family and cultural values, age, and physical and intellectual development and abilities of each child.

Families

Will:

Be encouraged to contribute any feedback, via email, informal conversations with class educators or in written form, which will support development of positive interactions and relationships within the Preschool community;

Be encouraged to review information made available on interacting with children. For example the Parent Library, links given in newsletters, information provided on noticeboards etc. will support parenting techniques which uphold the dignity and rights of children;

Be encouraged to contribute should the need arise, for the development of an individual behaviour guidance plan for their child. This will be developed in collaboration with educators and where appropriate, other relevant early childhood professionals;

Be encouraged to provide information to their child's educator regarding the best way to support their child within the context of the Preschool setting. This information can be included in the "Child's Individual Profile Form" at the beginning of each year and updated as required from time to time through discussion with their child's educator or the provision of relevant reports from other early childhood professionals e.g. Speech Therapists or Occupational Therapists; and

Be encouraged to contribute to their child's individual learning programme on a regular basis. This can be done through providing information on: their child's current interests, challenges and strengths and/or feedback on the learning programme provided by the Preschool. Feedback can be provided through Storypark, informal discussion with educators or via email.

Children

Will:

Be encouraged to participate in meaningful ways in group discussions and shared decision making that support the acquisition of skills for life and learning; and

Be: guided towards engagement and reflection to develop an understanding of the reciprocal rights and responsibilities necessary for active community participation.

References

Children and Young Peoples Care and Protections Act 1998 No 157 (Version Current 8, July 2011)

NSW Interagency Guidelines for Child Protection Intervention 2006

Belonging, Being and Becoming: The Early Years Learning Framework for Australia, 2009

Vygotsky. L.S. (1978) "Mind in Society: The development of Higher psychological processes" cited in "Provider Management of Child Stress Behaviour in Family Day Care Facilities: Scaffolding for Learning and Development by Developmentally Appropriate Practice", *The Journal of Generic Psychology*, 2006 167(2) p, 159-177

Early Childhood Australia Code of Ethics

United Nations Convention on the Rights of the Child, 1989

Childcare Centre Desktop, Sample Interactions with Children, Families & Staff Policy, accessed Sept 2018

Childcare Centre Desktop, Sample Respect for Children Policy, accessed Sept 2018

Related Policies

- Arrival, Departure & Access Policy
- Child Protection Policy
- Code of Conduct Policy
- Complaints Procedure
- Enrolment and Orientation Policy
- Privacy Policy
- Programme Policy
- Providing a Child Safe Environment Policy
- Rest, Relaxation and Sleep Policy
- Transition to School and other Organisations Policy

Medical Conditions Policy

Scope

To ensure:

practices are set out for Willoughby Community Preschool in relation to the management of medical conditions, including asthma, diabetes and a diagnosis that a child is at risk of anaphylaxis;

Willoughby Community Preschool meets the requirement of the National Law, Regulations and National Quality Framework of ensuring that a person who has completed the required first aid training is physically present at all times the Preschool is educating and caring for children.

Statement

The immune system is a complex network of cells and proteins that defends the body against infection. Clinical immunology/allergy specialists identify and treat the diseases that result from abnormalities of the immune system.

Research into the immune system has been active during the last 40 years and Australia has a strong track record in this area. This makes immunology and allergy a dynamic and constantly changing field of medicine. Clinical immunology/allergy specialists translate this knowledge into clinical practice, by assessing and treating a range of common and rare diseases that involve the immune system, including:

- Allergic diseases such as food, drug or stinging insect allergy, anaphylaxis (life-threatening allergy), hay fever (allergic rhinitis), sinus disease, asthma, hives (urticaria), dermatitis and eczema;
- Autoimmune diseases are a broad range of related diseases in which a person's immune system produces an inappropriate response against its own cells, tissues and/or organs, resulting in inflammation and damage. There are over 80 different autoimmune diseases, and these range from common to very rare diseases. Some autoimmune diseases affect mainly one part of the body (such as multiple sclerosis, autoimmune thyroid disease, type 1 diabetes) whilst others can affect many parts of the body (such as systemic lupus erythematosus, rheumatoid arthritis and systemic vasculitis). Australian Society of Clinical Immunology and Allergy (ascia)]

Asthma is a disease of the airways – which are the breathing tubes that carry air into our lungs. It is important to understand that asthma is a long-term (chronic) disease. and although there is currently no cure, with the right knowledge and good management, most people with asthma can lead full and active lives.

Thunderstorm asthma is a form of asthma that is triggered by an uncommon combination of high pollen (usually during late Spring to early Summer) and a certain kind of thunderstorm. Anyone can be affected, even if you don't have a history of asthma.

People at increased risk have a history of asthma, have unrecognised asthma, have hay fever (allergic rhinitis), particularly seasonal hay fever, or are allergic to grass pollen. [Asthma Council of Australia]

Anaphylaxis is the most severe form of allergic reaction and is potentially life threatening. It usually occurs rapidly after exposure to a food, insect or medicine to which a person may already be allergic. Anaphylaxis must always be treated as a medical emergency and requires immediate treatment with adrenaline. [ascia]

Staff/carers and parents/guardians need to be aware that it is not possible to achieve a completely allergen-free environment in any service that is open to the general community. Staff/carers should not have a false sense of security that an allergen has been eliminated from the environment. Instead the Preschool recognises the need to adopt a range of procedures and risk minimisation strategies to reduce the risk of a child having an anaphylactic reaction, including strategies to minimise the presence of the allergen in the service. The Preschool currently excludes whole nuts, peanuts, peanut butter, nutella and any products that contain nuts. Foods labelled may contain traces of nuts are acceptable.

Diabetes is the name given to a group of different conditions in which there is too much glucose in the blood. The pancreas either cannot make insulin or the insulin it does make is not enough and cannot work properly. Without insulin doing its job, glucose builds up in the blood leading to high blood glucose levels which cause the health problems linked to diabetes. [Diabetes Australia]

Legislative Requirements

Education and Care Services National Law (2010)

- Part 14 Div 8 301 3(m)

Education and Care Services National Regulations (2011)

- Part 4.2 reg. Div 3 reg 90, 91
- Part 4.2 reg. Div 4 reg 92, 93, 94, 95
- Part 4.4 reg. Div 6 reg 136(1)(5)
- Part 4.4 reg. Div 7 reg 137 (1)(e)
- Part 4.7 reg. Div 2 reg 162, 168 (2)(a)(b)(d)(f)(h)(k), 170
- Part 7.1 reg. Div 2 reg 247

National Quality Standard for Early Childhood Education and Care

- Standard 2.1 element 2.1.1 Standard 2.2 element 2.2.1
- Standard 7.1 element 7.1.2

Goals

To manage an appropriate medical response for children enrolled at the Preschool, educators and visitors who have been diagnosed with medical conditions, including asthma, diabetes or are at risk of anaphylaxis, ensuring their safety and wellbeing whilst at the Preschool or when involved in excursions outside of the Preschool;

To develop a risk minimisation plan for children with diagnosed medical conditions in collaboration with families (appendix A);

Inform all staff, including casual staff, educators and volunteers, of all children diagnosed with a medical condition and the risk minimisation procedures for these;

Provide all families with current information about identified medical conditions of children enrolled at the service with strategies to support the implementation of the risk minimisation plan; and

Ensure all staff are adequately trained in the administration of emergency medication.

Ensure the Preschool's Asthma Emergency Kit (AEK) is accessible to staff and includes in-date reliever medication, single person use spacer – with masks for under 5-year olds.

Strategies

All strategies detailed below will be implemented to the extent reasonably practicable.

Willoughby Community Preschool Management

Will:

Ensure the Nominated Supervisor fulfils responsibilities in the management of medical conditions; and

Ensure records relating to medical conditions are confidentially stored for the specified period of time as required by the Regulation (see Retention of Records and Documents Policy).

Nominated Supervisor

Enrolment of children

Will:

Ensure that any parent / carer with a child enrolled at the service that has a specific health care need, allergy or other relevant medical condition is provided with a copy of this Medical Conditions Policy;

Prior to the child commencing at the Preschool, where necessary, inform the parents / carer of the requirement to provide a medical action plan to be completed by the child's medical practitioner, immunologist or allergy specialist;

On commencement, provide the child with a Mediband Medical ID Alert Wristband relevant to the medical condition, allergy, anaphylaxis or diabetes, which is to be worn when the child is in attendance at the service;

Collaborate with families of children with medical conditions to develop a risk minimisation plan to ensure the child's safety and wellbeing:

- to ensure that the risks relating to the child's specific health care need, allergy or relevant medical condition are assessed and minimised at all times the child is being educated and cared for;

- if relevant, to ensure that practices and procedures in relation to the safe handling, preparation, consumption and service of food are developed and implemented;
- if relevant, to ensure that practices and procedures to ensure that the parents /carers are notified of any known allergens that pose a risk to a child and strategies for minimising the risk are developed and implemented;
- to ensure that practices and procedures ensuring that all staff members and volunteers can identify the child, the child's medical management plan, risk minimisation plan and the location of the child's medication are developed and implemented; and
- if relevant, to ensure that practices and procedures ensuring that the child does not attend the service without medication prescribed by the child's medical practitioner, (together with instructions for the administering the medication, in relation to the child's specific health care need, allergy or relevant medical condition are developed and implemented;

Ensure that all staff, volunteers and students are aware of the Medical Conditions Policy, and any applicable medical management plans and risk minimisation plans, including any updates provided by families from time to time;

Ensure that staff are adequately trained in procedures contained in each medical management plan;

Ensure staff who have completed the required first aid training are rostered on at all times the children are in attendance; and

Inform other families enrolled at the centre of the need to prohibit any items which may present a hazard to children with diagnosed medical conditions.

Communication and display of medical information

Develop and implement a communications plan to ensure relevant staff members and volunteers are informed about the Medical Conditions Policy and medical management plan and risk minimisation plan for the child (including any updates from time to time);

Ensure that all plans are reviewed at least annually by the child's family and medical practitioner, immunologist or allergy specialist; and

Ensure the return of required Medical Management Plans and communicate with the child's class educators and relevant staff members about any applicable risk minimisation plan.

Management of asthma and anaphylaxis

Ensure the skills and competencies of trained responders to asthma and anaphylaxis are maintained and skills are kept up to date, refresher training will be scheduled and maintained in a staff register;

Ensure the Preschool's Asthma Emergency Kit (AEK) is accessible to staff and includes in-date reliever medication, single person use spacer – with masks for under 5 year olds;

Ensure the Preschool's First Aid Kit contains an in-date adrenaline auto-injection device;

Ensure that educators are adequately trained in the management of asthma and anaphylaxis, and that training includes identifying medical emergencies;

Ensure that all educators are adequately trained in the administration of emergency medication such as the Epi-Pen or asthma medication; and

Ensure first aid guides and publications are accessible to staff at all times to assist them in their understanding and response to medical conditions.

Documentation and record keeping

Provide a copy of the Medication Record to medical staff in the event further medical intervention is required; and

In the event of a serious medical emergency situation, inform the parent or emergency contact and within 24 hours, the Management Committee and the regulatory authority through the National Quality Agenda IT System (NQA IT System). Login to access the portal where you can select the incident form and enter the required information.

Educators

Communication and display of medical information

Will:

Ensure educators are aware of the Medical Conditions Policy, medical management plans and risk minimisation plans in place, storage location of medications, and induct volunteers and students in their classroom on these matters;

Ensure they are aware of enrolled children with medical conditions and be familiar with the medical management and risk minimisation plans of each child diagnosed with a medical condition;

Ensure the children in their class that are wearing their Mediband Medical ID Alert Wristband relevant to their medical condition; and

Consult the communication plan to ensure they are aware of their communication responsibilities.

Management of asthma and anaphylaxis

Be alert to the immediate needs of children who present with symptoms of anaphylaxis and asthma; and

Administer emergency medication in accordance with their training, as required.

Documentation and record keeping

Complete a Medication Record when a child receives emergency medication;

Ensure parents /carers sight and sign the Medication Record; and

Display the Medical Management Plans and Risk Minimisation Plans and place a copy with the child's medication if prescribed and place the original with the child's enrolment forms.

Families

Will:

Ensure their child who is diagnosed with an allergy, anaphylaxis or diabetes is wearing their Mediband Medical ID Alert Wristband relevant to their medical condition, which is to be worn when the child is in attendance at the service. Replacement wristbands can be purchased from the Director – see the Fee Policy.

Asthma Management

Goals

Implement strategies to support the health and safety of children, staff and visitors with asthma;

Provide an environment in which people with asthma can participate in all activities to the full extent of their capabilities; and

Provide a clear set of guidelines and expectations to be followed with regard to the management of asthma.

Strategies

All strategies detailed below will be implemented to the extent reasonably practicable.

Willoughby Community Preschool Management

Will:

Provide emergency asthma management training to all educators including refresher training as appropriate.

The Nominated Supervisor

Will:

Provide staff with a copy of this policy and brief them on asthma procedures upon their appointment;

Ensure at least one staff member who has completed accredited asthma training is on duty whenever children are present at the service;

Ensure all enrolment forms contain the question: “Has your child ever had asthma?”

Identify children with asthma during the enrolment process and provide families thus identified with a copy of this policy and an Asthma Action Plan to be completed by the child’s medical practitioner and returned prior to starting at the Preschool; (an Asthma Action Plan template can be downloaded from <https://assets.nationalasthma.org.au/resources/341-Asthma-Aus-Asthma-Care-Plan-for-education-and-care-services.pdf>)

Communicate to staff and hand over to them the completed Asthma Action Plan to store in the child’s enrolment record and a copy to be included with any medication received in the labelled medication container. A copy of the Action Plan, complete with photo of child is to be displayed prominently in the staffroom and classrooms.

Ensure that an emergency Asthma First Aid poster is displayed in key locations;

Ensure that the First Aid Kit contains a blue reliever medication (e.g. Airomir, Asmol, or Ventolin), a spacer device with masks for under 5 year olds, concise written instructions on Asthma First Aid procedures and 70% alcohol swabs;

Ensure that an accredited staff member correctly maintains the asthma component of the First Aid Kit (eg. regular checks of expiry dates on medication) and notifies parent in advance of expiration;

Provide a mobile Asthma First Aid Kit for use on excursions; and

Promptly communicate any concerns to families should it be considered that a child's asthma is limiting his/her ability to participate fully in all activities.

Educators

Will:

Ensure that they maintain current accreditation in Emergency Asthma Management;

Ensure that they are aware of any children enrolled who have been diagnosed asthmatic and store the completed Asthma Action Plan in the child's enrolment record and ensure a copy is included with any medication;

Develop an asthma risk minimisation plan with the parent/carer;

Where necessary, modify activities in accordance with a child's needs and abilities;

Ensure that all regular prescribed asthma medication is administered in accordance with the information on the child's written Asthma Action Plan. Complete a Medication Record and inform parents;

Administer emergency asthma medication if required according to the child's written Asthma Action Plan. If no written Asthma Action Plan is available the Asthma First Aid Plan outlined in this document should be followed immediately (Appendix B);

Maintain the asthma component of the First Aid Kit (eg. regular checks of expiry dates on medication) and notifies parent in advance of expiration;

Promptly communicate to the Nominated Supervisor and/or the responsible person in charge and parents/guardians, any concerns should it be considered that a child's asthma is limiting his/her ability to participate fully in all activities;

In the event of medication being administered to a child without an action plan, give the used spacer/mask from the First Aid Kit to the child's parent/carer for their own use in the future and request a replacement spacer/mask be provided within the week; and

Ensure that children with asthma are treated the same as all other children.

Families

Will:

Inform educators, prior to enrolment or on initial diagnosis, that their child has asthma;

Provide all relevant information regarding their child's asthma via the written Asthma Action Plan signed by the treating doctor, which should be provided to the Preschool prior to their child commencing;

Notify the Nominated Supervisor, in writing, of any changes as to the Asthma Action Plan during the year by submitting a new action plan signed by the treating doctor;

Develop an asthma risk minimisation plan with Preschool staff and update if any change is required;

Ensure that their child has an adequate supply of appropriate asthma medication (including reliever) at all times. Provide the educator with the child's in-date medication, clearly dated and in the original labelled container, with a spacer and mask. This should be provided in a labelled clear container;

Ensure that they comply with all requirements and procedures in relation to the Medications Record;

Communicate all relevant information and concerns to educators as the need arises (e.g. if asthma symptoms were present the previous evening, date and time of last dosage); and

In the event medication is administered to a child without an Asthma Action Plan, the parents/carer be handed the used spacer/mask for their own use in the future and provide the Preschool with a replacement mask/spacer within the week.

Children

Will:

Wherever practical, be encouraged to seek an educator as soon as their symptoms develop.

Anaphylaxis Management

Goals

Minimise the risk of an anaphylactic reaction occurring while the child is in the care of the Preschool; and

Ensure that staff members respond appropriately to an anaphylactic reaction by initiating appropriate treatment, including competently administering an adrenaline auto-injection device.

Strategies

All strategies detailed below will be implemented to the extent reasonably practicable.

Willoughby Community Preschool Management

Will:

Provide Emergency Anaphylaxis Management Training to educators;

Ensure that a copy of this policy is provided to a parent or guardian of each child diagnosed at risk of anaphylaxis at the service.

Where a child diagnosed at risk of anaphylaxis is enrolled ensure procedures are in place to:

- Conduct an assessment of the potential for accidental exposure to allergens while child/ren at risk of anaphylaxis are in the care of the service and develop a risk minimisation plan in consultation with staff and the families of the child/ren; and
- Ensure that a notice is displayed prominently in the main entrance of the Preschool stating that a child diagnosed at risk of anaphylaxis is being cared for or educated at the Preschool.

The Nominated Supervisor

Will:

Ask all parents/guardians, who have indicated on the completed enrolment form, that their child has an allergy, to complete an Action Plan for Allergic Reactions form (appendix C) as part of the enrolment procedure, prior to their child's attendance at the Preschool. If the child has severe allergies, ask the parents/guardians to complete an Action Plan for Anaphylaxis form (Appendix D). These action plans need to be signed by a registered medical practitioner, immunologist or allergy specialist;

Ensure that an Action Plan for Anaphylaxis signed by the child's registered medical practitioner and a complete auto-injection device kit (which must contain a copy the child's Action Plan for Anaphylaxis) is provided by the parent/guardian for the child while at the Preschool;

Conduct an assessment of the potential for accidental exposure to allergens while child/ren at risk of anaphylaxis are in the care of the service and develop a risk minimisation plan in consultation with staff and the families of the child/ren;

Ensure that a notice is displayed prominently in the main entrance of the Preschool stating that a child diagnosed at risk of anaphylaxis is being cared for or educated at the Preschool;

Ensure educators on duty, whenever children are present at the Preschool, have completed emergency anaphylaxis management training;

Ensure that practice of the adrenaline auto-injection device is undertaken annually and recorded;

Ensure that all relief staff members in the service have completed current approved anaphylaxis management training including the administration of an adrenaline auto-injection device and awareness of the symptoms of an anaphylactic reaction;

Ensure all staff know the child/children at risk of anaphylaxis, their allergies, the individual anaphylaxis medical management action plan and the location of their auto-injection device kit which includes a copy of the child's action plan;

Ensure that no child who has been prescribed an adrenaline auto-injection device is permitted to attend the Preschool without the device;

Ensure that the Preschool's First Aid Kit contains an in-date adrenaline auto-injection device;

Implement the communication strategy and encourage ongoing communication between parents/guardians and staff regarding the current status of the child's allergies, this policy and its implementation;

Display an Australasian Society of Clinical Immunology and Allergy (ascia) generic poster called Action Plan for Anaphylaxis in a key location at the Preschool, for example, in the classrooms the staff room or near the medication cabinet.

Ensure that a child's individual anaphylaxis medical management action plan is signed by a registered medical practitioner, immunologist or allergy specialist and inserted into the enrolment record for each child. This will outline the allergies and describe the prescribed medication for that child and the circumstances in which the medication should be used;

Ensure that the staff member accompanying children outside the Preschool carries the anaphylaxis medication and a copy of the anaphylaxis medical management action plan with the auto-injection device kit;

Ensure that all plans are reviewed at least annually by the child's family and medical practitioner, immunologist or allergy specialist; and

Provide information to the service community about resources and support for managing allergies and anaphylaxis.

Educators

Will:

Ensure a copy of the child's anaphylaxis medical management action plan is visible and known to staff, volunteers and students;

Follow the child's anaphylaxis medical management action plan in the event of an allergic reaction, which may progress to anaphylaxis;

Develop an anaphylaxis risk minimisation plan with the parent;

In the situation where a child who has not been diagnosed as allergic, but who appears to be having an anaphylactic reaction:

- Call an ambulance immediately by dialling 000

- Commence first aid measures
- Contact the Nominated Supervisor and/or the responsible person in charge
- Contact the parent/guardian
- Contact the person to be notified in the event of illness if the parent/guardian cannot be contacted.

Ensure the child is wearing the Mediband Anaphylaxis or Allergy (whichever is applicable) alert wristband when the child is in attendance at the service;

Practice the administration procedures of the adrenaline auto-injection device using an auto-injection device trainer and “anaphylaxis scenarios” annually;

Ensure that the Preschool’s and child’s auto-injection device kit is stored in a location that is known to all staff, including relief staff; easily accessible to adults (not locked away); inaccessible to children; and away from direct sources of heat;

Ensure that the child’s auto-injection device and a copy of their anaphylaxis medical management action plan is stored in an individual labelled container in the classroom;

Ensure that the child’s labelled container including the auto-injection device and copy of the anaphylaxis medical management action plan is carried by a staff member on all excursions in a clearly marked bag; and

On receipt of an adrenaline auto-injection device, check to confirm device expiry date and note it in classroom diary and Medication Expiration register located in the kitchen. Advise parent in advance of the end of the nominated expiry month.

Families

Will:

Ensure that all plans are reviewed at least annually by the child’s family and medical practitioner, immunologist or allergy specialist;

Inform staff at the children’s service, prior to enrolment or on diagnosis, of their child’s allergies;

Develop an anaphylaxis risk minimisation plan with Preschool staff;

Provide staff with an anaphylaxis medical management action plan signed by the registered medical practitioner, immunologist or allergy specialist giving written consent to use the auto-injection device in line with this action plan;

Provide staff with an auto-injection device housed in a clear container labelled with the child’s name;

Regularly check the adrenaline auto-injection device expiry date;

Assist staff by offering information and answering any questions regarding their child’s allergies;

Notify the staff of any changes to their child’s allergy status and provide a new anaphylaxis action plan in accordance with these changes;

Ensure their child is wearing the Mediband Anaphylaxis or Allergy (whichever is applicable) alert wristband when the child is in attendance at the service;

Communicate all relevant information and concerns to staff, for example, any matter relating to the health of the child; and

Comply with the Preschool's policy that no child who has been prescribed an adrenaline auto-injection device is permitted to attend the service or its programs without that device.

Diabetes Management

Goals

- Raise awareness of diabetes management amongst those involved with the Preschool;
- Implement strategies to support the health and safety of children, staff and visitors with diabetes;
- Provide the necessary strategies to ensure the health and safety of all children with diabetes enrolled at the service;
- Provide an environment in which children with diabetes can participate in all activities to the full extent of their capabilities; and
- Provide a clear set of guidelines and expectations to be followed with regard to the management of diabetes.

Strategies

All strategies detailed below will be implemented to the extent reasonably practicable.

Willoughby Community Preschool Management

Will:

Encourage all staff to complete first aid training approved by ACECQA, ensuring at least one staff member who has completed accredited first aid training is on duty whenever children are being cared for or educated.

The Nominated Supervisor

Will:

Provide staff with a copy of this policy and brief them on diabetes procedures upon their appointment;

Ensure at least one staff member who has completed accredited first aid training is on duty whenever children are being cared for or educated;

Ensure all enrolment forms contain the question: “Has your child been diagnosed with diabetes?”;

Identify children with diabetes during the enrolment process and inform staff;

Provide families thus identified with a copy of this policy and Diabetes Action Plan (Appendix E) upon enrolment or diagnosis;

Ensure that each Diabetes Action Plan received for each child with a diagnosis of diabetes contains information for the child’s Diabetic Management and outlines what do in relation to any Diabetic Emergency the child might face;

Ensure families provide the service with the child’s testing kit and hypo pack if required;

Store Diabetes Action Plan in the child’s enrolment record and a copy in the labelled container with the child’s testing kit;

Encourage open communication between families and staff regarding the status and impact of a child's diabetes; and

Educators

Will:

Ensure that they maintain current accreditation in first aid as recognised by ACECQA;

Ensure that they are aware of the children attending the Preschool with diabetes;

Ensure that they are familiar with the signs and symptoms and the emergency treatment of a low blood glucose level;

Call an ambulance if they feel emergency treatment is required, dial 000;

Where necessary, modify activities in accordance with a child's needs and abilities;

Ensure that the child's diabetes testing kit, medication and a copy of their diabetes action plan is stored in an individual labelled container in the classroom;

Ensure that a child's Diabetes Action Plan is followed at all times;

Promptly communicate, to Nominated Supervisor and/or the responsible person in charge and parents/guardians, any concerns should it be considered that a child's diabetes is limiting his/her ability to participate fully in all activities; and

Ensure that children with diabetes are treated the same as all other children.

Families

Will:

Inform staff, either upon enrolment or on initial diagnosis, that their child has diabetes;

Provide all relevant information regarding their child's diabetes via a written Diabetes Action Plan, signed by a medical practitioner;

Ensure that the child's diabetes testing kit and medication is provided in a labelled clear container;

Keep the child's testing kit and medication updated as required and hand over to a staff member together with a copy of the Diabetes Action Plan;

Ensure their child is wearing the Mediband Diabetes alert wristband when the child is in attendance at the service;

Notify the Nominated Supervisor, in writing, of any changes to the Diabetes Action Plan during the year;

Ensure that they comply with all requirements and procedures in relation to the Medications Record;

Communicate all relevant information and concerns to educators as the need arises; and

Ensure, in consultation with the staff, the health and safety of their child through supervised management of the child's diabetes.

Comply with the Preschool's policy that no child who has been prescribed with diabetes is permitted to attend the service or its programs without the testing kit medication required.

References

Work Health and Safety Act (2011)

Work Health and Safety Regulations (2011)

<https://www.nationalasthma.org.au/living-with-asthma/asthma-action-plans/asthma-action-plan-examples> -accessed June 2018

<http://www.allergy.org.au/health-professionals/ascia-plans-action-and-treatment>, accessed June 2018

<http://www.nationalasthma.org.au>, accessed June 2018

<http://www.nationalasthma.org.au/asthma-tools/brochures-factsheets/brochures?k=spacer>, accessed June 2018

Childcare Centre Desktop, Sample Administration of Medication Policy, accessed June 2018

Childcare Centre Desktop, Sample Anaphylaxis Management Policy, accessed June 2018

Childcare Centre Desktop, Sample Asthma Management Policy, accessed June 2018

Childcare Centre Desktop, Sample Diabetes Management Policy, accessed June 2018

Childcare Centre Desktop, Sample Epilepsy Management Policy, accessed June 2018

Childcare Centre Desktop, Sample Medical Conditions Policy, accessed June 2018

Related Policies

- Acceptance and Refusal of Authorisations Policy
- Administration of First Aid Policy
- Arrival, Departure and Access Policy
- Emergency Evacuation and Lockdown Policy
- Enrolment and Orientation Policy
- Excursion Policy
- Incident, Injury, Trauma and Illness Policy
- Nutrition, Food and Beverages and Dietary Requirements Policy
- Privacy Policy
- Providing a Child Safe Environment Policy
- Retention of Records
- Safe Food Program
- Visitors, Volunteers and Students Policy

Appendix A

Medical Conditions - Risk Minimisation Plan

Child's Name:

Date of Birth:

Date of Meeting:

Meeting with:

Director/Teacher Name: _____ Signature: _____

Parent/Authorised Nominee: Name: _____ Signature: _____

What type of Additional Need/Medical Condition/Cultural Requirement does this plan refer to?

If medical, has the parent provided the Preschool with an action plan for the child in accordance with our Medical Conditions Policy? Yes/No

A copy of the Medical Conditions Policy given via hand or email Yes/No

If medication is recommended as part of the action plan has the Preschool been provided with same? (Medication: _____ Expiry date: _____)

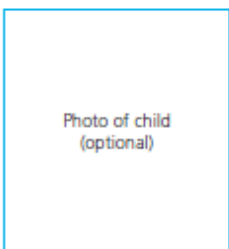
Definition of Risk

Risk is the possibility that harm (death, injury or illness) might occur when exposed to a hazard. You should consider what could go wrong, what the consequences could be, then you must do whatever is reasonably practicable to eliminate or minimise the risk arising. (Work Health and Safety Consultation, Co-operation and Co-ordination: Code of Practice December 2011).

Potential Risks	Potential Effect or Consequences	Likelihood of Harm Occurring	Strategies to Reduce or Eliminate Risks

Communication – Educators please print, sign your name and date when read

Asthma care plan for education and care services



CONFIDENTIAL: Staff are trained in asthma first aid (see overleaf) and can provide routine asthma medication as authorised in this care plan by the treating doctor. Please advise staff in writing of any changes to this plan.

To be completed by the treating doctor and parent/guardian, for supervising staff and emergency medical personnel.

Date of approval: July 2014
 Approved by: CEO Asthma Australia
 Date of review: July 2016

AA Care Plan for Ed-Care-Serv 0714
 July 16, 2014 9:14 PM

PLEASE PRINT CLEARLY

Child's name _____ Date of birth _____

Managing an asthma attack

Staff are trained in asthma first aid (see overleaf). Please write down anything different this child might need if they have an asthma attack:

Daily asthma management

This child's usual asthma signs

- Cough
 Wheeze
 Difficulty breathing
 Other (please describe)

Frequency and severity

- Daily/most days
 Frequently (more than 5 x per year)
 Occasionally (less than 5 x per year)
 Other (please describe)

Known triggers for this child's asthma (eg exercise, colds/flu, smoke) — please detail:*

- Does this child usually tell an adult if s/he is having trouble breathing? Yes No
 Does this child need help to take asthma medication? Yes No
 Does this child use a mask with a spacer? Yes No
 *Does this child need a blue reliever puffer medication before exercise? Yes No

Medication plan

If this child needs asthma medication, please detail below and make sure the medication and spacer/mask are supplied to staff.

Name of medication and colour	Dose/number of puffs	Time required

Doctor

Name of doctor _____
 Address _____
 Phone _____
 Signature _____ Date _____

Parent/Guardian

I have read, understood and agreed with this care plan and any attachments listed. I approve the release of this information to staff and emergency medical personnel. I will notify the staff in writing if there are any changes to these instructions. I understand staff will seek emergency medical help as needed and that I am responsible for payment of any emergency medical costs.

Signature _____ Date _____
 Name _____

Emergency contact information

Contact name _____
 Phone _____
 Mobile _____
 Email _____



Asthma First Aid

1 Sit the person upright

- Be calm and reassuring
- Do not leave them alone



2 Give 4 separate puffs of blue/grey reliever puffer

- **Shake** puffer
 - Put **1 puff** into spacer
 - Take **4 breaths** from spacer
- Repeat until **4 puffs** have been taken

Remember: Shake, 1 puff, 4 breaths

OR Give 2 separate doses of a Bricanyl inhaler (age 6 & over) or a Symbicort inhaler (over 12).



3 Wait 4 minutes

- If there is no improvement, give **4 more separate puffs of blue/grey reliever** as above
- (OR give 1 more dose of Bricanyl or Symbicort inhaler.)



4 If there is still no improvement call emergency assistance (DIAL 000)

- Say 'ambulance' and that someone is having an asthma attack
- Keep giving **4 separate puffs** every **4 minutes** until emergency assistance arrives

(OR 1 dose of Bricanyl or Symbicort every 4 minutes — up to 3 more doses of Symbicort).



Call emergency assistance immediately (DIAL 000)

- If the person is not breathing
- If the person's asthma suddenly becomes worse, or is not improving
- If the person is having an asthma attack and a reliever is not available
- If you are not sure if it's asthma
- If the person is known to have Anaphylaxis - follow their Anaphylaxis Action Plan, then give Asthma First Aid.

Blue/grey reliever medication is unlikely to harm, even if the person does not have asthma



Asthma Australia

Contact your local Asthma Foundation

1800 ASTHMA (1800 278 462) asthmaaustralia.org.au

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Translating and
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131 450

AAAFAX2014

Appendix C

Action Plan for Allergic Reactions



australian society of clinical immunology and allergy
www.allergy.org.au

ACTION PLAN FOR Allergic Reactions

Name: _____
 Date of birth: _____

Confirmed allergens: _____

Family/emergency contact name(s): _____

Work Ph: _____
 Home Ph: _____
 Mobile Ph: _____

Plan prepared by medical or nurse practitioner: _____

I hereby authorise medications specified on this plan to be administered according to the plan

Signed: _____

Date: _____
 Action Plan due for review: _____

Note: This ASCIA Action Plan for Allergic Reactions is for people with mild to moderate allergies, who need to avoid certain allergens

For people with severe allergies (and at risk of anaphylaxis) there are ASCIA Action Plans for Anaphylaxis, which include adrenaline (epinephrine) autoinjector instructions

Instructions are also on the device label

SIGNS OF MILD TO MODERATE ALLERGIC REACTION

- Swelling of lips, face, eyes
- Hives or welts
- Tingling mouth
- Abdominal pain, vomiting (these are signs of anaphylaxis for insect allergy)

ACTION FOR MILD TO MODERATE ALLERGIC REACTION

- For insect allergy - flick out sting if visible
- For tick allergy - freeze dry tick and allow to drop off
- Stay with person and call for help
- Give other medications (if prescribed).....
- Phone family/emergency contact

Mild to moderate allergic reactions (such as hives or swelling) may not always occur before anaphylaxis

WATCH FOR ANY ONE OF THE FOLLOWING SIGNS OF ANAPHYLAXIS (SEVERE ALLERGIC REACTION)




- Difficult/noisy breathing
- Swelling of tongue
- Swelling/tightness in throat
- Wheeze or persistent cough

- Difficulty talking and/or hoarse voice
- Persistent dizziness or collapse
- Pale and floppy (young children)

ACTION FOR ANAPHYLAXIS

1 Lay person flat - do NOT allow them to stand or walk

- If unconscious, place in recovery position
- If breathing is difficult allow them to sit

2 Give adrenaline (epinephrine) autoinjector if available

3 Phone ambulance - 000 (AU) or 111 (NZ)

4 Phone family/emergency contact

5 Transfer person to hospital for at least 4 hours of observation

If in doubt give adrenaline autoinjector


Commence CPR at any time if person is unresponsive and not breathing normally

ALWAYS give adrenaline autoinjector FIRST if available, and then asthma reliever puffer if someone with known asthma and allergy to food, insects or medication has SUDDEN BREATHING DIFFICULTY (including wheeze, persistent cough or hoarse voice) even if there are no skin symptoms

Asthma reliever medication prescribed: Y N

Appendix D

Action Plan for Anaphylaxis



www.allergy.org.au

ACTION PLAN FOR Anaphylaxis

For use with EpiPen® adrenaline autoinjectors

Name: _____ Date of birth: _____

Photo

MILD TO MODERATE ALLERGIC REACTION

- Swelling of lips, face, eyes
- Hives or welts
- Tingling mouth
- Abdominal pain, vomiting (these are signs of anaphylaxis for insect allergy)

ACTION FOR MILD TO MODERATE ALLERGIC REACTION

- For insect allergy, flick out sting if visible. Do not remove ticks.
- Stay with person and call for help.
- Locate EpiPen® or EpiPen® Jr adrenaline autoinjector.
- Give other medications (if prescribed).....
- Phone family/emergency contact.

Mild to moderate allergic reactions may not always occur before anaphylaxis

Watch for ANY ONE of the following signs of anaphylaxis

ANAPHYLAXIS (SEVERE ALLERGIC REACTION)

- Difficult/noisy breathing
- Swelling of tongue
- Swelling/tightness in throat
- Difficulty talking and/or hoarse voice
- Wheeze or persistent cough
- Persistent dizziness or collapse
- Pale and floppy (young children)

ACTION FOR ANAPHYLAXIS

- 1 Lay person flat. Do not allow them to stand or walk. If breathing is difficult allow them to sit.**
- 2 Give EpiPen® or EpiPen® Jr adrenaline autoinjector.**
- 3 Phone ambulance*: 000 (AU) or 111 (NZ).**
- 4 Phone family/emergency contact.**
- 5 Further adrenaline doses may be given if no response after 5 minutes, if another adrenaline autoinjector is available.**

If in doubt, give adrenaline autoinjector

Commence CPR at any time if person is unresponsive and not breathing normally.

EpiPen® is generally prescribed for adults and children over 5 years.
 EpiPen® Jr is generally prescribed for children aged 1-5 years.
 *Medical observation in hospital for at least 4 hours is recommended after anaphylaxis.

IF UNCERTAIN WHETHER IT IS ANAPHYLAXIS OR ASTHMA

- Give adrenaline autoinjector FIRST, then asthma reliever.
- If someone with known food or insect allergy suddenly develops severe asthma like symptoms, give adrenaline autoinjector FIRST, then asthma reliever.

Asthma: Y N Medication: _____

Confirmed allergens: _____

Family/emergency contact name(s): _____

Work Ph: _____

Home Ph: _____

Mobile Ph: _____

Plan prepared by:
 Dr: _____

I hereby authorise medications specified on this plan to be administered according to the plan.

Signed: _____

Date: _____

Date of next review: _____

How to give EpiPen®



1

Form fist around EpiPen® and PULL OFF BLUE SAFETY RELEASE.



2

PLACE ORANGE END against outer mid-thigh (with or without clothing).



3

PUSH DOWN HARD until a click is heard or felt and hold in place for 10 seconds.

REMOVE EpiPen®. Massage injection site for 10 seconds.

Instructions are also on the device label and at: www.allergy.org.au/anaphylaxis

Appendix E

Diabetes Action Plan

HYPOGLYCAEMIA LOW

Blood Glucose Level < 4.0mmol/L

**DO NOT LEAVE CHILD ALONE
DO NOT DELAY TREATMENT**

Signs and symptoms
 Note: Symptoms may not always be obvious.
 Pale, headache, shaky, sweaty, dizzy, drowsy, changes in behavior.

Child conscious
(Able to eat hypo food)

Give fast acting carb
(As supplied or listed on management plan)

Recheck BGL after 15 mins
If BGL < 4.0 repeat fast acting carb

Give sustaining carb
(As supplied or listed on management plan)

Child unconscious/drowsy
(Risk of choking/unable to swallow)

First Aid DRSABC
Stay with unconscious child

**CALL AN
AMBULANCE
DIAL 000**

Contact parent/guardian
When safe to do so

PARENT / GUARDIAN NAME _____
CONTACT NO _____

EARLY CHILDHOOD EDUCATION AND CARE SETTING
Multiple daily injections
 Use in conjunction with management plan

DIABETES ACTION PLAN 2017

CHILD'S NAME _____

CENTRE _____

Photo of child

INSULIN
 Insulin is taken 4 or more times per day.
 An injection will be needed before lunch.
This injection requires assistance.
 Injection will be given by: _____
 Injection will be given in: _____
 (Room/location)

ROUTINE BGL CHECKING TIMES

- Anytime, anywhere in the centre
- Prior to lunch
- Anytime hypo is suspected
- Prior to planned activity

PHYSICAL ACTIVITY

- 1 serve sustaining carb before every 30 mins of planned activity
- Vigorous activity should **not** be undertaken if BGL > 15.0 and blood ketones are > 1.0
- Usual play time doesn't usually require additional action, but check with parent/guardian about this

HYPERGLYCAEMIA HIGH

Blood Glucose Level > 15.0mmol/L

HIGH BGLS ARE NOT UNCOMMON

Signs and Symptoms
 Note: There may be no signs and symptoms.
 Some could be: increased thirst, increased urine production, poor concentration, irritability, lethargy.

Child well
Re-check BGL in 2 hours

Encourage oral fluids, return to activity
1-2 glasses water per hour; extra toilet visits may be required

In 2 hours, if BGL still > 15.0 call parent/guardian for advice

Child unwell
E.g. vomiting
Check blood ketones if able

**CONTACT PARENT/
GUARDIAN
TO COLLECT
CHILD ASAP**

DATE _____
HOSPITAL _____
TREATING DNE _____
CONTACT No _____

diabetes Victoria

The Royal Children's Hospital Melbourne

Monash Children's Services Health

diabetes tasmania

diabetes Victoria

The Royal Children's Hospital Melbourne

Monash Children's Services Health

diabetes tasmania

Nutrition, Food & Beverages, and Dietary Requirements Policy

Scope

This policy concerns the provision of healthy food and drink while children are attending Preschool and the promotion of normal growth and development.

Statement

Willoughby Community Preschool recognises the importance of healthy eating to the growth and development of young children and is committed to supporting the healthy food and drink choices of children in its care. The service is committed to implementing the healthy eating key messages outlined in Munch & Move and to supporting the National Healthy Eating Guidelines for Early Childhood Settings.

Willoughby Community Preschool recognises the importance of supporting families in providing healthy food and drink to their children. It is acknowledged that the Preschool setting has an important role in supporting families in healthy eating.

Willoughby Community Preschool recognises that “the majority of food allergic and anaphylactic reactions occur in Preschool age children”. (Source “ASCA Guidelines for Prevention of Food Anaphylactic Reactions in Schools, Preschools and Childcare: 2015 update”:
<http://www.allergy.org.au/health-professionals/papers/prevent-anaphylaxis-in-schools-childcare>)

Legislative Requirements

Education and Care Services National Regulations (2011)

- Part 4.2 regs 77; 78; 79; 80; 90; 91
- Part 4.7 regs 162; 168 (2)(a)(i)

National Quality Standard for Early Childhood Education and Care

- Standard 2.1 element 2.1.1, 2.1.3
- Standard 2.2 element 2.2.1
- Standard 6.2 element 6.2.1, 6.2.2, 6.2.3
- Standard 7.1 element 7.1.2

Goal

Promote healthy food and drinks based on the Australian Guide to Healthy Eating and the Dietary Guidelines for Children and Adolescents;

Provide food to children that has been stored, prepared and served in a safe and hygienic manner and promote hygienic food practices in accordance with the NSW Food Authority Guidelines;

Provide a positive eating environment which reflects any specific cultural, religious or health requirements;

Promote lifelong learning for children, early childhood educators and families about healthy lifestyles, including nutrition, personal hygiene and care, including dental and ear care. and

Encourage communication with families about the provision of appropriate healthy food and drinks for children while they are attending the Preschool.

Strategies

All strategies detailed below will be implemented to the extent reasonably practicable.

Willoughby Community Preschool Management

Will:

Ensure that a comprehensive Food Safety Programme is used to guide all aspects of safe food handling practice at the service.

Make available a selection of fruit or vegetables for children, whose appetite has not been satisfied, having consumed their provided meals.

Ensure that the nominated supervisor, educators and volunteers implement adequate health, hygiene and safe food practices in accordance with Preschool's policies and procedures.

Nominated Supervisor

Will:

Provide information to families on the types of foods and drinks recommended for children's optimal nutritional requirements and suitable for children's lunchboxes through newsletters and Orientation Packs. Access information regarding dietary guidelines from *Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood*, the *Munch and Move Resource Manual* and */or Dietary Guidelines for Children and Adolescents in Australia*;

Encourage and provide opportunities for educators to undertake regular professional development to maintain and enhance their knowledge and skills related to early childhood nutrition, food safety and hygiene including the personal hygiene practices of hand washing, coughing, dental hygiene and ear care

Inform families on matters of early childhood nutrition, food safety and hygiene practices including hand washing, coughing, dental hygiene and ear care;

Be aware of children with food allergies, food intolerances and special dietary needs and consult with families to determine specific food related requirements and, where necessary, develop

individual management plans prior to the children attending the Preschool. Food removal from Preschool should only occur following recommendation by a relevant medical specialist and provision of documentation setting out this recommendation to the Nominated Supervisor;

Inform families of specific food allergies of children attending the Preschool and the potential risk of Anaphylaxis. Inform families that the Preschool currently excludes whole nuts, peanuts, peanut butter, Nutella and any products that contain whole nuts. Foods labelled: “may contain traces of nuts”, are acceptable;

Discourage the provision of highly processed snack foods high in fat, salt and sugar and low in essential nutrients in children’s lunchboxes. Examples of these foods include: lollies, chocolates, sweet biscuits, muesli bars, breakfast bars, fruit filled bars, chips, oven-baked crackers and corn chips. Information will be distributed through Orientation Packages outlining the Preschool’s preferred food and drink requirements;

Ensure that educators sit with the children at meal and snack times to role model healthy food and drink choices and actively engage children in conversations about the food and drink provided and encourage children to finish with a drink of water to rinse their teeth;

Provide a copy of the Nutrition, Food & Beverages, and Dietary Requirements Policy to all families upon orientation at the service. Families will be provided with opportunities to contribute to the review and development of the policy;

Ensure children and educators are aware of correct hand-washing procedures when dealing with food, before handling food or eating meals and snacks; and

Provide information to families about safe food handling practices for food provided for their children, for example pamphlets distributed during Orientation Sessions and updates and reminders via email and/ or Newsletters throughout the year.

Educators

Will:

Undertake regular professional development to maintain and enhance their knowledge and skills related to early childhood nutrition, food safety and hygiene practices including hand washing, coughing, dental hygiene and ear care;

Ensure an awareness and understanding of healthy food choices will be an integral component of the curriculum. Hands on food growing experiences, food preparation and cooking experiences, discussions and play based learning will all support children’s ongoing engagement with learning about nutrition and healthy eating;

When programming, consider celebrating special occasions with limited use of “sometimes” foods, and with no special focus on food. Alternatives to using foods to celebrate should also be considered;

Ensure water is readily available for children to drink throughout the day and schedule mealtimes at regular and predictable intervals;

Ensure that meal times are relaxed, unhurried and an opportunity for children and adults to socialise. A positive meal time environment will recognise and celebrate the dietary differences of children from culturally and linguistically diverse backgrounds as well as children with food allergies and intolerances. Encourage children to try different / new foods, but will not force them to eat or use food as a reward or withhold food from children for disciplinary purposes;

Endeavour to recognise, nurture and celebrate the dietary differences of children from culturally and linguistically diverse backgrounds;

Role model and actively engage children in discussion about healthy eating choices and personal hygiene practices including hand washing, coughing, dental hygiene and ear care;

Educators will encourage children to eat the more nutritious foods provided in their lunchbox, such as sandwiches, fruit, cheese and yoghurt, before eating any less nutritious food provided and encourage children to finish with a drink of water to rinse their teeth;

Talk to families about their food intake and voice any concerns about their child's eating habits;

Ensure adequate supervision at all meals times, and are aware of the potential for choking. Monitor food brought from home to ensure possible allergens are excluded, so as to promote the safety and wellbeing of all children;

Be aware of children with food allergies, food intolerances and special dietary needs and consult with families to determine specific food related requirements and where necessary implement individual management plan requirements;

Ensure volunteers, relief staff and parent assistants are aware of children in the class with known food allergies or intolerances when assisting with food related experiences;

Encourage children to take responsibility for accessing and putting away their own food and drink containers to foster children's independence and self-esteem;

Monitor the children's hand-washing practices;

Ensure eating areas, tables etc, have been cleaned thoroughly prior to and after any food preparation or food consumption; and

Be aware that the use of food in crafts, cooking classes and science experiments may need to be restricted depending on the allergies of particular children.

Families

Will:

Provide nutritious foods for morning tea, lunch and late snack in accordance with recommended healthy food and drinks based on the Australian Guide to Healthy Eating and the Dietary Guidelines for Children and Adolescents;

Role model and actively engage children in discussion about healthy eating choices and personal hygiene practices including hand washing, coughing, dental hygiene and ear care;

It is recommended that foods for morning tea, lunch and late snack be packed separately for ease of identification and include an ice brick. If providing dairy based products, include them for morning tea. A tray for children's food is provided in the kitchen fridge for more perishable foods;

Provide an individual sealed water bottle filled with fresh water on each day their child attends the Preschool;

Ensure all food containers and drink bottles are clearly labelled with the name of the child attending the Preschool and are easy for the child to open independently, to foster independence and self-esteem;

In accordance with our Environmental Policy, where possible we encourage 'Nude Food', that is, food that uses minimal packaging and is healthy to eat;

Prior to children with food allergies, food intolerances and special dietary needs attending the Preschool, families should discuss individual management plans which have been authorised by a qualified medical practitioner with the Nominated Supervisor;

The Preschool currently excludes whole nuts, peanuts, peanut butter, Nutella and any products that contain whole nuts. Foods labelled: "may contain traces of nuts", are acceptable. Families should ensure that foods provided for morning tea, lunch and late snack adhere to these requirements; and

It is recognised that traditionally birthdays are celebrated with cake, and families are welcome to bring along something to share on the occasion of their child's birthday. Birthday cakes should be accompanied with a list of ingredients and must not contain whole nuts, peanuts, peanut butter, Nutella or any products that contain whole nuts. Please check with educators in your child's room regarding the best size and type of celebratory food to bring, to accommodate any food allergies or intolerances as well as the most suitable day to bring it along.

Children

Will:

Access and put away their own food and drink containers;

Eat the more nutritious foods provided in their lunchbox, such as sandwiches, fruit, cheese and yoghurt, before eating any less nutritious food provided;

Take drink breaks of water regularly throughout the day;

Remain seated when eating and chew their food thoroughly before swallowing;

Eat their own individual morning tea and lunch, and do not share these with other children;

Drink water after each meal to help rinse their mouths of any leftover food products to assist in maintaining good dental hygiene; and

Contribute positively to the ambience and conversations with their peers and educators, enjoy the social experience of meal times and celebrate healthy eating.

References

www.healthykids.nsw.gov.au accessed, May 2018

<http://www.health.gov.au/internet/main/publishing.nsf/Content/gug-resource-order-guide>
accessed May 2018

“Australian Guide to Healthy Eating and the Dietary Guidelines for Children and Adolescents” (2015).
“ASCIA Guidelines for Prevention of Food Anaphylactic Reactions in Schools, Preschools and
Childcare”: <http://www.allergy.org.au/health-professionals/papers/prevent-anaphylaxis-in-schools-childcare>,
accessed May 2018.

<http://www.allergy.org.au/health-professionals/anaphylaxis-resources>, (accessed May 2018)

Food Safety Standards for Australia 2001

Australian Dietary Guidelines 2017

Childcare Centre Desktop, Sample Nutrition and Food Safety Policy, accessed May 2018

Related Policies

- Administration of First Aid Policy
- Enrolment and Orientation Policy
- Environmental Policy
- Food Safety Programme
- Medical Conditions Policy
- Programme Policy
- Water Safety Policy

Physical Activity and Small Screen Activity Policy

Scope

This policy seeks to promote children’s physical activity by supporting the development of their gross motor and fostering the emergence of their fundamental movement skills through a range of intentionally planned and spontaneous physically active play experiences.

Our Preschool recognises the important role digital communication technologies play for children to access information, investigate ideas and represent their thinking. We are mindful to limit the amount of time children spend engaging in sedentary small screen activity.

Further, the Preschool recognises the importance of supporting families to promote children’s physical activity through positive, respectful and reciprocal relationships.

Statement

Willoughby Community Preschool recognises the following important functions of physical activity for young children:

- Promotes healthy growth and development
- Builds strong bones and muscles
- Improves balance, coordination, flexibility, posture and strength
- Assists with the development of gross motor and fine motor skills
- Provides the opportunity to develop fundamental movement skills
- Improves concentration and thinking skills
- Improves confidence and self-esteem
- Relieves stress and promotes relaxation
- Provides opportunities to develop social skills and make friends
- Helps to achieve and maintain a healthy weight

Our Preschool acknowledges that children use information and communication technologies to access information, investigate ideas and represent their thinking. EYLF Outcome 5.5

The Early Learning Languages Australia (ELLA) is digital, play-based learning programme implemented in our Preschool enhancing acceptance of other cultures and driving a genuine interest in a new language.

Timeframes for ‘screen time’ according to Australia's Physical Activity and Sedentary Behaviour Guidelines are:

- Children younger than 2 years of age should not spend any time in front of a screen,

- Children 2 to 5 years of age should be limited to less than one hour per day,
- Children 5-12 years of age should limit screen time for entertainment to no more than 2 hours a day.

Children will be taught healthy concepts of digital use and citizenship as children are 'growing up digital'.

Only quality developmentally appropriate interactive media will be used.

Goals

To promote children's participation in a range of safe, physically active learning experiences.

To provide a positive active play environment that reflects cultural and family values.

To promote lifelong learning and enjoyment of physical activity.

To limit time spent engaging in small screen activity (television, DVDs, computer and other information technologies) and sedentary behaviour whilst at the Preschool.

To encourage communication with families about physical activity, gross motor skills development, fundamental movement skills development and limiting small screen recreation and sedentary behaviour.

Legislative Requirements

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

- Part 4.1 reg 73

National Quality Standard for Education and Care

- Standard 1.1 element 1.13
- Standard 2.2 element 2.1.3
- Standard 3.1 element 3.1.2
- Standard 6.2 element 6.2.2

Strategies

All strategies detailed below are to be endeavoured to be implemented to the extent reasonably practicable.

Willoughby Community Preschool

Will:

Provide opportunities for educators to undertake regular professional development to maintain and enhance their knowledge about early childhood physical activity and information technologies.

Follow these guidelines for use of technology within our Preschool:

- All programs must be viewed beforehand and carefully selected to be suitable to the needs and development levels of each child using or watching various types of technology or media;
- Technology is used to assist in expanding the content of the daily program and current affairs;
- Programs are chosen that are engaging and age appropriate to children;
- Programs depicting violence e.g. graphic news reports will not be shown;
- Children are to view 'G' rated programs only with no ads;
- Programs will only be shown that have positive messages about relationships, family and life; and
- All content will be socially and culturally considerate and appropriate

Timeframes for 'screen time'

Timeframes for 'screen time' according to Australia's Physical Activity and Sedentary Behaviour Guidelines are:

- Children younger than 2 years of age should not spend any time in front of a screen,
- Children 2 to 5 years of age should be limited to less than one hour per day,
- Children 5-12 years of age should limit screen time for entertainment to no more than 2 hours a day.

Children will be taught healthy concepts of digital use and citizenship as children are 'growing up digital'.

Only quality developmentally appropriate interactive media will be used.

Nominated Supervisor

Will:

Make available a copy of the Physical Activity and Small Screen Activity Policy to all families during orientation to the Preschool. Families will be provided with opportunities to contribute to the review and development of the policy;

Request that any details of children's additional needs in relation to physical activity participation be provided to the Preschool;

Encourage families to share with the Preschool links between cultural backgrounds and physical activity;

Invite and engage families and the wider community to participate in promoting physical activity with the children; and

Communicate regularly with families and provide information, support and advice on physical activity, gross motor skills development, fundamental movement skills development, everyday physical tasks, active transport and limiting small screen recreation and sedentary behaviour. This information may be provided to families in a variety of ways including newsletters, through online posts, noticeboards, during orientation, information sessions and informal discussion.

Educators

Will:

Encourage children and educators to drink water before, during and after physically active experiences. Note: Physically active learning experiences include planned play (e.g., action games/songs, intentional teaching experiences), spontaneous 'free' play (e.g., child initiated, active play in the playground, dancing to music) intentional teaching experiences and everyday physical tasks (e.g. helping with gardening, setting up experiences, tidying up spaces);

Provide physically active experiences which are play based, varied, creative, and developmentally appropriate, and cater to a range of abilities and interests;

Provide all physically active experiences in a safe and appropriate environment with equipment that is developmentally appropriate and well maintained with constant supervision;

Provide the opportunity for children to be active every day through a balance of planned and spontaneous physically active learning experiences (including everyday physical tasks), in the indoor and outdoor environments;

Plan daily intentional fundamental movement skills experiences to support children's physical activity and their fundamental movement skills development;

Foster the development of a range of fundamental movement skills including running, galloping, hopping, jumping, leaping, side-sliding, throwing, catching, striking, kicking, underarm rolling and stationary dribbling;

Provide the space, time and resources for children to revisit and practice movement skills and engage in active play;

Use transitions, where appropriate, as opportunities for physical activity;

Where practical, educators will involve children in the planning of physically active experiences;

Plan a caring and positive play environment with involvement from children, families and educators;

Encourage children to participate in a range of active play and physically active experiences of varying intensity (e.g. lighter through to vigorous activity);

Encourage children to be as active as possible during daily active play times;

Provide instruction, constructive feedback and positive reinforcement to children to assist them in developing and refining their fundamental movement skills development;

Offer inclusive physical activity opportunities which cater for children from culturally and linguistically diverse backgrounds and for those children with additional needs;

Adopt a participatory approach to physically active experiences offered to children and emphasise fun and participation rather than competition;

Encourage the promotion of productive sedentary experiences for rest and relaxation.

Ensure that an appropriate balance between inactive and active time is maintained each day.

Encourage children to be accepting of the different physical skills and abilities of other children;

Follow these guidelines for use of technology within our Preschool:

- All programs must be viewed beforehand and carefully selected to be suitable to the needs and development levels of each child using or watching various types of technology or media;
- Technology is used to assist in expanding the content of the daily program and current affairs;
- Programs are chosen that are engaging and age appropriate to children;
- Programs depicting violence e.g. graphic news reports will not be shown;
- Children are to view 'G' rated programs only with no ads;
- Programs will only be shown that have positive messages about relationships, family and life; and
- All content will be socially and culturally considerate and appropriate

Timeframes for 'screen time'

Timeframes for 'screen time' according to Australia's Physical Activity and Sedentary Behaviour Guidelines are:

- Children younger than 2 years of age should not spend any time in front of a screen,
- Children 2 to 5 years of age should be limited to less than one hour per day,
- Children 5-12 years of age should limit screen time for entertainment to no more than 2 hours a day.

Children will be taught healthy concepts of digital use and citizenship as children are 'growing up digital'.

Only quality developmentally appropriate interactive media will be used.

Limit the amount of time children spend using digital media to less than 30 minutes across the day;

Limit experiences involving small screen use to those which have an educational component including movement; and

Discuss with children the role of small screen time in their lives and support them in making healthy choices about their use of small screen recreation for both education and recreation.

Families

Will:

Support the implementation of this policy;

Provide a suitable individual drink bottle filled with water for their child's needs. Note: The Preschool provides water for children to access in the event that drink bottles require refilling;

Familiarise themselves with information provided from time to time by the Preschool regarding support and advice on physical activity, gross motor skills development, fundamental movement skills development, everyday physical tasks, active transport and limiting small screen recreation and sedentary behaviour;

Suitably dress their child so they may participate fully in all aspects of our planned and spontaneous physical activities;

Provide the Preschool any details of children's additional needs in relation to physical activity participation; and

Share with the Preschool links between cultural backgrounds and physical activity.

Children

Will:

Participate in a range of safe, physically active learning experiences with an emphasis on fun rather than competition;

Be accepting of the different physical skills and abilities of other children; and

Contribute to discussions about the role of small screen time in their lives, making healthy choices about their use of small screen recreation for both education and recreation.

References

Early Learning Languages Australia (ELLA) <https://www.ella.edu.au/>

SunSmart NSW <https://www.sunsmartnsw.com.au> – accessed April 2018

NSW Health Munch and Move program available on the Healthy Kids website - <https://www.healthykids.nsw.gov.au> – accessed April 2018

Kidsafe <https://www.kidsafe.com.au> – accessed April 2018

Belonging, Being & Becoming: The Early Years Learning Framework for Australia, 2009

<http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2018/09/Digital-policy-statement-on-young-children-and-digital-technologies.pdf>, accessed September 2018

Childcare Centre Desktop, Sample Technology Policy, accessed April 2018

Related Policies

- Enrolment and Orientation Policy
- Interactions with Children Policy
- Programme Policy
- Providing a Child Safe Environment
- Sun Safety Policy
- Water Safety Policy
- Work Health and Safety Policy

Privacy Policy

Scope

Early Childhood Services are required to comply with Australian privacy law which includes the Privacy Act 1988 (the Act) which was amended in February 2017, with the changes due to take effect on February 22nd 2018.

This is the Privacy Policy of Willoughby Community Preschool Inc (ABN 47 974 826 099), the operator of, and approved provider for, Willoughby Community Preschool (in this Policy, referred to as the Preschool, we, us and when relating to us, **our**). It applies to children, parents/carers, prospective students and parents/carers, job applicants, staff, volunteer workers, contractors, visitors and others who have contact with the Preschool, subject to any exemptions such as employee records.

The Privacy Act 1988 (Cth) (Privacy Act) defines personal information to mean information or an opinion about an identified individual, or an individual who is reasonably identifiable:

- whether the information or opinion is true or not, and
- whether the information or opinion is recorded in a material form or not

(in this Policy, this information is collectively described as Personal Information).

We are committed to protecting the privacy of each such person to which it applies (in this Policy, you and when relating to you, your) and complying with the Australian Privacy Principles set out in the Privacy Act. (A copy of the Australian Privacy Principles can be obtained from the Office of the Australian Information Commissioner www.oaic.gov.au)

When collecting personal and health information, a Collection Notice will be distributed as detailed in the Annexure.

In this Policy we describe how we manage your Personal Information.

Legislative Requirements

Family Assistance Legislation Amendment (Jobs for Families Child Care Package) Act 2017

Privacy Act 1998 (Cth)

Education and Care Services National Law Act 2010

Education and Care Services National Regulations 2011

Health Records Information Privacy Act 2002 (NSW) (HRIP Act)

National Quality Standard for Education and Care

- Standard 7.1, element 7.1.1, 7.1.2, 7.1.3
- Standard 7.2

Strategies

All strategies detailed below are to be endeavoured to be implemented to the extent reasonably practicable.

Goal

In handling Personal Information, the Preschool aims to comply with the Australian Privacy Principles under the Privacy Act, the Health Privacy Principles (HPPs) in the HRIP Act and privacy obligations in the Education and Care Services National Law Act 2010 and the Education and Care Services National Regulations 2011.

Exemptions

The Privacy Act, and other legislation, provides for certain exemptions, including in relation to employee records. The APPs and this policy do not apply to the handling of employee records in relation to current and former employees.

Employees' Responsibilities

Employees must comply with all requirements of this policy in respect of individuals with whom the Preschool has dealings. Failure to do so may be a breach of the Privacy Act and other legislation. Any non-compliance with this policy may result in disciplinary action against the employee, up to and including termination of employment.

Any employee who believes there has been either:

- a breach of this policy; and/ or
- a data breach (whereby personal information held by the Preschool is lost or subject to unauthorized access, modification, disclosure, or other misuse or interference),

must report the matter to the Director, or if that is not practicable, a member of the Management Committee.

Consent

By:

- applying to enrol your child at the Preschool;
- enrolling your child at the Preschool; and
- using our service,

you will be deemed to consent to us using the Personal Information we collect (yours and your child's) in a manner consistent with this policy.

Please note that in some cases where the Preschool requests Personal Information about a child or

parent, if the information requested is not provided, the Preschool may not be able to enrol or continue the enrolment of the relevant child.

The kinds of Personal Information we collect

The Preschool collects many different types of information depending on who it is being collected from and the purpose of the collection. The kinds of Personal Information that we collect include:

- contact details such as name, address, email address, mobile number and landline number;
- date and place of birth;
- banking details;
- attendance records;
- next of kin/emergency contact details;
- custody arrangements or parenting orders;
- information regarding our communications with you and your involvement in Preschool activities;
- details of Commonwealth Government reference numbers (CRN) and date of birth of the registered carer, for the benefit of claiming child care subsidy (Fami);
- Centrelink Customer Reference Number and Medicare Number;
- photographs with individuals visible; and
- other general information about the individual child and family that assists the Preschool in providing individualised early learning and care

The Preschool may also collect sensitive information from individuals. Sensitive information may include information or an opinion, that is also personal information, about an individual's racial or ethnic origin, political opinions, membership of a political association, religious beliefs or affiliations, philosophical beliefs, membership of a professional or trade association, membership of a trade union, sexual orientation or practices, criminal record.

Another type of sensitive information the Preschool collects about an individual is health information, which is information or an opinion about the health or disability of a person and the health services provided or to be provided to an individual. Examples include information about immunisation status, dietary requirements, doctor's details, medical conditions, medical reports, and additional needs.

How we collect Personal Information

We collect Personal Information by various lawful and fair means including when:

- you complete and submit an enrolment form, volunteer form, appointment of authorised person form, Preschool membership form, consent form / permission slip or similar (for

example, consent for your child to attend an excursion);

- you contact us to inform us of updates to any of the information specified immediately above;
- you complete and submit a direct debit request form, in which you request the Preschool's direct debit service provider to debit fee payments from your bank account;
- you contact us with a question or inquiry;
- you complete a questionnaire or survey initiated by the Preschool;
- you subscribe to our newsletter / email updates;
- you attend a Preschool function or participate in a Preschool activity;
- you have contact with us by email, telephone or face to face in meetings;
- you visit our website.

Where practicable, we collect Personal Information about you directly from you. However, we may collect information about you from another source such as another family member, or the parent of another child enrolled at the Preschool (such as in the case where you might be appointed as an authorised person in relation to that other child), or the Preschool's direct debit service provider.

The Preschool will not collect health information in a manner that intrudes, to an unreasonable extent, on the personal affairs of the individual to whom the health information relates, nor will it collect health information in excess of what is required.

If the Preschool receives unsolicited Personal Information, we will determine within a reasonable period whether or not we could have collected the information if we had solicited it. If the Preschool determines we could not have collected the information, the Preschool will, as soon as practicable and if lawful and reasonable to do so, destroy or de-identify the unsolicited information.

The purposes for which we collect, hold, use and disclose Personal Information

The Preschool collects Personal Information as reasonably necessary for its functions and activities. It does not collect sensitive information without the individual's consent or as permitted by the Privacy Act, such as if required or authorised by a law or court order. The primary purposes for collection of this Personal Information include:

- to enable the Preschool to provide the best possible Preschool education for each child, throughout the period the child is enrolled at the Preschool;
- to administer the Preschool's day-to-day business, including enrolments, invoicing, rostering, record keeping;
- to comply with the law, including licence requirements and funding rules;
- to facilitate payment of Preschool fees and other charges;
- to maintain accurate Preschool records;

- to keep you informed about matters relating to your child’s Preschool education, through correspondence, newsletters, emails and the like, and to respond to your enquiries;
- to create visual displays within the Preschool;
- where required, to provide health services to children enrolled in the Preschool;
- to monitor or improve the use of and satisfaction with our service;
- for the educational, social and medical wellbeing of enrolled children;
- to provide information about publications and/or upcoming events;
- to assess and engage suppliers;
- in connection with seeking assistance from the Preschool community when necessary and appropriate (for example, as part of Preschool fundraising, or volunteering programmes); and
- for any other purpose to which you consent, or which is permissible under the Privacy Act.

The Preschool uses or discloses Personal Information for the primary purpose for which it was collected and will not use it for another purpose unless you have consented or an exemption under the Privacy Act applies, such as you would reasonably expect us to use or disclose the information for a related secondary purpose (or for sensitive information, a directly related secondary purpose) or it is required or authorised by law or a court order.

The Preschool is also legally obligated to comply with the requirements of the Children (Education and Care Services) National Law Act 2010 (NSW) to collect personal information about a child’s attendance and enrolment with the Preschool.

The Fair Work Act 2009 (Cth) also requires the Preschool to retain records of specific personal information pertaining to its employees.

The parties to whom your Personal Information is disclosed

Subject to our confidentiality obligations, we may share some relevant Personal Information as part of our day-to-day business with a number of persons including:

- government authorities, including in connection with our funding arrangements and payment of the Child Care Subsidy (or equivalent);
- medical practitioners;
- persons involved in Preschool activities, such as staff, volunteers and visiting educators and clinicians from other institutions;
- third party service providers who assist us with archival, auditing, accounting, legal, business consulting, website / technology or similar services that are required in connection with the day to day operation of the Preschool;

- anyone you authorise us to disclose the information to.

We also will disclose your information if required by law to do so or in circumstances permitted by the Privacy Act.

The Preschool will not transfer health information of an individual to any person or body outside of New South Wales or to a Commonwealth agency unless it is permitted to do so under the HRIP Act, for example, in circumstances where the individual consents to the transfer or the transfer is for the benefit of the individual, it is impracticable to obtain the consent of the individual to that transfer but if it were practicable to obtain such consent, the individual would be likely to give it.

Disclosure of information outside the jurisdiction of collection

The Preschool may disclose your Personal Information to third party service providers that may hold Personal Information on servers located outside Australia in:

- The United States of America;
- Canada;
- New Zealand; and
- Hong Kong.

Opting out of communications

We may, from time to time, send you newsletters, invitations and updates about the Preschool. You can opt out of receiving further such communications by notifying us by using our contact details below.

Security

We take reasonable physical, technical and administrative safeguards to protect your Personal Information from misuse, interference, loss, unauthorised access, modification and disclosure. For example, we maintain our files in secure filing cabinets located in the Director's office and limit access to Personal Information to Preschool personnel with a need to know. We also endeavour to instruct all workers to respect and maintain the privacy of individuals to the extent possible; restrict access to computer systems to authorised persons through the use of user names and passwords; the use of firewalls, intrusion detection devices and virus scanning tools to prevent unauthorised persons and viruses entering the Preschool's systems.

To the extent that such information is stored by means of the electronic interface between the Preschool and the Commonwealth Government (which is made available to us by a third-party software provider), we take reasonable steps to check that the relevant service provider has implemented appropriate safeguards to secure this information.

Access/correction/updating Personal Information

The Preschool will take reasonable steps to ensure that Personal Information it collects and uses is accurate, complete and up to date. Please inform us as soon as possible of any changes to Personal Information you previously provided to the Preschool.

It is the Preschool's policy to delete or dispose of or de-identify Personal Information when it is no longer needed, or no longer a legal requirement for it to be kept – see further Retention of Records and Documents Policy.

You can contact us to request access to or amendment of, your Personal Information. Depending on the nature of the request, we may ask you to put your request in writing and/or to verify your identity. We will endeavour to reply to your request within 30 days.

Please note that there may be circumstances when access is denied, as permitted by the Privacy Act. For example, if it is deemed that the information would have an unreasonable impact on the privacy of others or may result in the breach of the Preschool's duty of care to the relevant child. If access is denied, we will provide you with written notification.

If you request us to correct your Personal Information, we will either correct it, or, provide you with written notice of our refusal. If we refuse, you may request that we associate with the information a statement that the information is inaccurate, out of date, incomplete, irrelevant or misleading.

We will not charge you to make a request to access your record but we may charge you to actually provide access depending on the costs associated with obtaining and providing the material. We will not charge you for making a request to access Personal Information, but we may charge you for locating, retrieving or copying the information requested. The Preschool will endeavour to notify you of the likely fee in advance before proceeding with the application.

These actions can usually be taken by contacting us using the contact information on the "Contact Us" section below.

Notifiable Data Breach

A data breach occurs when personal information held by an organisation is lost or subjected to unauthorised access, modification, disclosure, or other misuse or interference.

The notifiable data breach scheme requires the Preschool to notify the Office of the Australian Information Commissioner and any individuals likely to be at risk of serious harm by a data breach.

Where we have reasonable grounds to suspect a data breach may have occurred we will undertake an expeditious assessment within 30 days to determine if the data breach is likely to result in serious harm and is an "eligible" (notifiable) data breach.

Not all data breaches are eligible (notifiable). An eligible data breach is a data breach that is likely to result in serious harm to any individuals to whom the information relates and the organisation has not been able to prevent the likely risk of serious harm with remedial action.

Where a data breach occurs, the Preschool will follow the "Data Breach Response Process" set out in Attachment A to this policy.

Changes to policy

Our Privacy Policy may be changed from time to time. If we decide to change our Privacy Policy, we may:

- post a hard copy on the Preschool notice board, and
- post an electronic copy on our website.

Complaints / Contact us

If you would like further information about privacy of Personal Information or believe there has been a breach by the Preschool of the Australian Privacy Principles, a complaint may be made to us by contacting or sending it to:

Willoughby Community Preschool
7-9 Central Street
NAREMBURN NSW 2065
Attention: Director

Telephone: 9437 4260
E-mail: director@wcp.org.au

We will endeavour to respond to any complaint within 30 days. If you are not satisfied with our response to your complaint you may contact the Office of the Australian Information Commissioner using the information available at <https://www.oaic.gov.au/individuals/what-can-i-complain-about>

Related Policies

- Child Protection Policy;
- Confidentiality of Records Policy
- Enrolment and Orientation Policy
- Governance and Management of the Service Policy
- Medical Conditions Policy
- Retention of Records and Documents Policy

ATTACHMENT A

DATA BREACH RESPONSE PROCESS

DATA BREACH OCCURS

Personal information is lost or subjected to unauthorised access, modification, use or disclosure, or other misuse or interference



<u>KEYS STEPS IN RESPONDING TO A DATA BREACH</u>		
STEP 1	Contain the breach and make a preliminary assessment	<ul style="list-style-type: none"> • Take immediate steps to contain breach • Designate person/ team to coordinate response
STEP 2	Evaluate the risks for individuals associated with the breach	<ul style="list-style-type: none"> • Consider what personal information is involved • Determine whether the context of the information is important • Establish the cause and extent of the breach • Identify what is the risk of harm
STEP 3	Consider breach notification (is this an “eligible” data breach?)	<ul style="list-style-type: none"> • Risk analysis on a case-by-case basis • Not all breaches necessarily warrant notification
STEP 4	Report to the Preschool Management Committee	<ul style="list-style-type: none"> • Prepare a report for the Preschool management committee outlining the outcome of Steps 1 – 3, and the proposed actions to be taken • Management committee to consider and approve the Preschool response



<u>IF THE DATA BREACH IS NOTIFIABLE</u>		
If the data breach is likely to result in serious harm to any individuals to whom the information relates and the Preschool has not been able to prevent the likely risk of serious harm with remedial action, we must notify the affected individuals and the Office of the Australian Information Commissioner. We should consider if any others should be notified eg Police/ Law Enforcement		
Contacting Affected Individuals		<ul style="list-style-type: none"> • When? As soon as possible • How? The Chairperson of the Management Committee will contact the affected individual(s) by mail or phone • What? Description of breach, type of personal information involved, steps to help mitigate, contact details and information
Contacting the OAIC		Refer to www.oaic.gov.au for notification templates



<u>INCIDENT REVIEW AND TAKE ACTION TO PREVENT FUTURE BREACHES</u>
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- | |
|--|
| <ul style="list-style-type: none">• Fully investigate the cause of the breach• Consider developing a prevention plan• Option of audit to ensure plan implementation• Update security/ response plan• Make appropriate changes to policies and procedures• Revise staff training practices |
|--|

ANNEXURE

COLLECTION NOTICE

Willoughby Community Preschool Inc (the “Preschool”) believes that the privacy of your personal information and that of your child is important. For this reason, it has developed a Privacy Policy that sets out how we collect, use, disclose and manage personal information.

Purposes for which information is collected

The reasons for which we generally collect personal and health information about you or your child relate to enabling the Preschool to:

- process queries and enrolment applications;
- provide early childhood education and care services;
- advocate for the well-being, protection and development of children;
- improve the quality of the Preschool’s early childhood education and care services;
- develop existing or potential relationships.;
- provide information about publications and/or upcoming events;
- manage the potential employment and engagement of Staff;
- comply with record keeping requirements and legal obligations;
- correspond with parents generally about their child’s educational performance, achievements and progress;
- provide information about publications and/or upcoming events;
- appeal to parents from time to time where the Preschool engages in fundraising activities;
- create visual displays within the Preschool;
- provide health care services to children of the Preschool; and
- assess and engage suppliers.

The Preschool is also legally obligated to comply with the requirements of the *Children (Education and Care Services) National Law Act 2010* (NSW) to collect personal and health information about a child’s attendance and enrolment with the Preschool. The *Fair Work Act 2009* (Cth) also requires the Preschool to retain records of specific personal information pertaining to its employees.

Consequences if personal information is not collected

Should you decide not to provide us with personal information, the Preschool may be prevented from providing you with childcare services, responding to your enquiry, enrolling your child in the Preschool, , providing your child with health services or offering you employment.

Disclosures of Personal Information

Personal information collected by the Preschool relating to you and/or your child may be disclosed to:

- government departments or agencies, as part of our legal and funding obligations;
- local government authorities, for planning purposes;
- organisations providing services related to employee entitlements and employment;
- insurance providers, in relation to specific claims or for obtaining cover;
- law enforcement agencies;
- health organisations and/or families in circumstances where the person requires urgent medical assistance and is incapable of giving permission;
- anyone to whom the individual authorises us to disclose information.

The Preschool may disclose your Personal Information to third party service providers that may hold Personal Information on servers located outside Australia in:

- The United States of America;
- Canada;
- New Zealand; and
- Hong Kong.

The Preschool does not usually disclose health information, however, it may disclose health information in accordance with the Preschool's mandatory reporting duties.

Access to Personal Information

Our Privacy Policy contains further information about how you may access your personal and health information and seek correction of such information as well as how to complain about a breach of the Australian Privacy Principles and how the Preschool will deal with such a complaint. View our privacy policy on our website via www.wcp.org.au or request a copy from our Privacy Officer.

email: director@wcp.org.au
phone: 02 9437 4260
mail: 7-9 Central Street Naremburn NSW 2065

Process for Reviewing Policies

Scope

This policy guides management, staff and families through a collaborative process of reviewing the Preschool's policies to support a shared understanding of the Preschool's practices.

Statement

Policies and procedures provide staff and management with a set of formal guidelines to inform all aspects of the day to day running of the Preschool. Evaluation and review is a vital part of the process of continuous improvement. Management subscribe to Childcare Centre Desktop as their resource for updating policies with changes to law and regulations in a timely manner.

Legislative applications

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

- Part 4.7, Division 2 168, 170, 171 and 172

National Quality Standard for Education and Care and School Age Care (2011)

- Standard 7.1, Element 7.1.1, 7.1.2, 7.1.3
- Standard 7.2, Element 7.2.1, 7.2.2, 7.2.3

Goals

Willoughby Community Preschool's policies and procedures will be regularly evaluated and documented.

An efficient process will be in place that enables staff and families to provide their feedback into the development and evaluation of Preschool policies.

Strategies

All strategies detailed below will be implemented to the extent reasonably practicable.

Willoughby Community Preschool Management

Will:

Ensure that a comprehensive set of policies are in place as required under Education and Care Service Regulations and other Regulations and laws that the service must comply with;

In the development of policies, seek advice from relevant recognised authorities and/or identified professionals with expertise in the area of the policy;

Subscribe to Child Care Desktop who advise of updates to the relevant legislative requirements as they occur which will be reflected in our policies as required for compliance.

Establish a process to actively seek staff and parent views when policies and significant procedures are being updated; and

Approve the final version at a management committee meeting or emailed circular resolution.

Nominated Supervisor

Will:

Oversee the timelines for systematic monitoring and assessment of policies, practices, procedures and guidelines;

Identify strengths and areas for improvement of service delivery through the process;

Carry out the following process for collecting staff and family feedback:

- Display policies that are available for review on the foyer noticeboard with a feedback form,
- Email policies that are available for review to staff and management,
- Inform staff and families of the associated timeframe for policy review.

Feedback will be collected in the following ways:

- Staff will access policies and provide feedback via email or review form.
- Families will access policies and provide feedback via email or feedback form.

No response within the nominated timeframe will be seen as acceptance of the policy outlined;

Carry out the following process for adoption and distribution of approved policy:

- Circulate the final version to management for acceptance and approval at a management committee meeting or emailed circular resolution,
- Inform staff via email and display a final version for the families on the foyer noticeboard,
- Place a hard copy of the approved final version of the policy in Willoughby Community Preschool Policy Manual for Families & Carers in the foyer and in the staff office;

Organise and provide professional learning and development, where relevant, to alert and educate all staff in the implementation of the policy; and

Evidence the ongoing process of evaluation through documentation, updating of the review process and through regular amendments to policies where necessary.

Educators

Will:

Review policies that are available and provide feedback via email or Review Form within the timeframe given;

Have access to the approved final version of the policy in the Willoughby Community Preschool Policy & Procedures Manual Staff located in the staff office;

Participate and contribute to identifying strengths and areas for improvement of service delivery in the process; and

Participate in professional learning and development in the implementation of the policy, where relevant.

Families

Will:

Review policies that are available and provide feedback via email or review form within the timeframe given; and

Have access to the approved final version of the policy in the Willoughby Community Preschool Policy & Procedures Manual for Families and Carers located in the foyer.

References

Australian Government Department of Education, Employment and Workplace Relations (2009) The Early Years Learning Framework for Australia

Australian Children's Education and Care Quality Authority: www.acecqa.gov.au

Community Early Learning Australia (CELA) Governance and Management sample policy, accessed May 2018

Related Policies

- Governance and Management Policy

Programme Policy

Scope

This policy aims to guide educators in their development and delivery of an educational programme that:

- Enhances each child’s learning and development
- Meets the requirements of the National Law, regulations and the National Quality Standards, and
- Embodies the principles, practices and outcomes of “Belonging, Being & Becoming”, The Early Years Learning Framework for Australia (EYLF).

Statement

Preschool Programme Research accentuates that quality Educational programmes significantly influence children’s growth and development. We have the opportunity to construct a supportive learning environment and programme, with inspirations from the children and families. This contribution can encourage the children to feel a sense of control over their actions, interactions, to explore, be curious and explore their understanding of themselves others and the world around them. (Childcare Centre Desktop)

Educators will gather and interpret information about children as individuals to inform the preparation of the environment and implement experiences that are engaging and meaningful, supporting children’s holistic development. (Childcare Centre Desktop)

Willoughby Community Preschool values play-based learning as it provides young children opportunities to explore, learn and understand the world around them (EYLF).

We aim to enhance children’s learning and development through the pedagogical practices of educators and families in a positive learning environment which is promoted across the five learning outcomes from Early Years Learning Framework.

Legislative Requirements

Education and Care Services National Law 2010

- Part 6 Section 168
- Part 15 Div 4 Section 323

Education and Care Services National Regulations (2011)

- Part 4.1 regs 73,74,75,76
- Part 4.4 div 1 reg 118
- Part 4.4 div 9 regs 145, 148

National Quality Standard for Early Childhood Education and Care

- Standard 1.1 elements 1.1.1, 1.1.2, 1.1.3
- Standard 1.2 elements 1.2.1, 1.2.2, 1.2.3
- Standard 1.3 elements 1.3.1, 1.3.2, 1.3.3

Goals

A programme that meets the requirements of the Education and Care Services National Law.

A programme that incorporates the Philosophy of Willoughby Community Preschool and its community.

Strategies

All strategies detailed below will be implemented to the extent reasonably practicable.

Willoughby Community Preschool Management

Will:

Ensure the written appointment of a suitably qualified and experienced educator to lead the development and implementation of the curriculum and ensure the establishment of clear goals and expectations for teaching and learning;

Ensure that procedures are in place for the documentation of the educational programme for each enrolled child which:

- Includes assessments of the child's developmental needs, interests, experiences and participation in the educational programme and the child's progress, and
- Considers the period of time that the child is being educated and cared for by the Preschool, how the documentation will be used by the educators at the Preschool and be prepared in a way that is readily understandable by the educators and parents of the child;

Ensure that procedures are in place for the documentation of the educational programme to include:

- information about the contents and operation of the educational programme for the Preschool is displayed at a place accessible to parents of children being educated and cared for, and
- the educational programme is available for inspection on request

Ensure the above procedures and programmes are periodically reviewed; and

Ensure educator job descriptions are updated periodically to reflect legislative requirements.

Nominated Supervisor

Will:

Ensure the performance of educators is periodically evaluated and individual development plans are in place to support performance improvement in collaboration with management;

Lead and coordinate the development of the procedures and programmes, and the job descriptions;

Ensure that a suitable programme based on an approved learning framework is delivered to all children and is displayed in a place that is accessible to parents and families with a copy available at all times;

Ensure all Educators work as a team in preparing and/or implementing the curriculum which collaborates with the service philosophy;

Ensure modifications are made in the environment for children with special needs and where necessary make appropriate professional referrals with family permission;

Support families through positive, respectful and reciprocal relationships through regular communication; and

Be consistently aware of and responsive to children who may require additional support, assistance or attention, noticing and listening carefully to children's concerns and discussing diverse perspectives on issues of inclusion and exclusion and fair and unfair behaviour.

Educators

Will:

Ensure practices are carried out in accordance with their job descriptions, 'Belonging, Being and Becoming', The EYLF for Australia, and the educational procedures referred to above;

Use the learning outcomes to guide their planning for children's learning;

Gather and interpret information about children as individuals to inform the preparation of the environment and implement experiences that are engaging and meaningful, supporting children's holistic development;

Implement an ongoing cycle of planning, documenting and evaluating children's learning which will underpin the educational programme and involves educators in critically thinking about what is obtainable and why;

Document children's experiences and their responses to the environment making children's learning visible to children, educators and families and promotes shared learning and collaboration.;

Provide experiences that include both structured and unstructured learning times catering for children's individual needs, interests and are age appropriate;

Ensure materials and equipment reflect the cultural diversity and family values that exists in our society;

Respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning;

Provide experiences that actively promote and initiate the investigation of ideas, complex concepts and thinking, reasoning and hypothesising;

Promote children's participation in a range of safe active play learning experiences;

Plan and implement intentional teaching of Fundamental Movement Skills (FMS) experiences to support the physical development of our Preschool children weekly;

Gather information from families upon enrolment regarding the child's needs, interest and family backgrounds. This information is treated as confidential and allows Educators to provide experiences that interest and extend children's current development. We feel that it is important to develop a partnership between parents and Educators to ensure that consistency between home and the Preschool occurs and that the best possible care is provided;

Make sure the child's participation in the programme is available for families through Storypark;

Encourage communication with families about physical activity, gross motor and fundamental movement skills development;

Ensure families receive a copy of children's learning progress through Storypark;

Explore ideas and theories using imagination, creativity and play, during large blocks of uninterrupted time;

Intentionally scaffold children's understanding and learning;

Provide children with ongoing encouragement and positive reinforcement;

Provide opportunities for children to be active daily through a balance of planned and spontaneous experiences within the indoor and outdoor environment;

Make use of spontaneous 'teachable moments' to extend children's learning;

Respond to children's displays of learning dispositions by commenting on them and providing encouragement and additional ideas;

View children as active participants and decision makers, working with each child's unique qualities and abilities;

Further extend critical thinking skills through provocations;

Plan realistic curriculum goals for children based on observation and assessment of individual needs and interests;

Seek opportunities within the routine for spontaneous play;

Ensure that all children's experiences are recognised and valued with equitable access to resources and opportunities to demonstrate their learning;

Use a variety of methods to assist their reflection on children's experiences, thinking and learning;

Ensure critical reflection clearly exams all aspects of events and experiences from different perspectives, identifying children's learning, spontaneous play, teaching strategies and changes that may be needed in the environment;

Gather and interpret information about children as individuals to inform the preparation of the environment and implement experiences that are engaging and meaningful, supporting children's holistic development; and

Keep up to date with current knowledge and practices in early childhood.

Families

Will:

Develop a partnership with Educators to ensure that consistency between home and the Preschool occurs so that the best education and care is provided;

Contribute to the programme and its evaluation on a regular basis by:

- Sharing information about their child's family and community via Storypark;
- Updating information about their child's interest, knowledge, skills and general wellbeing throughout the year via Storypark; and
- Attending parent meetings.

Children

Will:

Make choices and decisions, guided by educators where appropriate, regarding the content and context of the curriculum and participate accordingly.

References

ECA Code of Ethics

"Belonging, Being & Becoming", The Early Years Learning Framework for Australia, 2009.

Munch & Move - <https://www.healthykids.nsw.gov.au/campaigns-programmes/about-munch-move.aspx>

Childcare Centre Desktop, Educational programme and practice sample policy, accessed May 2018

Related Policies

- Confidentiality of Records Policy
- Environmental Policy
- Excursion Policy
- Food Safety Programme
- Governance and Management of the Service Policy
- Interaction with Children Policy
- Retention of Records Policy
- Road Safety Education Policy
- Visitors, Volunteers and Students Policy
- Water Safety Policy

Providing a Child Safe Environment Policy

Scope

The Willoughby Community Preschool has a responsibility to provide a safe environment that promotes the health and safety of each individual at the Preschool. This Policy sets out guidance as to how this responsibility will be discharged.

Statement

Willoughby Community Preschool, and all workers at the Preschool, have a “Duty of Care” to provide all persons on the Preschool premises, or otherwise involved in the Preschool’s operations, with a safe and healthy environment.

Supervision is an integral part of the whole care and education experience. At its most basic level, supervision helps to protect children from hazards or harm that may arise in their daily experiences in play, interactions with others, and daily routines. Adequate supervision means that an adult can respond immediately including when a child is distressed or is in a hazardous situation. (Supervision Practice Note 12: Victorian Government.)

Supervision involves more than preventing or responding to potential or actual hazards. Thoughtful supervision of children creates opportunities to assess each child’s strengths and interests and ways of relating to peers and adults. Adequate supervision requires teamwork and constant communication among all educators. (Adapted from Supervision Practice Note 12: Vic Government.)

Legislative requirements

Education and Care Service National Law Act (2010)

- Part 6 Sections 165 & 167

Education and Care Service National Regulations (2011)

- Part 4.2, Div. 1, reg 83
- Part 4.2, Div. 6, reg 102
- Part 4.3, Div. 2, regs 112, 115
- Part 4.4, Div. 2, reg 120
- Part 4.7 Div. 2, reg 168(2)(i)

National Quality Standard for Early Childhood Education and Care

- Standard 2.1, element 2.1.1, 2.1.2, 2.1.3
- Standard 2.2, element 2.2.1, 2.2.2
- Standard 7.1, element 7.1.2

Goals

Ensure supervision is planned, and implemented, to keep children safe at all times while attending Preschool.

Inform and involve families in keeping children safe when on our premises and in our care.

Implement procedures and records that help educators to ensure that children's attendances are monitored and recorded.

Promote ongoing evaluation and reflection about practices and procedures which prioritise children's safety.

Promote positive communication between educators regarding the supervision of children.

Strategies

All strategies detailed below will be implemented to the extent reasonably practicable.

Willoughby Community Preschool Management

Will:

Ensure that sufficient numbers of qualified educators are employed to ensure adequate supervision of children at all times,

Ensure the nominated supervisor is not affected by alcohol or drugs (including prescription medication) so as to impair his or her capacity to supervise or provide education and care to children being educated and cared for by the service,

Ensure that the nominated supervisor carries out all necessary checks to ensure that no other staff member or volunteer at the Preschool is affected by alcohol or drugs (including prescription medication) so as to impair his or her capacity to provide education and care to children being educated and cared for by the service and, where necessary, the Preschool has operating procedures that address this,

Ensure that such additional policies and procedures are adopted, where considered by Management to be necessary to protect children being educated and cared for by the service from harm and from any hazard likely to cause injury,

Develop programmes for the replacement of equipment and other assets, forecast expenditure to implement these programmes, and allocate funding as needed to allow for the timely replacement of worn and damaged equipment and resources which may could, if not replaced, present a safety risk for children; and

Make provision within budgets to allow for adequate maintenance of all indoor and outdoor equipment.

Nominated Supervisor

Will:

Prepare and periodically review staffing rosters that provide for an adequate number of educators to be on duty in each classroom to meet the current ratio and qualification requirements. Note: an educator cannot be included in calculating the educator to child ratio of a centre-based service unless the educator is working directly with children at the service;

Engage casual staff as appropriate;

Ensure that a staff member of, or volunteer at, the service is not affected by alcohol or drugs (including prescription medication) so as to impair his or her capacity to supervise or provide education and care to children being educated and cared for by the service;

Ensure any educator at the service who is under 18 years of age:

- does not work alone at the service; and
- is adequately supervised at all times by an educator who has attained the age of 18 years;

Ensure that volunteers and students are supervised by educators at all times they are with the children;

Organise rooms and groupings to enable adequate supervision of children and so to minimise the risk to children;

Organise repairs and maintenance to Preschool equipment and (where applicable) other aspects of the Preschool premises in a timely manner;

Develop and, where necessary, review / update Medical Emergency Procedures addressing changes to supervision in the event of a medical emergency. For example, an anaphylaxis procedure is to be developed and displayed for all staff, students, volunteers and families,

Develop emergency procedures and display at emergency exits for all staff, volunteers, visitors and families;

Ensure a risk assessment, including supervision, has been completed for any excursion;

Ensure that a Supervision Plan is available for all staff, including casual staff, students and volunteers;

Ensure all educators and students are informed of this policy (i.e. its contents are explained to them and they are made fully aware of the need for adequate supervision of children at all times).

Ensure that parents are notified as soon as practicable but within 24 hours if their child is involved in a serious incident/situation at the Service. Also, details of the incident/situation is recorded on the Incident, Injury, Trauma and Illness Record; and

Ensure that if the incident, situation or event presents imminent or severe risk to the health, safety and wellbeing of the child or if an ambulance was called in response (not as a precaution) the regulatory authority will be notified within 24 hours.

Educators

Educators must be working directly with children to be included in ratios. An educator cannot be included in calculating the educator to child ratio unless the educator is working directly with children. Educators are to ensure they are not engaged in carrying out other duties that compromise the supervision of children. This does not exclude cleaning for the immediate comfort and safety of children; however, this type of cleaning should wherever possible include the children as part of a learning experience;

Educators are to roster morning tea, lunch and rest breaks and programming time so that a minimum ratio of 1 adult working directly with 10 children is maintained at all times. If an educator needs to leave the area at any other time they are to communicate effectively with the Room Leader in order to ensure supervision is maintained at all times. Absences are to be as brief as possible.

Educators must sign and note time on arrival and departure in the Staff Attendance Record on rostered work days. Also, any departure from and return to the Preschool premises during the rostered hours of work must also be documented in the Staff Attendance Record;

A staff member of, or volunteer at, the Preschool is not to be affected by alcohol or drugs (including prescription medication) so as to impair his or her capacity to supervise or provide education and care to children being educated and cared for by the service;

Volunteers and students are to be supervised by an educator at all times they are with the children;

Educators are to work collaboratively to identify supervision risks and issues and contribute to the development of a written Supervision Plan for the indoor and outdoor environments and any excursion. Educators are to note any changes to risk that may be identified from time to time, taking particular note of potential risks that may be assessed when completing Willoughby Community Preschool's Work, Health and Safety Checklists. The Work Health and Safety Check 1 is completed daily prior to the children's arrival. As risks are identified any changes to the written Supervision Plan for the area concerned are to be updated and all educators made aware of the relevant change;

Inform the Nominated Supervisor of repairs and maintenance needed within the Preschool and report any risks or hazards to ensure the health and safety of children;

Planned experiences and equipment in the playground are to be challenging, but safe. Educators are to monitor potentially dangerous play and re-direct if necessary. All climbing equipment is to be set up on the soft fall area, on a level surface for stability. An unencumbered fall zone of 1900mm is to be applied around and between each piece of equipment that is not linked with a fall height of more than 500mm above ground level;

Educators are to adjust levels of supervision as necessary with regard to children's physical and intellectual development and dispositions. Arrival and departure times are particularly busy periods - conversing with families should take place whilst mindful of supervision ratios and responsibilities. It

is during these busy times that a child could slip out through an open door, or, climb a fence and go unnoticed if educators are not vigilant;

Supervision during specific experiences needs to be considered and incorporated into everyday practice. For example, when children access the toilet during outdoor play periods supervision must be maintained when children use the facilities;

Children should be supervised at all times, including toileting. Never leave a child unattended on the nappy change table; this includes moving to reach objects such as wipes or creams. Have everything you need gathered in preparation beforehand;

Educators are to position themselves (do not have your back to the children) and arrange furniture, equipment and activities to maximise the best possible supervision;

Educators are to ensure they are placed appropriately for supervision during children's meal times, including drink breaks (Please remember, choking is often silent);

Educators must provide clear developmentally appropriate guidelines and rules regarding safety, which are to the children. Children and families are invited to discuss and contribute in meaningful ways to the development of individual Class Codes of Conduct which incorporate these guidelines and rules. Examples of expectations are as follows:

- Children must walk when inside and on concrete verandahs, running is permitted on the soft fall area.
- Children are not permitted to play with sticks in a dangerous manner; sand is not to be thrown.
- Children and toddlers are not permitted in the office unless supervised by a responsible adult.
- Children are not permitted in the kitchen unless supervised by staff.
- Play is not permitted in the corridors.
- Always let an educator know where you are, for example going to the toilet.

Educators are to position themselves in view of another staff member or parent at all times when children are in attendance;

A minimum of two staff members are to be in attendance at all times when children are on the premises, that is 2 adults to up to 20 children, having regard to the minimum ratios noted in the Education and Care Services National Regulations;

Educators are to ensure that the shed doors are locked while children are in attendance. Staff may access sheds if necessary during the day, mindful that children have no access. The key is accessible from the post to eliminate the need to leave the playground; and

Entrance to the Preschool is locked at all times except during arrival and departure periods. Educators are to monitor visitors at all times, ensuring they are signed in the Visitors Book where necessary.

Families

Will:

Follow the procedures outlined in our Arrival and Departure Policy, including, the requirement to sign their child in via the 'Attendance Book' on arrival and acknowledge their child's arrival with an educator. Once signed in children are the responsibility of educators. Upon being signed out, once again acknowledging this with an educator, the responsibility is on the parent or guardian or authorised nominee (as relevant);

Are not to leave their children unattended within the Preschool (this includes siblings);

Ensure that you shut the door behind you when exiting the Preschool premises, ensuring that only children that you are responsible for are with you;

Family members volunteering for "Parent Participation Mornings" are requested to sign in and out in the Visitors Book and be in sight and sound of an educator at all times they are with the children. Such volunteers are not to be affected by alcohol or drugs (including prescription medication) so as to impair the capacity to interact with children being educated and cared for by the service; and

Are encouraged to comment on any aspect of supervision that could be assessed for improvement. Comments about children's safety and wellbeing can be discussed with educators, Educational Room Leader or the Nominated Supervisor. Families are also encouraged to contribute to the evaluations of excursions.

Children

Will:

Be requested to follow the directions of educators with regard to their safety. This includes Sun Safe requirements in accordance with our Sun Protection Policy;

Be encouraged to contribute to discussion and comments about developmentally appropriate rules and guidelines;

Be encouraged to advise an educator if they are leaving an area, for example, to use the toilet, or, get a drink; and

Be encouraged to join in discussions about all aspects of social skills developmental programs such as PALS, which emphasise the importance of physical and emotional wellbeing.

References

<https://www.kidsafensw.org/> Accessed May 2018

<https://www.education.vic.gov.au/Documents/childhood/providers/regulation/pracnotessuperv.pdf> accessed May 2018

Childcare Centre Desktop, Sample Physical Environment Policy, accessed May 2018

Childcare Centre Desktop, Sample Supervision Policy, accessed May 2018

Related Policies

- Arrival Departure and Access Policy
- Child Protection Policy
- Emergency Evacuation and Lockdown Policy
- Excursion Policy
- Injury Incident Trauma and Illness Policy
- Interactions with Children Policy
- Medical Conditions Policy
- Nutrition Food and Beverages and Dietary Requirements Policy
- Physical Activity and Small Screen Policy
- Sun Protection Policy
- Visitor Volunteer and Student Policy
- Water Safety Policy
- Work Health and Safety Policy

Rest, Relaxation & Sleep Policy

Scope

This policy seeks to promote children's development, acknowledging the important role that sleep, rest and relaxation play in children's overall wellbeing and development. In accordance with Regulation 81 of the Education and Care Services National Regulations 2011 we aim to take reasonable steps to ensure that the needs for sleep and rest of children being educated and cared for by Willoughby Community Preschool are met, having regard to the ages, development stages and individual needs of the children.

Statement

Willoughby Community Preschool's *Rest, Relaxation and Sleep Policy* incorporates recommendations from the recognised national authority Red Nose.

Willoughby Community Preschool defines 'rest' as a period of inactivity, solitude, calmness or tranquillity, and can include a child being in a state of sleep. We recognise that it is important to provide a quiet time for children each day where they learn to value quiet, peace, stillness and reflection.

Willoughby Community Preschool has a duty of care to ensure that all children are provided with a high level of safety when resting, relaxing or sleeping at Preschool.

Willoughby Community Preschool consults with families about their child's individual needs and considers the different values and parenting beliefs, cultural or opinions that are associated with rest.

Good-quality sleep helps your child concentrate, remember things and behave well. This helps them to be a successful learner.

Effective sleep, rest and relaxation strategies are important factors in ensuring a child feels secure and safe. All children have individual sleep, rest and relaxation requirements which change according to development, growth and individual needs. Children require a comfortable relaxing environment to enable their bodies to rest and to relax their minds.

At 2 years of age, 12 out of 24 hours is spent asleep without waking. A nap during the day averages one and a half hours ranging up to about 2.5 hours. By 3 years of age the daytime nap is reducing and then ceases. Dream (REM) sleep continues to decrease while the other stages of sleep lengthen and become more consolidated. (Source: SCHN Fact Sheet Normal Sleep Patterns 0 – 16 years)

Legislative Requirements

Education and Care Services National Regulations (2011)

- Part 4.2 div 1 reg 81
- Part 4.3 div 1 regs 103, 105, 110

- Part 4.2 div 2 reg 115

National Quality Standard for Early Childhood Education and Care

- Standard 2.1 element 2.1.1
- Standard 2.2 elements 2.2.1

Goals

All reasonable steps are taken to ensure that the needs for sleep and rest of the children attending Willoughby Community Preschool are met, having regard to the ages, developmental stages and individual needs of the children. These steps will also consider the different values and parenting beliefs, cultural or opinions that are associated with rest and the recommendations of Red Nose.

Strategies

All strategies detailed below will be implemented to the extent reasonably practicable.

Management Committee

Will:

Take reasonable steps to ensure that children's needs are being met by giving them the opportunity to rest, having regard to the ages, developmental stages and individual needs of each child;

Provide an area for rest that is well ventilated and has natural lighting; and

Ensure safe supervision of children whilst they rest their bodies.

Nominated Supervisor

Will:

Take reasonable steps to ensure that the needs for sleep and rest of children being educated and cared for by Willoughby Community Preschool are met, having regard to the ages, development stages and individual needs of the children.

Maintain up to date knowledge regarding safe sleeping practice and communicate this information to educators and families. This information may be provided to families in a variety of ways including newsletters, noticeboards, during orientation, information sessions and informal discussion.

Prior to commencement at the Preschool, consult with families about children's rest and sleep needs via the Sharing Information form.

Educators

Will:

Consult with families about children's ongoing rest, sleep needs and incorporate families' wishes regarding rest provided these meet with Red Nose recommendations and are developmentally appropriate. Conversations with families may be necessary to remind families that children will neither be forced to sleep nor prevented from sleeping. Sleep patterns will be communicated with families.

Incorporate rest and relaxation activities into the daily routine and programme to promote children's overall growth and development and assist in developing a sense of security and safety.

Arrange relaxation areas so as to allow easy access for children and staff.

Create a relaxing atmosphere for resting children, for example, playing relaxation music, reading stories, cultural reflection, turning off lights and ensuring children are comfortably clothed. The environment should be tranquil and calm for both educators and children. Educators may sit near resting children and support them to relax and listen to music or stories.

Encourage children to rest their bodies and minds for approximately 15-20 minutes, followed by quiet activities.

Ensure that any bedding provided by parents for an individual child is only allocated to that child.

Where, due to sudden illness, bedding is required for a child, provide the Preschool's bedding and send it home with the family to launder and return to the Preschool. Educators will disinfect and air the bed before use by another child.

Ensure children are adequately supervised at all times through maintenance of staff ratios.

Consider the room temperature to ensure maximum comfort for children and encourage children to dress appropriately.

Families

Will:

Support the implementation of this policy;

Provide any details of children's needs in relation to rest or sleep via the Sharing Information form and update this information with educators as required. Share with the Preschool links between cultural backgrounds and rest activity;

Provide suitable bedding if they nominate on the Sharing Information form that their child requires a sleep during the day. Launder bed linen on a weekly basis or more frequently as required;

Familiarise themselves with information provided from time to time by the Preschool regarding safe sleep practices and the importance of incorporating quieter relaxing activities into part of children's day; and

Ensure their child is suitably attired to participate in all aspects of our planned activities, including rest and relaxation.

Children

Will:

Participate in a range of safe, relaxing learning experiences; and

Dress appropriately for the room temperature during rest/relaxation activities.

References

<https://raisingchildren.net.au/preschoolers/sleep/understanding-sleep/preschooler-sleep>, accessed May 2018

<https://raisingchildren.net.au/toddlers/sleep/understanding-sleep/sleep-learning>, accessed May 2018

<https://rednose.com.au/section/education>, accessed May 2018

<http://www.schn.health.nsw.gov.au/parents-and-carers/fact-sheets/sleep-normal-sleep-patterns-0-16-years>, accessed May 2018

<https://www.cela.org.au/resource/safe-sleep-and-rest-time>, accessed Sept 2018

Related Policies

- Enrolment and Orientation Policy
- Incident Injury Trauma and Illness Policy
- Interactions with Children Policy
- Programme Policy
- Providing a Child Safe Environment Policy
- Visitor, Volunteer & Student Policy
- Work Health and Safety Policy

Retention of Records and Documents Policy

We are guided by the objectives of the National Quality Framework.....[Willoughby Community Preschool Philosophy,2015]

Scope

This policy relates to Willoughby Community Preschool's legal obligations under relevant legislation in relation to the storage and retention of the Preschool's records and documents.

The "records and documents" to which this policy applies are documents, whether in electronic or paper form, that are generated in connection with the operations and activities of the Preschool (whether by Preschool management or staff, or by a third party in correspondence with the Preschool), which are:

- required to be retained by the Preschool under any applicable legislation; or
- otherwise of material relevance to the ongoing operation of the Preschool.

Records and documents will include the Preschool's financial records, employment records, enrolment and attendance records, statutory returns and correspondence with regulators, documents required to be kept under the Preschool's insurance policies, Management Committee records (such as minutes of meetings, registers of members, and other records contemplated by the Rules of Willoughby Community Preschool Inc), legal contracts, and licence/approval documentation.

Statement

The Preschool is governed by a range of legislation, both specific to the education and care of children as well as other laws regulating matters including industrial relations, workplace health and safety and legislation relating to running a small business such as taxation [Community Childcare Co-operative Ltd. (NSW) 2013]

Legislative Requirements

Education and Care Services National Law (2010)

Education and Care Services National Regulations (2011)

- Part 4.7 Div 3 regs 177,183, 184
National Quality Standard for Early Childhood Education and Care
- Standard 7.3 element 7.3.1

Income Tax Assessment Act 1936 (Cth) and:

- TR 96/7 Income tax: record- keeping section 262A-general principles
- TR 2005/9 Income tax: record-keeping-electronic records

Fair Work Act 2009 (Cth)

- Section 535

A New Tax System (Family Assistance) (Administration) (Child-Care Benefit – Record Keeping) Rules 2006 (Cth)

- Rule 6

A New Tax System (Family Assistance) (Administration) Act 1999 (Cth)

Goal

To develop systems for the appropriate storage and retention of the Preschool's records and documents for the relevant periods, as prescribed by law.

To ensure the disposal of records and documents in a secure manner after the expiry of prescribed retention periods.

Strategies

All strategies detailed below are to be endeavoured to be implemented to the extent reasonably practicable.

Willoughby Community Preschool Management

Will:

Ensure policies, procedures and systems are in place for the safe and secure storage of accurate records and documents for the prescribed periods required under the relevant legislation and disposal thereafter, and these policies, procedures and systems are periodically reviewed and updated as necessary;

Ensure that enrolment and attendance records and other Preschool documents are retained and stored in a safe and secure place for the relevant period, as specified in the table below:

<i>Document category</i>	<i>Retention period</i>
The Preschool's licence to operate	Indefinitely, while that licence remains current
Preschool financial records (including documents that record and explain the Preschool's transactions, financial position and performance, and relating to audit matters)	Five years after they are prepared, obtained or the transactions completed, whichever occurs latest
A child's enrolment record (including enrolment forms)	Until the child is aged 25 years
Authorisations relating to a child enrolled at the Preschool, as referred to in the Acceptance and Refusal of Authorisations	Until the child is aged 25 years

Document category	Retention period
Policy	
Records of attendance in relation to each child at the Preschool, including records of any absences from care which, in the opinion of the service, occurred in permitted circumstances or on a permitted absence day	36 months following the end of the year in which care was provided – and in relation to which any such record was generated – unless otherwise ordered by a Court
Copies of any certificates given by the service under the family assistance law, and of any determinations issued in relation to the service by the Commonwealth Department of Education and Training	36 months following the end of the year in which care was provided – and in relation to which any such certificate was generated – unless otherwise ordered by a Court
Copies of any weekly reports provided to the Commonwealth Department of Education and Training under s219N of A New Tax System (Family Assistance) (Administration) Act 1999 (Cth) [s219 requires notification of details of enrolment of certain categories of child care, on a weekly basis – see ss 219A, 219AB, 219AE and 219N.]	36 months following the end of the year in which care was provided – and in relation to which any such report was generated – unless otherwise ordered by a Court
A record that relates to an incident, illness, injury or trauma suffered by a child while being educated and cared for by the Preschool	Until the child is aged 25 years
A record that relates to an incident, illness, injury or trauma suffered by a child that may have occurred following an incident while being educated and cared for by the Preschool	Until the child is aged 25 years
A record that relates to the death of a child while being educated and cared for by the education and care service or that may have occurred as a result of an incident while being educated and cared for by the Preschool	Until the end of 7 years after the death
Any other record relating to a child enrolled at the Preschool	Until the end of 3 years after the last date on which the child was educated and cared for by the Preschool
A record that relates to the approved provider (Willoughby Community Preschool Inc)	Until the end of 3 years after the last date on which the approved provider operated the Preschool
A record that relates to the nominated supervisor or staff member of the Preschool	Until the end of 3 years* after the last date on which the nominated supervisor or staff member provided education and care on

Document category	Retention period
	<p>behalf of the Preschool</p> <p>*The Fair Work Act 2009 (Cth) requires “employee records” to be kept for 7 years. Willoughby Community Preschool will keep each employee’s personnel file for 7 years after the employee ceases employment with the Preschool, so that the overlapping requirements of the Education and Care Services National Regulations 2011 (NSW) and the Fair Work Act 2009 (Cth) are complied with.</p>
Management Committee records (including minutes of meetings, registers of members, and other records required to be maintained by the Rules of Willoughby Community Preschool Inc, or otherwise under the <i>Associations Incorporation Act 2009</i> (NSW) (as amended or replaced)	Indefinitely
All contracts of value greater than \$5,000	Five years following the expiry or termination of the contract
Annual returns required to be provided to regulatory bodies	Five years from the date the document is submitted to the relevant regulator
Documents relevant to any claim made under the Preschool’s insurance policies	As required by the relevant insurance policy, or (if not specified in the policy) the insurer
Any other record	Until the end of 3 years after the date on which the record was made

Ensure that the Preschool’s financial records (including documents that record and explain the Preschool’s transactions, financial position and performance, and relating to audit matters) whether in paper or electronic form are written in English and stored in a form that the Australian Taxation Office can access and understand in order to work out the amount of tax the Preschool is liable to pay.

To the extent that any records to which this policy applies are in electronic form, Management will ensure those electronic records are kept secure and remain accurate. This includes having:

- control over access to the Preschool’s computer system; for example, through the use of passwords limiting access to such information to the Preschool director, together with relevant staff but on a “need to know” basis only;

- control, through review and vetting by the Preschool director, over incoming and outgoing information (i.e. emails and correspondence, and information about the Preschool on external websites e.g. Willoughby Council and NSW Government webpages); and
- back-up copies of computer files and programs and the ability to recover records if the Preschool's computer system fails.
- taken reasonable steps to ensure that where the Preschool's electronic records are stored on the Preschool's behalf by a third party, that third party keeps the information secure (including undertaking periodic checks to ensure that the third party's information security arrangements remain appropriate and current for the secure storage of Preschool electronic information going forward).

Note: the Preschool is required under the Family Assistance Legislation (Cth) to maintain an electronic interface with the Commonwealth Department of Education and Training, which includes operating certain "registered software" required by the Commonwealth Government. The registered software operated by the Preschool for this purpose is known as "Qikkids". As part of the operation of this electronic interface, Preschool information is entered into Qikkids (for example, some enrolment information and attendance records), which then stores that information using a cloud-based technology solution. For further information about Qikkids security arrangements, refer to:
<https://qikkids.atlassian.net/wiki/display/QK4DOC/QikKids+Web#QikKidsWeb-Security>

Ensure when storing paper records electronically on the Preschool's own computer system:

- the imaging of paper records accurately onto an electronic storage;
- provide electronic copies that are, a true and clear reproduction of the original paper records and capable of being retrieved and read at all times for the prescribed retention periods.

Note: the original paper records do not have to be kept once they have been imaged onto an electronic storage medium.

Ensure that the status of stored documents to which this policy applies is reviewed periodically, and where applicable those documents that have reached the end of the period for which storage is required are disposed of appropriately and in accordance with any legal requirements.

Ensure that if the Preschool's service approval is transferred, the transferring approved provider must transfer the documents referred to in regulation 177 relating to children currently enrolled with the service to the receiving approved provider on the date that the transfer takes effect, however, a parent of the currently enrolled child, has first to consent to that transfer.

Nominated Supervisor

Will:

Organise safe and secure storage of the records and documents to which this policy applies (whether paper copies or electronic) for the periods referenced above. This will be either:

- electronic (on the Preschool's computer system - password protected, or entered into Qikkids);
- on site storage, in secure filing cabinet;
- off-site storage through Recall archiving (or equivalent), as outlined further below.

Assign a Recall identification label to each archive storage box and electronically enter the contents into the Recall Storage spread sheet on the office computer noting the destruction date.

Organise with Recall collection, storage and destruction of archive boxes as required.

Ensure all computer files are backed up regularly and relevant electronic back ups are kept in secure offsite storage for the prescribed period.

Periodically monitor the security arrangements Qikkids has in place for electronic data storage, to ensure that those arrangements remain appropriate for the Preschool's needs.

Educators

Will:

Ensure that the following records and documents are collated and sorted at the end of each year:

- Incident, illness, injury or trauma records in archive boxes (until the child is aged 25 years);
- Medication records in archive boxes (until the child is aged 25 years);
- Sign In/out sheets and term attendance rolls in archive boxes (until the end of 3 years after the date on which the record was made);
- Excursion, programme, emergency evacuation and lockdown records in archive boxes (until the end of 3 years after the date on which the record was made);
- Children's enrolment records and documents in archive boxes (until the end of 3 years after the last date on which the child was educated and cared for by the Preschool); and
- Children's developmental records, electronically recorded, are complete and contained in their identified document folder on the class computer.

Ensure the parent/carer signs to confirm they are taking possession and responsibility for the child's portfolio at the end of each term.

Families

Will:

Parents /carers will sign off at the end of each term to confirm that they are taking possession of their child's portfolio containing their developmental records and will keep and when leaving the Preschool, make available this record for a period of three years after their child leaves the service.

References

<https://www.ato.gov.au/non-profit/your-organisation/records,-reporting-and-paying-tax/> - accessed 170815

A Director's Manual: Managing an early education and care service in NSW - Community Childcare Cooperative Ltd (NSW) 2013 – accessed August 2015

Best Practice Guidelines for Charitable Organisations: Department of Racing and Gaming 2002

http://www.olgr.nsw.gov.au/charitable_forms.asp

Related Policies

- Acceptance and Refusal of Authorisations Policy
- Administration of First Aid Policy
- Arrival, Departure and Access Policy
- Confidentiality of Records Policy
- Determining the Responsible Person Policy
- Educational Leader Policy
- Emergency Evacuation and Lockdown Policy
- Enrolment and Orientation Policy
- Excursion Policy
- Governance and Management of the Service Policy
- Incident, Injury, Trauma and Illness Policy
- Programme Policy
- Staff Recruitment Policy (under review)
- Volunteers and Students Policy
- Willoughby Community Preschool Accounting and Administrative Policies and Procedures

Sun Protection Policy

Scope

To provide guidance on best practice and legal obligations when planning and implementing the programme in the outdoor environment.

Statement

Australia has the highest rate of skin cancer in the world. Research has indicated that young children and babies have sensitive skin that places them at particular risk of sunburn and skin damage. Exposure during the first 15 years of life can greatly increase the risk of developing skin cancer in later life. Early Childhood Services play a major role in minimising a child's UV exposure as children attend during times when UV radiation levels are highest. Source: Cancer Council NSW

Vitamin D, is made in the body when skin is exposed to UVB radiation from the sun. We can get a small amount of vitamin D from some foods such as fish with skin on, eggs, mushrooms that have been exposed to light, and margarines that have vitamin D added. However, it is difficult to get enough vitamin D from food alone. Short periods of exposure to UV radiation are more efficient at producing vitamin D than long or intense periods of exposure. Long periods in the sun do not improve vitamin D levels but increase the risk of skin damage and skin cancer Source: Cancer Council NSW

Willoughby Community Preschool acknowledges its responsibility under the Work Health and Safety Act 2011 (NSW) to ensure, so far as is reasonably practicable, the health and safety of its workers and the children attending the Preschool, as well as others who visit the Preschool from time to time (e.g. volunteers, family members), in each case while in attendance at the Preschool or otherwise involved in Preschool activities.

Willoughby Community Preschool is proud of its accomplishment of being recognised by the Cancer Council of New South Wales as being a SunSmart Preschool.

Legislative Requirements

Education and Care Services National Law

Education and Care Services National Regulations 2011

- Part 4.3 Div. 2, reg 114
- Part 4.7 Div. 2, reg 168 (2)(a)(ii)

National Quality Standard for Early Childhood Education and Care

- Standard 2.1, element 2.1.1, 2.1.3
- Standard 2.2, element 2.2.1
- Standard 7.1, element 7.1.2

Work Health and Safety Act 2011

Goal

The Preschool aims to reduce the harmful exposure to ultraviolet radiation through a comprehensive approach of sun protective behaviours, ensuring such behaviours are always taken into account in organising outdoor activities, and through education of children, educators, students, visitors and family members.

Strategies

All strategies detailed below will be implemented to the extent reasonably practicable.

Willoughby Community Preschool Management

Will:

Ensure all educators, students, families and visitors are informed of and have access to the Preschool's Sun Protection Policy; and

Actively work to ensure compliance with the Policy requirements.

Nominated Supervisor

Will:

In conjunction with management, educators and families monitor and review the effectiveness of the Sun Protection Policy and revise the policy as required;

Promote SunSmart messages to educators, students, families and visitors through a variety of means including: display posters, newsletters, email and in enrolment and orientation information;

Distribute a sun safe hat to each child on the day they first commence at the Preschool;

Ensure all educators, students, families and visitors are informed of and have access to the Preschool's Sun Protection Policy; and

Actively work to ensure compliance with the Policy requirements.

Educators and students

Will:

Minimise outdoor activities between 11.00am-3.00pm October to March (Eastern Daylight Saving Time) when the UV Index is 3 or above. Sun protection practices are required at all times when outside. From April to September (Eastern Standard Time) outdoor play can take place at any time during the day. Sun protection practices are required between 10:00am and 2:00pm, except in June

and July when the UV Index is mostly below 3. To reduce exposure to UV radiation outdoors activities will be set up in the shade. Static play activities and portable equipment will be moved as the shade moves throughout the day. Threshold temperature for no outdoor play is 30°C (ie. no outdoor play if the temperature is 30°C and above). Sun protection is required when excursions are conducted;

Educators will incorporate SunSmart awareness into their teaching programme;

Educators, students and visitors will act as positive role models and demonstrate good sun protection behaviours when attending the Preschool by:

Wearing a SunSmart hat with a broad brim of at least 6cm (when outdoors)

Applying SPF 30+ broad spectrum water resistant sunscreen before morning play

Wearing close fitting wraparound sunglasses that meet the Australian Standard 1067

Using shade for play activities wherever possible

Wearing Sun Smart clothing that protects as much of the skin as possible. Clothing requirements include: Loose-fitting shirts, dresses or t-shirts with three-quarter length sleeves, a high neckline and a collar; midriff and singlet tops are not appropriate; longer style trousers, skirts and shorts; closely woven fabrics are preferred.

Educators will ensure children without hats remain protected from the sun and play in the shade under the verandah. At the end of the day educators will either speak with their parents or send a reminder note home to ensure that the child brings a hat when they next attend. If necessary, educators will consult with parents about the purchase of a replacement Preschool hat.

Families

Will:

Actively support the Preschool's Sun Protection Policy and are encouraged to contribute to the evaluation and review of the effectiveness of the Sun Protection Policy ;

Act as positive role models and demonstrate good sun protection behaviours when attending the Preschool by:

Wearing a SunSmart hat with a broad brim of at least 6cm (when outdoors).

Applying SPF 30+ broad spectrum water resistant sunscreen before they arrive

Wearing close fitting wraparound sunglasses that meet the Australian Standard 1067

Using shade for play activities wherever possible

Wearing Sun Smart clothing that protects as much of the skin as possible. Clothing requirements include: Loose-fitting shirts, dresses or t-shirts with three-quarter length sleeves, a high neckline and a collar; midriff and singlet tops are not appropriate; longer style trousers, skirts and shorts; closely

woven fabrics are preferred.

On the first day at Preschool families will receive a Preschool sun safe hat to be worn by their child while outdoors at Preschool, regardless of the weather or time of year. The hats will protect the face, nose, back of neck and ears. Families must ensure their child's Preschool sun safe hat is available on each day they attend. If the Preschool hat is lost, a replacement needs to be purchased from the Director;

Families are encouraged to apply SPF30+ broad spectrum water-resistant sunscreen to children immediately before Preschool or at least 20 minutes prior to arrival. The Preschool provides SPF30+ broad spectrum sunscreen, available in the children's bathroom, to apply to their children as required.

Children

Will:

All children must wear a Willoughby Community Preschool bucket style sun safe hat with a brim size of 6cm. Children without hats will remain protected from the sun and play in the shade under the verandah;

Children are requested to wear Sun Smart clothing that protects as much of the skin as possible. Clothing requirements include: Loose-fitting shirts, dresses or t-shirts with three-quarter length sleeves, a high neckline and a collar; midriff and singlet tops are not appropriate; longer style trousers, skirts and shorts; closely woven fabrics are preferred; and

Children are encouraged to actively participate in the educational programme which incorporates Sunsmart protection awareness.

References

Work Health and Safety Act 2011 (NSW). See core obligations Part 2 Division 2 Primary Duty of Care section 19, as well as Division 1 of Part 2 of that Act more generally.

<http://www.cancercouncil.com.au/35811/reduce-risks/sun-protection/sunsmart-program-for-childcare-services/about-the-sunsmart-childcare-program/why-become-a-sunsmart-service/>
Accessed June 2018

<http://www.cancercouncil.com.au/70107/reduce-risks/sun-protection/sunsmart-program-for-primary-schools-and-ohsc/sunsmart-information-and-news/vitamin-d-and-sun-protection/?pp=37066&cc=8152&&ct=35> Accessed June 2018

<https://www.cancercouncil.com.au/wp-content/uploads/2012/01/Childcare-SunSmart-Policy.pdf>
accessed June 2018

Note: copies of all relevant NSW legislation may be accessed from www.legislation.nsw.gov.au

Related Policies

- Enrolment and Orientation Policy
- Excursion Policy
- Fee Payment Policy
- Programme Policy
- Providing a Child Safe Environment
- Work, Health and Safety Policy

Transition to School and other Organisations Policy

Scope

This policy applies to supporting a positive transition, for students and families attending Willoughby Community Preschool, to schools and other organisations.

Statement

Willoughby Community Preschool recognises that the first year of school is a big step for all children. Research has demonstrated that successful transitions to schools and other organisations have significant impact on children's and families relationships with their new settings.

"Starting school is an important time for children and families. Children who make a positive start to school are more likely to:

- feel comfortable, relaxed and valued
- feel excited and motivated to learn
- have good relationships with others
- develop a sense of belonging within the school community.

Starting school is not just about the first day. It's a process that begins when children and families start to prepare in the year before, and continues as children experience their first days, weeks and months of school. The process involves a number of changes for children and families, and everyone reacts differently." Kids Matter website accessed June 2018

Starting school is an important milestone in any child and family's life. For families of children with developmental delay or disability, transition to school requires additional thought, time, planning and support to make the process as smooth and as positive as possible. Early Childhood Intervention Australia website accessed June 2018.

The Disability Standards for Education (the Education Standards) were formulated by the Attorney-General under the Disability Discrimination Act 1992 (DDA), The Education Standards provide a framework to ensure that students with disability are able to access and participate in education on the same basis as other students. The Education Standards do this by providing clarity and specificity for education and training providers and for students with disability. Department of Education and Training

Starting school is a significant event in the life of children and their families and carers. Transition to school enables information sharing between families, early childhood education services and schools. It is well known that strong relationships and information sharing between families, early childhood services and schools helps support a child's successful transition to school. When children

know what to expect, they are much more likely to feel confident and happy about starting school and this is supported through transition to school programs. NSW Department of Education's website accessed June 2018

Transitions—including from home to the education and care setting, between settings and from early childhood settings to school—offer opportunities and challenges. Educators work with children, families, other professionals and the broader community to ensure successful transitions between settings and that children feel secure and confident (Early Years Learning Framework, page 16; Framework for School Age Care, page 17).

Legislative Requirements

National Quality Standard for Early Childhood Education and Care

- Standard 6.1, element 6.1.1, 6.1.2, 6.1.3
- Standard 6.2

Goal

To create, in collaboration with families and schools, a positive transition process to schools or alternate educational settings.

To inform families about enrolment procedures in schools and other Early Childhood settings.

To equip children with knowledge, skills and attitudes that will support their positive integration to school.

To ensure adequate opportunity is given to plan strategies and provision for individual children with special needs prior to their commencement in their new setting.

Strategies

All strategies detailed below will be implemented to the extent reasonably practicable.

Willoughby Community Preschool Management

Will:

Willoughby Community Preschool provides information about school readiness programs offered in the community that provide guidance about school readiness and the developmental milestones typically expected for the first year at school;

Willoughby Community Preschool provides information about local schools, enrolments and open days in a variety of ways, including: brochures and pamphlets displayed on the notice board and email links to hosting sites;

Willoughby Community Preschool posts a list of schools and children who will be attending on the noticeboard in Term 3, with the suggestion that families could make play dates to strengthen relationships; and

Willoughby Community Preschool will arrange for translating and interpreting Services and/or where necessary provide significant information in languages other than English, represented in the community.

Educators

Will:

Provide a meaningful and emergent curriculum where learning experiences and programmes promote engagement and behaviours consistent with the Outcomes of the Early Years Learning Framework:

- Educators provide opportunity for children to develop confidence and autonomy.
- Children demonstrate respect for each other.
- Children are supported to develop an awareness of their own health and wellbeing.
- Children are engaged in and access a range of learning opportunities.
- Children are supported to access and develop a range of communication techniques.

Support and advise families by sharing information about individual children's school readiness, as noted within the Preschool setting;

Be involved with families in planning strategies for individual children with additional needs to address any needs for additional services, for example, extra assessment or therapy;

Attend "Transition to School" meetings as necessary;

Welcome and liaise with local school teaching staff that visit and meet children who are enrolled in their school;

Discuss with children differences and similarities they may note as they move from a play based environment to a more formal learning environment. How children could respond to more people and relationships, and navigate the different physical surroundings, are explored through stories, discussion and role play experiences;

Advocate for children in their transitions between settings to ensure that their learning needs are well represented; and

Organise through class parents, a reunion in Term 1 for the previous year's cohort.

Children

Will:

Be encouraged to share their experiences about their school visits in a variety of ways, for example: individual, small or larger group discussions about the similarities and differences between Preschool, and their new education environment, including expectations.

Families

In NSW Public Schools, children can start Kindergarten at the beginning of the school year if they turn five on or before 31st July in that year. By law, all children must be enrolled in school by their sixth birthday. Families are encouraged to contact the school of their choice to discuss the enrolment procedures and obtain the necessary paperwork;

Will:

Need to provide:

- Their child's birth certificate or identity documents
- Proof of your child's address – originals of different documents such as your council rates notice or residential lease and electricity bill
- Immunisation history statement based on the Australian Immunisation Register (AIR)
- Family law or other relevant court orders (if applicable).

If your child is not a permanent resident you will also need to provide:

- Passport or travel documents
- Current visa and previous visas (if applicable)

Be involved with Educators in planning strategies for individual children with additional needs to address any needs for additional services, for example, extra assessment or therapy; and

Are encouraged to review information provided, for example; make play dates with the children listed as attending their child's school, to strengthen relationships prior to school commencement;

Are encouraged to share information about their child/ren with the school through children's portfolios and where applicable assessments. Some children may need more visits to the school, more reassurance and more opportunities to practise certain skills; and

Can provide written permission for Educators to liaise with schools and share relevant information with the school to assist in continuity of experience.

References

Related Policies

- Educational Leader
- Programme Policy

Visitor, Volunteer and Student Policy

Scope

This policy supports the participation of students and volunteers in the Preschool programme.

This policy determines:

- A visitor to be a current family member or member of the public (other than a student or volunteer as defined below). Please note that in this policy, visitor does not include someone dropping off or picking up a child from the Preschool as part of normal daily Preschool operations.
- A student to be a person studying at secondary, vocational and/or tertiary institute, who requires access to a place of work linked to their course of study for a defined period of time.
- A volunteer to be a person who independently chooses to participate in activities in the not for profit sector with no financial payment. Volunteering in principle benefits both the Preschool community and the volunteer.

Statement

Visitors to the Preschool are a regular occurrence. Family members want to visit in connection with their child's attendance at the Preschool, and potential families want to visit when deciding on a placement for their child. Throughout the year the Preschool also invites members of the community to enhance the educational programme. As such, representatives from community and other professional organisations are frequent visitors to the Preschool. These visitors are supervised by educators and staff at all times, and their visit is documented.

Formal volunteering is an activity which takes place through not for profit organisations or projects and is undertaken:

- to be of benefit to the community and the volunteer;
- of the volunteer's own free will and without coercion;
- for no financial payment; and
- in designated volunteer positions only.

Note: These volunteers are exempt from a Working With Children Check when their work is for a limited period of not more than 5 consecutive working days; they are under the age of 18 years; and they are supervised when children are present.

Informal volunteering at the Preschool encompasses activities such management committee duties, working bees, parent or close relative of the child volunteering with their own child's class during participation mornings, parent helpers at functions throughout the year. These informal volunteers are supervised at all times while children are being educated and their visit is documented. These volunteers are exempt from a Working With Children Check as their work is for a limited period and they are supervised at all times.

Willoughby Community Preschool is committed to encouraging and supporting students gain meaningful practical experience in the field of Early Childhood Education. Students attend practicum periods as they complete their studies in early childhood or other child related fields.

Students of Early Childhood Education are directly supervised by educators and staff at all times, their visit is documented and their educational supervisor must submit the following prior to commencing their practicum: a letter from their educational institution outlining expected hours of workplace attendance; a Volunteer/Student Declaration; and guidelines as to the expectations of the work to be carried out during their practicum experience.

Students from other related fields must submit the following prior to commencing their practicum: letter from their educational institution or workplace outlining expected hours of workplace attendance, an insurance certificate of currency and statements that the student has been cleared with a Working With Children Background Check.

Legislative Requirements

Education and Care Services National Law Act (2010)

- Div 6 Part 6 s 170(2)

Education and Care Services National Regulations (2011)

- Part 4.4 Div 9 regs 145 2(d), 149
- Part 4.7 Div 2 regs 168 2(i), 177

National Quality Standard for Education and Care

- Standard 2.2 element 2.2.1
- Standard 4.2 element 4.2.1, 4.2.2
- Standard 7.1 element 7.1.1, 7.1.2, 7.1.3
- Standard 7.2 element 7.2.2, 7.2.3

Commission for Children and Young People Act 1998 (NSW)

Child Protection (Working with Children) Act 2012

Work Health and Safety Act 2011

Goals

Records relating to visitors, volunteers and students to our Preschool will be maintained.

Visitors, volunteers and students to our Preschool will receive an appropriate induction upon arrival.

Management, educators and staff will ensure, so far as is reasonably practicable, the health and safety of all visitors, volunteers and students whilst at the Preschool.

The Preschool will actively support opportunities for students and volunteers to work in collaborative learning environments that promote early childhood pedagogy, quality, innovation and reflective practice.

Visitors, volunteers and students will engage in ethical and respectful relationships with children, families and staff during their time at Willoughby Community Preschool.

Strategies

All strategies detailed below will be implemented to the extent reasonably practicable.

Willoughby Community Preschool Management

Will:

Maintain a visitor book and request sign in/out of visitors and volunteers. The attendance record of students will be maintained in the staff attendance record;

Ensure procedures are in place to guide educators and staff in the process of welcoming and conducting an appropriate induction for visitors, volunteers and students; and

Ensure procedures are in place to keep records of all formal volunteers and students and store securely for the period required. The record must include, but is not limited to full name; address; date of birth; date and hours of attendance, for each formal volunteer or student who participates in the programme.

Nominated Supervisor

Will:

Ensure educators and staff understand the procedures of welcoming and conducting an appropriate induction for all visitors, volunteers and students and ensure that educators understand the need to supervise visitors, volunteers and students at all times;

Ensure formal volunteers and students undertake an appropriate induction given by educators or staff, then sign and date upon completion;

Sign each Volunteer and Student Induction form upon completion and file securely;

Ensure all required paperwork has been submitted prior to the formal volunteer or student starting their practicum placement;

Keep a file record of all formal volunteers and students who spend time in the Preschool. This record will include, but is not limited to full name; address; date of birth; date and hours of each volunteer or student who participates in the programme; and

Be aware of protocols and guidance supplied by universities, TAFEs or RTOs and other community organisations in relation to participating students.

Educators

Will:

Welcome visitors, volunteers and students on arrival to the Preschool and seek information on their reason for visiting;

Guide visitors and volunteers to the visitor's book and students to the staff attendance record and ensure they sign in/out of the Preschool each day;

Direct visitors, volunteers and students appropriately and make the Nominated or Responsible Person in Charge aware of their presence in the Preschool;

Understand that visitors, volunteers and students do not contribute to the educator/child ratios;

Provide an appropriate induction for visitors, volunteers and students and upon completion have each formal volunteer or student sign and date their induction form and supervise visitors, volunteers and students at all times while they are at the Preschool;

Submit the signed induction form to the Nominated Supervisor; and

Welcome family and friends to visit and participate at any time. Guide them to the visitor's book and ensure they sign in/out of the Preschool, ask them to read the induction then direct them appropriately.

Preserve open communication with Work Experience Students and Volunteers along with their practicum teachers about their performance;

Support all students and volunteers undertaking work experience needs during their placement;

Work as a team deliberating appropriate skills and knowledge with each student and volunteer and make the student or volunteer feel welcome and a valued member of the team;

Ensure all educators are provided with relevant information about tasks the student is required to complete in the Preschool as part of their practicum;

Be aware of student and volunteer expectations;

Have the time and proficiencies to support each student and volunteer in their placement;
Encourage students to ask seek help and advice;

Be a positive role model, showing appropriate behaviour and conduct themselves in a professional manner; and

Guide the students throughout the day.

The Room Leader

Will:

Discuss involvement of written work and performance with the student and volunteer;

Discuss any concerns raised by the student with the Student Supervisor;

Ensure students or volunteers are directly supervised at all times;

Encourage students to use their initiative;

Ensure the student/volunteer remains up to date with their assessments/tasks to be completed; and

Discuss concerns with student/volunteer with the director.

Families

Will:

Be aware of who they are providing access to the Preschool for when they enter themselves and are requested to be aware of unknown visitors and to direct them accordingly; and

Sign in/out in the visitors' book and read the induction when staying and participating in the programme.

Volunteers and Students

Will:

Register their attendance by signing in/out in the visitor's book or staff attendance record on arrival and departure each day;

Submit additional paperwork from universities, TAFEs or RTOs and other community organisations in relation to participation, prior to commencement of practicum;

Upon commencement at the Preschool, undertake an induction given by staff and upon completion each formal volunteer or student signs and dates their induction form;

Students must request written consent from families to document individual children's learning, including photographic evidence;

A record of all volunteers and students will be kept by the Preschool in accordance with the Education and Care Services National Regulations (2011), records of volunteer and student attendance will be maintained and stored until the end of three years after the volunteer and/or student attended the Preschool;

Learn about the children through interaction and practical experience;

Develop the skills and knowledge needed to care for and educate children;

Learn about the importance of working as part of a team in the Early Childhood Profession;

Learn strategies employed when working in a team environment;

Learn expectation assimilated by qualified educators in the Preschool;

Inform the Student Supervisor in writing of what will be expected of them by their training body; University or School, or any other training organisation, and provide time sheets and evaluation forms;

Keep up to date with all written work requirements;

Work a variety of shifts to gain knowledge of different aspects of Preschool operations;

Bring in a poster introducing themselves that will include:

- Name
- Photo
- Time they will be at the Preschool
- The focus of their study

Discuss with the Student Supervisor any problems they may be experiencing;

Adhere to all policies and procedures; and

Never be left alone with a child.

Probity Checks

All students will supply identity details to the Nominated Supervisor

All students will complete a Working with Children Volunteer/student Declaration

All students will have a meeting with the Nominated Supervisor so that they will receive information regarding the following Preschool policies:

- Child Protection
- Confidentiality of Records
- Complaints Procedure
- Visitor, Volunteer & Student
- Work, Health & Safety

Students at risk

If educators feel that the student is at risk of failing their practicum, the following steps will be taken:

- Room Leader will alert the Student Supervisor of any concerns with the student.
- Both the Student Supervisor and the Room Leader will discuss concerns with the student.
- The Student Supervisor will arrange for the student's teacher to visit the Preschool and discuss concerns that have ascended.
- The student's educational institution and Nominated Supervisor will govern the outcome of the practicum.

Termination of student's placement will occur if the student

Harms or is at risk of harming a child in their care

Is under the influence of drugs or alcohol

Fails to notify the Preschool if they will not be attending the Preschool

Is observed using repeated inappropriate behaviour at the Preschool

Does not comply with all policies and procedures addressed in the student package

Does not provide the photo with an introduction on commencement

Does not keep up to date with their work placement tasks.

References

Australian Government Department of Education, Employment and Workplace Relations;

The Early Years Learning Framework for Australia (2009)

<http://www.volunteeringaustralia.org>

www.safeworkaustralia.gov.au

Childcare Centre Desktop, Sample Student and Volunteer Policy, accessed June 2018

Related Policies

- Child Protection Policy
- Code of Conduct
- Confidentiality of Records Policy
- Excursion Policy
- Interactions with Children Policy
- Medical Conditions Policy
- Programme Policy
- Providing a Child Safe Environment Policy
- Retention of Documents Policy
- Water Safety Policy
- Work Health and Safety Policy
- Workplace Behaviour Policy

Water Safety Policy

Scope

This policy applies to Willoughby Community Preschool's responsibility to protect staff, children, families and visitors in and around any water based activities including water play, excursions near water, hot water, and drinking water and hygiene practices. In addition, children's safety and wellbeing will be promoted through the availability of clean hygienic water for play and for drinking.

Statement

Willoughby Community Preschool, and subsequently all workers employed, has a duty of care to provide all persons on the Preschool premises with a safe and healthy environment.

We encourage children's sense of fun, exploration and curiosity, promoting their work as unique individuals and as peers in collaboration, learning from one another [Extract WCP Philosophy Statement 2018]

Supervision is an integral part of the whole care and education experience. At its most basic level, supervision helps to protect children from hazards or harm that may arise in their daily experiences in play, interactions with others, and daily routines. (Adapted from Supervision Practice Note 12: Victorian Government.)

Legislative Requirements

Education and Care Services National Law (as implemented in NSW by the Children (Education and Care Services National Law Application) Act 2010 No104

- Part 6 Section 165,167

Education and Care Services National Regulations 2011

- Part 4.2 Div. 1,77(1), 78(1)(2)
- Part 4.2 Div. 6,101(2)(b)(c)
- Part 4.7 Div. 2 , 168 (2)(a)(ii); (2)(h)

National Quality Standard for Early Childhood Education and Care

- Standard 2.1, element 2.1.2
- Standard 2.2, element 2.2.1, 2.2.2
- Standard 7.1, element 7.1.2

Goal

To ensure children have access to clean drinking water throughout the day.

To ensure children will be supported and supervised during water-based play experiences and excursions.

To support children's increasing knowledge and growing appreciation of water conservation and sustainable practices.

Strategies

All strategies detailed below will be implemented to the extent reasonably practicable.

Willoughby Community Preschool Management

Will:

Ensure that hot water that is accessible to children is set at a temperature below 43.5°C and this is maintained through regular checks by a certified plumber engaged by Willoughby City Council on a 6-monthly basis. A compliance certificate is to be issued;

Display a Cardiopulmonary Resuscitation (CPR) guide near any water; and

Ensure health and safety practices incorporate approaches to safe storage of water and water play.

Nominated Supervisor

Will:

Ensure that a compliance certificate stating, that hot water that is accessible to children is set at a temperature below 43.5°C is obtained after each regular inspection carried out by a certified plumber on behalf of Willoughby City Council and filed accordingly;

Ensure work, health and safety practices incorporate approaches of safe storage of water and play;

Allow the children the opportunity to experiment with water, sand and mixing materials plus a place for boats & floating objects to be used with other water play equipment;

Provide guidance and education to educators, workers and families on the importance of children's safety in and around water;

Monitor the tap and turned off securely when not in use

Ensure health and safety practices incorporate approaches to safe storage of water and water play;

Conduct a risk assessment in accordance with the requirements prior to taking children on an excursion, which contains or may contain water;

Ensure at least one educator who holds a current approved first aid qualification must be in attendance at all times;

Display a Cardiopulmonary Resuscitation (CPR) guide near any water; and

Ensure water hazards are always supervised.

Educators

Will:

Ensure water troughs or containers for water play are filled to a safe level. These activities will be supervised at all times and containers or troughs will be emptied onto garden areas after use. Children will be discouraged from drinking from these water activities;

Discuss health and safety issues with children and involve them in developing guidelines to keep the environment safe for all, including safety in and around water;

Containers used for cleaning are safely covered or made inaccessible to children or emptied immediately after use;

Ensure children have safe independent access to clean and cool drinking water at all times;

Provide clean drinking water at all times. This water will be checked to ensure that it is safe and hygienic for consuming. Water containers when used, will be securely sealed and at the end of use, the water container will be emptied, aired and particular care taken to ensure dispenser is cleaned thoroughly;

Check for water hazards, for example puddles or pools of water, at the beginning of each day when completing the “Indoor/Outdoor Playspace Safety Check”, and when completing excursion risk assessments;

Ensure appropriate child:staff ratios are maintained at all times;

Ensure that children are supervised at all times, including when using the bathroom, having regard to individual children’s needs for privacy and their level of independence;

Engage children in conversations and routines that promote the importance of drinking water to keep our bodies healthy, including by encouraging children to drink water at regular periods throughout the day (taking into consideration; activities, times of vigorous physical activity, and/or high temperatures);

Embed sustainability in daily routines and practices, encourage children to use water effectively and along with educators, learn new ways to save and re-use water;

Model and reinforce health, nutrition and personal hygiene practices with children;

In the event that a child requires bathing or showering always turn the cold water tap on first and off last. Before the child enters the water test the water on the inside of your wrist to ensure it is comfortably warm, not hot, by placing your wrist under the water and counting slowly to 5; and

If a child is injured or suffering from an illness relating to water educators will follow emergency First Aid Procedures and/or Incident Injury Trauma Illness Policy procedures.

Families

Will:

Provide each day a clean, sealed bottle, labelled with their name that your child can operate independently filled with fresh water each day that their child attends; and

Familiarise themselves with information disseminated by the Nominated Supervisor and Class Educators in order to reinforce; safe practices around water, the importance of keeping our bodies hydrated with clean drinking water and sustainable practices involving natural resources, such as water, with their children.

Children

Will:

Be encouraged to drink water at regular periods throughout the day taking into consideration; activities, times of vigorous physical activity, and/or high temperatures;

Re-seal their individual water bottles after drinking, in the event their bottles require refilling, water is available from the classroom or kitchen;

Obtain drink from their individual water bottles or cups;

Demonstrate an increasing respect for water as a natural resource, e.g., ensuring taps are turned off after use; and

Advise educators when they are leaving the play area, for example, to go to the bathroom.

References

Australian government Department of Health and Aging (2013), Get up and Grow – Healthy Eating and Physical Activity for Early Childhood Director/Coordinator Book
<http://www.health.gov.au/internet/main/publishing.nsf/Content/phd-gug-directorscoord> accessed May 2018

Kids Safe NSW - Water Safety Factsheet
https://www.kidsafensw.org/imagesDB/wysiwyg/SwimmingPoolSafetyKL2009_2.pdf<http://www.kidsafensw.org/water-safety/> Accessed May 2018

https://www.kidsafensw.org/imagesDB/wysiwyg/2015ParentsGuidetoKidsafeHomesFINALFeb2016_1.pdf Accessed May 2018

Supervision Practice Note 12: Victorian Government 2012
<http://www.education.vic.gov.au/Documents/childhood/providers/regulation/pracnotessuperv.pdf> Accessed May 2018

KidsHealth For Parents – Water Safety
<http://kidshealth.org/en/parents/water-safety.html?WT.ac=ctg#catoutdoor> Accessed May 2018

NSW ECEEN <http://www.eceen.org.au/index.asp> Accessed May 2018
<https://www.phaa.net.au/documents/item/215>

Childcare Centre Desktop, Sample Water Safety Policy, assessed May 2018

Related Policies

- Environmental Policy
- Excursion Policy
- Nutrition, Food & Beverages, and Dietary Requirements Policy
- Incident, Injury, Trauma & Illness Policy
- Interactions with Children Policy
- Programme Policy
- Sun Protection Policy
- Providing a Child Safe Environment Policy
- Work Health and Safety Policy

Work, Health and Safety Policy

Scope

This policy relates to the protection of the health and safety of all persons in the Preschool environment. It applies to all children, workers (including employees, contractors, work experience students and volunteers), parents and any other person present at the Preschool.

Statement

Willoughby Community Preschool is committed to ensuring, so far as is reasonably practicable, the health and safety of all children, workers and others present in the Preschool environment in compliance with all statutory requirements. Workers and other people present in the Preschool environment have a responsibility to take reasonable care of their own health and safety, to take reasonable care not to adversely affect the health and safety of others, and to comply with the policies, procedures and instructions of the Preschool. This policy may be amended from time to time and may be amended by Willoughby Community Preschool and does not have contractual force.

Employers or businesses, or anyone who falls under the definition of a 'person conducting a business or undertaking' (a PCBU), has legal obligations under work health and safety laws. Safe Work NSW.

Legislative Requirements

Education and Care Services National Law (2010)

Education and Care Services National Regulations (2011)

- Part 4.7 Div 2 reg 168 2(a)

National Quality Standard for Education and Care

- Standard 2.1 element 2.1.1, 2.1.2, 2.1.3
- Standard 2.2 element 2.2.1, 2.2.2, 2.2.3

Work Health and Safety Act 2011

Work Health and Safety Regulation 2011

Goals

To provide, so far as is reasonably practicable, a safe and healthy environment for all children, workers, families and other persons in the Preschool environment, including ensuring, so far as is reasonably practicable, the following:

- The provision and maintenance of a safe work environment;
- The promotion of work health and safety as a shared responsibility of everyone in the workplace;

- The provision of clearly defined roles and responsibilities for WHS, remembering that all workers regardless of seniority or tenure have WHS responsibilities;
- The provision and maintenance of safe plant, facilities, fixtures, fittings and structures;
- The provision and maintenance of safe systems of work;
- The safe use, handling and storage of plant, structures and substances;
- The provision of adequate facilities for the welfare of people at Preschool;
- The provision of information, instruction, training and supervision as necessary to protect all workers;
- Monitoring of the health of people and conditions in the Preschool environment for the purpose of preventing illness or injury that may arise from the conduct of Willoughby Community Preschool's business;

To identify and eliminate or minimise risks, so far as is reasonably practicable, to health and safety;

To consult, so far as is reasonably practicable, with other persons who have a health and safety duty relevant to the Preschool environment; and

To comply with all laws, regulations, standards and codes of practice relevant to health and safety. Such legislative obligations include:

- An obligation to health and safety representatives;
- Hazard identification and risk management; and
- Incident notification and management of incident sites and equipment.

Strategies

All strategies detailed below are to be endeavoured to be implemented to the extent reasonably practicable.

Willoughby Community Preschool Management

Will endeavour to, so far as reasonably practicable:

Be aware of their legal responsibilities in relation to health and safety, as well as the potential consequences of breaches of these responsibilities, as outlined under 'Compliance' below.

Exercise due diligence to ensure that Willoughby Community Preschool complies with its health and safety obligations, including taking reasonable steps to:

- Keep up to date knowledge of health and safety matters;
- Understand the nature of the Willoughby Community Preschool operation and the hazards and risks associated with it;

- Ensure that Willoughby Community Preschool has available for use, and uses, appropriate resources and processes to eliminate or minimise risks to health and safety;
- Ensure Willoughby Community Preschool has appropriate processes for receiving and considering information regarding incidents, hazards and risks and responding to that information in a timely way;
- Ensure that Willoughby Community Preschool has and implements processes for complying with all health and safety duties it may have;
- Verify the provision and use of resources and processes available for health and safety; and
- Comply with health and safety laws such as having:
 - a first aid plan
 - an emergency plan
 - display the "If you get injured at work" poster
 - provided training and instruction
 - an injury register
 - a workers compensation policy
 - a return to work plan.

Nominated Supervisor

Any supervisor that is nominated from time to time by Willoughby Community Preschool will endeavour to, so far as in reasonable practicable:

- Ensure there are policies and procedures in place dealing with health and safety;
- Ensure that workers are aware of and comply with health and safety policies and procedures;
- Comply with all policies and procedures dealing with health and safety while in the Preschool environment or otherwise working;
- Take reasonable care for her or his safety in the Preschool environment or where otherwise working;
- Take reasonable care to ensure that her or his acts or omissions do not adversely affect the health and safety of others in the Preschool environment; and
- Ensure that notifiable incidents are reported to SafeWork NSW as required.

Educators (and other workers)

All educators and other workers at Willoughby Community Preschool (including volunteers) will:

- Ensure they are aware of and comply with all policies and procedures dealing with health and safety while in the Preschool environment or otherwise working;
- Take reasonable care for their safety in the Preschool environment or where otherwise working;

- Take reasonable care to ensure that their acts or omissions do not adversely affect the health and safety of others in the Preschool environment;
- Comply, so far as reasonably able, with any reasonable instruction from Willoughby Community Preschool in relation to health and safety; and
- Report all hazards, “near misses”, and incidents to the Nominated Supervisor as soon as reasonably practicable.

Families and others in the Preschool Environment

All families and other visitors to the Willoughby Community Preschool premises will:

- Comply with all policies and procedures dealing with health and safety while in the Preschool environment;
- Take reasonable care for their own safety in the Preschool environment;
- Take reasonable care to ensure that their acts or omissions do not adversely affect the health and safety of others in the Preschool environment; and
- Comply, so far as reasonably able, with any reasonable instruction from Willoughby Community Preschool in relation to health and safety.

Children

Children are to be made aware of the importance of health and safety issues, such as playing safely on equipment, walking in the indoor environment and washing hands after visiting the bathroom.

References

Australian Government Department of Education, Employment and Workplace Relations;

Belonging, Becoming & Being: The Early Years Learning Framework for Australia -2009

SafeWork NSW <http://www.safework.nsw.gov.au> accessed May 2018

Childcare Centre Desktop, Sample Work, Health & Safety Policy, accessed May 2018

Related Policies

- Administration of First Aid Policy
- Child Safe Environment Policy
- Child Protection Policy
- Code of Conduct
- Emergency Evacuation and Lockdown Policy
- Excursion Policy

- Governance and Management of the Service Policy
- Incident, Injury, Trauma and Illness Procedures
- Infectious Diseases Policy
- Interactions with Children Policy
- Medical Conditions Policy
- Nutrition, Food and Beverages, and Dietary Requirements Policy
- Providing a Child Safe Environment Policy
- Rest, Relaxation and Sleep Policy
- Sun Protection Policy
- Water Safety Policy
- Workplace Behaviour Policy

Workplace Behaviour Policy

Scope

This policy applies to all Willoughby Community Preschool employees, families and carers while present at, or otherwise connected with, Willoughby Community Preschool, as well as contractors and all other people performing work for Willoughby Community Preschool.

Statement

Willoughby Community Preschool aims to provide all employees and others at the Preschool with an environment that is safe and free from discrimination, harassment, bullying, victimisation and vilification. Such behaviour is unacceptable and may be unlawful. Willoughby Community Preschool promotes a workplace in which people treat each other with courtesy and respect.

Legislative Requirements

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

National Quality Standard for Early Childhood Education and Care

- Standard 4.2, elements 4.2.1, 4.2.2
- Standard 7.1, elements 7.1.2, 7.1.3

Racial Discrimination Act 1975 (Cth)

Sex Discrimination Act 1984 (Cth)

Disability Discrimination Act 1992 (Cth)

Age Discrimination Act 2004 (Cth)

Anti-Discrimination Act 1977 (NSW)

Work Health and Safety Act 2011 (NSW)

Goal

Foster an environment of courtesy and respect.

Maintain an environment that is free from discrimination, harassment, bullying, victimisation and vilification.

Maintain a safe working and educational environment.

Strategies

All strategies detailed below are to be endeavoured to be implemented to the extent reasonably practicable.

Willoughby Community Preschool Management

Will:

Require new employees to be inducted, at which time this policy will be discussed. A copy of this policy, including any updates or revisions, will be made available to all employees at the Preschool;

Require a copy of this policy to be provided, or otherwise made available, to families, contractors (i.e. personnel engaged to perform work within the Preschool on a repeat basis, daily or weekly), volunteers, work experience students and others engaged by the Preschool to perform work at or on behalf of the Preschool (other than in the case of those persons whose attendance at the Preschool is short-term/ad hoc, such as occasional visitors and persons performing repair and maintenance work);

Not discriminate against, harass, bully, victimise or vilify any employee, child, family, volunteer or work experience student or other person performing work at or on behalf of the Preschool;

Not aid, abet or encourage other persons to engage in discrimination, harassment, bullying, victimisation or vilification;

Treat others with courtesy and respect;

Comply with this policy;

Be aware that they can be held legally responsible for their unlawful acts;

Address instances of inappropriate behaviour of which they are made aware; and

Provide opportunities for staff to undertake professional development and training in relation to matters covered by this policy.

Nominated Supervisor

Will:

Organise an induction for new employees at which time this policy will be discussed;

Organise for a copy of this policy to be provided, or otherwise made available, to employees, families, long-term contractors, work experience students and others engaged by the Preschool to perform work at or on behalf of the Preschool (other than in the case of those persons whose attendance at the Preschool is short-term/ad hoc, such as occasional visitors and persons performing repair and maintenance work);

Not discriminate against, harass, bully, victimise or vilify any employee, child, family, volunteer or work experience student or other person performing work at or on behalf of the Preschool;

Not aid, abet or encourage other persons to engage in discrimination, harassment, bullying, victimisation or vilification;

Treat others with courtesy and respect;

Comply with this policy;

Be aware that they can be held legally responsible for their unlawful acts and that they may also be subject to disciplinary action for breach;

Address instances of inappropriate behaviours of which they are made aware; and

Increase employee awareness of appropriate interactions through encouraging discussion of this policy amongst staff, as well as providing opportunities for professional development and training.

Educators

Will:

Not discriminate against, harass, bully, victimise or vilify any employee, child, family, volunteer, work experience student or any other person performing work at or on behalf of the Preschool;

Not aid, abet or encourage other persons to engage in discrimination, harassment, bullying, victimisation or vilification;

Treat others with courtesy and respect;

Comply with this policy; and

Be aware that they can be held legally responsible for their unlawful acts and that they may also be subject to disciplinary action for breach.

Families and Carers

Will:

Not discriminate against, harass, bully, victimise or vilify any employee, child, family, volunteer, work experience student or any other person performing work at or on behalf of the Preschool;

Not aid, abet or encourage other persons to engage in discrimination, harassment, bullying, victimisation or vilification;

Treat others with courtesy and respect;

Comply with this policy; and

Be aware that they can be held legally responsible for their unlawful acts and that they may also be subject to action for any breach.

Others to whom policy applies

Will:

Not discriminate against, harass, bully, victimise or vilify any employee, child, family, volunteer, work experience student or any other person performing work at or on behalf of the Preschool;

Not aid, abet or encourage other persons to engage in discrimination, harassment, bullying, victimisation or vilification;

Treat others with courtesy and respect;

Comply with this policy; and

Be aware that they can be held legally responsible for their unlawful acts and that they may also be subject to action for any breach.

References

Belonging, Being and Becoming: Early Years Learning Framework for Australia, 2009

Community Early Learning Australia (CELA), Harassment Free Workplace Sample Policy

SafeWork NSW - <http://www.safework.nsw.gov.au>

www.humanrights.gov.au

Related Policies

- Code of Conduct
- Staff Grievance Policy
- Work Health and Safety Policy