



YEAR ROUND CARE

Policy Manual

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YEAR ROUND CARE POLICY MANUAL

ENROLMENT AND ORIENTATION

OBJECTIVE:

To provide an efficient enrolment procedure that is clear and understandable. All details requested are specified in the regulations.

PROCEDURE:

- ◆ The enrolment form must be fully completed for each family before the child can attend the centre.
- ◆ An Educator is to go through the form with the parents prior to starting care to ensure all the details have been completed.
- ◆ Parents will have the option to complete the form at the centre or take it away with them and return when complete.
- ◆ Parents will be given an overview of the routine, buses and an orientation of the centre.
- ◆ Parents will be advised that it is their responsibility to notify staff of any changes to their current details.
- ◆ If there are medical conditions related to the child, the parent must complete a child profile sheet and/or Authorisation to administer medication form. A Risk Minimisation form must also be completed.
- ◆ If the child has additional high on-going support needs a separate meeting will be required. Care will be determined by availability of staff/ training/resources and the priority of access guidelines.
- ◆ If a child is subject to an access order or agreement, Year Round Care requires a copy of the custodial details registered by the court.
- ◆ All enrolment forms are kept in a locked filing cabinet and kept confidential.

CONSIDERATIONS:

- ◆ Regulation 160-162 in Education and Care Services National Regulations
- ◆ National Quality Standard 6.1
- ◆ Priority of Access

Date endorsed: 22/05/2012

Date reviewed: 06/07/2021

PAYMENT OF FEES

OBJECTIVE:

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

PROCEDURE:

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

Overdue Fees

- ◆ Parents are encouraged to discuss with the co-ordinator any difficulties that they have in paying fees. Suitable payment arrangements can be made.
- ◆ After two (2) weeks overdue, a final fee reminder will be sent.
- ◆ Continued failure of overdue fees and your child's place will be given to a child on the waiting list.
- ◆ Regular payments are required. If account is still overdue after four (4) weeks and no arrangements have been made to pay the fees or the agreement made has not been kept, the child's place will be cancelled. Then the account will be sent to Tamworth Regional Council's debt collector.
- ◆ The debt collector will then add legal costs to the overdue account. Any bad debtors who have finalised their debt and wish to use the service again are required to pay upfront.

CONSIDERATIONS:

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



Date endorsed: 22/05/2012
Date reviewed: 06/07/2021

COMPLAINTS AND GRIEVANCES

OBJECTIVE:

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

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

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

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

PROCEDURE:

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

CONSIDERATIONS:

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



Date endorsed: 25/06/2012

Date reviewed: 06/07/2021

ADMINISTRATION OF FIRST AID

OBJECTIVE:

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

PROCEDURE:

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

CONSIDERATIONS:

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



Date endorsed: 22/05/2012

Date reviewed: 06/07/2021

DEALING WITH MEDICAL CONDITIONS

OBJECTIVE:

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

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

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

PROCEDURE:

Identification of children with medical conditions

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

Service Expectations

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

- ◆ Medication must be given directly to an authorised educator and not left in the child's bag. Medication form will be filled out as well with the proper information provided on the form for educators.

Practices

The service will:

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

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

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

1. Inform the service co-ordinator on enrolment of the child's 'known' medical condition.
2. Obtain an Action Plan for the child in consultation with the child's doctor and provide this to the service.
3. The parent will assist in completing the Risk Minimisation Plan to identify any perceived risk and determine strategies to reduce this risk.
4. Develop a communication plan to determine the most appropriate means of communicating about the child's medical condition.
5. Give permission to display the Emergency Action Plan within the centre, containing a picture of the child and parental contact numbers.

6. Provide any medication including an Epi-Pen (if required), asthma relieving medication and spacer to the service.
7. Regularly check the expiration date on any medication.
8. Inform educators of any changes to the status of the child's medical condition.
9. Complete an 'Authorisation to Administer Medication' form if/when the child requires medication while attending the service.
10. Inform the service if medication has been administered prior to attending care.

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

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

Common allergens and triggers for asthma and anaphylaxis

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

Self Administration of Medication

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

Guidelines of Self Administration of Medication

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

General information

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

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

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

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

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

CONSIDERATIONS

- ◆ Regulation 90-96 in Education and Care Services National Regulations
- ◆ National Quality Standard 2.1
- ◆ Anaphylaxis and Asthma management
- ◆ Resources – www.allergy.org.au and www.asthmafoundation.org.au

Date endorsed: 22/05/2012

Date reviewed: 06/07/2021

INCIDENT, INJURY, TRAUMA & ILLNESS

OBJECTIVE:

To ensure we follow correct procedures to deal with incidents, trauma and illness to minimise the impact on children's well being.

The centre will make every attempt to ensure sound management of the injury to prevent any exacerbation.

A certified supervisor is fully First Aid trained including the management of asthma and anaphylaxis.

PROCEDURE:

"The person caring for the child assumes responsibility for acting in the best interests of the child in the event of an injury. The careful exercise of this discretion is considered part of the staff's duty of care."

(Guide to the Law for Children's Services, NSW Community Child Care Co-op.)

- ◆ Parents are required to provide written consent for educators to seek medical attention for their child, if required, before they start in the centre. This will be recorded on the enrolment form.
- ◆ Parents will be required to supply the contact number of their preferred doctor or dentist, Medicare number and expiry date.
- ◆ Parents will be required to supply two (2) emergency contact names and phone numbers in case of an emergency or accident.
- ◆ If a child, educator or visitor has an accident while at the centre they will be attended to immediately by a educator who holds a First Aid Certificate.
- ◆ Anyone injured will be kept under adult supervision until they recover or an authorised person takes charge of them.

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

- ◆ Assess the injury and attend to the injured person and apply first aid, as required.
- ◆ Ensure that disposable gloves are used to protect from contact with blood or bodily fluids.
- ◆ Ensure that all blood or bodily fluids are cleaned up and disposed of in a safe manner.
- ◆ Ensure that anyone who has come into contact with any blood or fluids wash in warm soapy water.
- ◆ Record the incident and treatment given in the "Bumps & Bruises" book, indicating name, date, time, nature of injury, how occurred, treatment given and by whom, to be signed by staff and witnessed if possible.
- ◆ Obtain parent signature confirming knowledge of the accident.
- ◆ Notify the parents either by phone after the incident, if appropriate or on their arrival to collect the child.
- ◆ Ensure other children are adequately supervised.

In the case of a major accident requiring more than first aid, the first aid attendant will:

- ◆ Assess the injury and decide whether the child needs to be attended to by local doctor or whether an ambulance should be called. Advise the certified supervisor of decision.
- ◆ If the child's injury is serious, the first priority is to get immediate medical attention. Parents should be contacted straight away however, if not possible, there should be no delay in organising proper medical treatment. Keep trying to contact the parents in the meantime.
- ◆ Attend to the injured person and apply required first aid.
- ◆ Ensure that disposable gloves are used with any contact with blood or bodily fluids.
- ◆ Stay with the child until suitable help arrives, or further treatment taken.
- ◆ Try to make the child comfortable and reassure them.
- ◆ If an ambulance is called and the child is taken to hospital, a staff member will accompany the child and take the child's medical records.
- ◆ Record the incident and treatment given on the incident form and give to the certified supervisor for parents to sign. National Law requires this form to be sent to DEC, the Regulatory Authority within 24 hours.
- ◆ Ensure all other children are adequately supervised

In the event of Trauma the Nominated Supervisor / Certified Supervisor will:

- ◆ Notify the parents or emergency contact person immediately regarding what happened and action being taken. Every effort will be made not to panic the parents.
- ◆ Reassure the children and keep them calm, keeping them informed about what is happening, and away from the injured child.

Death of a child

- ◆ Educators in the centre must be prepared to handle all incidents in a professional and sensitive manner. In the event of such tragic circumstance as the death of a child, the staff will follow guidelines as set out below.

The death of a child must be reported to:

- An Ambulance Service
 - The Police
 - The Department of Family and Community Services
 - Tamworth Regional Council
- ◆ Clear emergency procedures should be maintained for the other children at the centre.
 - ◆ The centre will notify the parent/guardian that a serious incident has happened and advise them to contact the relevant medical agency.
 - ◆ This information should be provided in an extremely sensitive manner.

- ◆ It is not the role of the centre to inform the parent/guardian that their child has died, however the parent may appreciate being told with a representative from Year Round Care.
- ◆ A detailed report should be given ASAP within 24 hours.
- ◆ Counselling will be made available for all children and Educators.

Illness

- ◆ A child or adult will be considered sick if he/she:
 - Sleeps at unusual times, is lethargic
 - Has a fever over 38^o
 - Is crying constantly from discomfort
 - Vomits or has diarrhoea
 - Is in need of constant one to one care
 - Has an infectious disease.
- ◆ If a child is unwell at home, parents will be asked not to bring the child to the centre.
- ◆ If a child is sent home from school; they are not to attend After School Care.
- ◆ If an educator is unwell they should not report for work. Educator should contact the centre as soon as possible to inform them that they are unable to attend work.
- ◆ If a child becomes ill or develops symptoms at the centre, the parents will be contacted to take the child home.
- ◆ If an educator becomes ill or develops symptoms at the centre, they can return home if able or organise for someone to take them home.
- ◆ The Nominated Supervisor will organise a suitable replacement as soon as possible.
- ◆ The child who is ill will be comforted, cared for and placed in a quiet isolated area with adult supervision until the child's parent or other authorised adult takes them home.
- ◆ If the child has a fever the parents will be informed and asked for permission to give Panadol. Panadol will not be given without permission.
- ◆ If a child's temperature is very high, cannot be brought down and parents cannot be contacted, the child's doctor will be contacted and permission sought to give Panadol. If the situation becomes serious, an Ambulance will be called.

CONSIDERATIONS

- ◆ Regulation 12, 85-87, 183 (2) & 136, Education and Care Services Regulations
- ◆ National Standard 2.1
- ◆ Duty of Care.
- ◆ NSW Department of Community Services Guidelines.

Date endorsed: 22/05/2012

Date reviewed: 06/07/2021

CHILDREN'S HEALTH

OBJECTIVE

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

PROCEDURE

Senior staff members will:

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

Educators will:

- ◆ Ensure medication is administered to a child only from its original packaging;
- ◆ Ensure medication is only administered to a child enrolled in the service with the written permission of the child's family or legal guardian using the Medication Authority Form.
- ◆ Ensure the written instructions of the family are consistent with the instruction on the medication or as prescribed by a doctor;
- ◆ In the case of an emergency verbal permission can be given to an Educator by a parent or person named in the child's enrolment record as authorised to consent to administration of medication; or if this permission cannot be readily obtained, a registered medical practitioner or an emergency service;
- ◆ Store medical information in a safe and secure place;
- ◆ Maintain confidentiality in regard to a child's medical condition;
- ◆ Ensure the administration of homeopathic, naturopathic, over-the-counter or non-prescribed medications (including cold preparations and paracetamol) also meet minimum legislative requirements and guidelines. This includes the provision of a signed Medical Authority Form by the family, written instructions and dosage on the medication or from the health professional that dispenses the medication. Educators are not to give unidentified medication or medication to a child where the instructions are not clear to the Educator eg. in an unfamiliar language to the Educator;
- ◆ Keep families informed of service requirements on the administering of medications;

- ◆ Comply to the management plans of children with chronic health problems, such as asthma, epilepsy, diabetes, severe allergy or anaphylaxis;
- ◆ Ensure medications are stored correctly and securely away from access by children;
- ◆ Discuss any concerns about administering medication with families;
- ◆ Medication may be administered to a child without an authorization in the case of an anaphylaxis or asthma emergency. In this case the Educator will ensure the parent of the child and/or emergency services are notified as soon as practicable.

It is the responsibility of the family to:

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

Practices for self-administration of medication:

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

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

CONSIDERATIONS

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

INFECTIOUS DISEASES

OBJECTIVE:

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

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

PROCEDURE

Infectious Diseases

- ◆ Children and educators will be excluded from the centre if they are ill with any contagious illness. This includes vomiting, diarrhoea and conjunctivitis.
- ◆ The period of exclusion will be based on the recommendations outlined by the Department of Health.
- ◆ The decision to exclude or re-admit a child or educator will be the responsibility of the co-ordinator or assistant co-ordinator based on the child's symptoms, medical opinion and Department of Health guidelines for children who have an infectious disease or who have been exposed to an infectious disease.
- ◆ Children with vomiting or diarrhoea will be excluded for 24 hours after the symptoms have disappeared or after a normal stool.
- ◆ A doctor's clearance certificate will be required prior to returning to the centre for all infectious diseases such as measles, mumps diphtheria, hepatitis A, polio, tuberculosis, typhoid and paratyphoid.
- ◆ Parents will be informed about the illness and infectious diseases policy on enrolment.
- ◆ A regularly updated copy of the Department of Health guidelines on infectious diseases will be displayed in the parent area for reference.
- ◆ The certified supervisor will follow the recommendations as outlined in the Department of Health document.
- ◆ Parents will be informed about the occurrence of an infectious disease in the centre ensuring that the individual rights of educators or children are not infringed upon.
- ◆ Children who are not immunised will be asked to leave the service to maintain their safety and wellbeing
- ◆ All educators will ensure proper hygiene practices are carried out as outlined in the Hygiene Policy.

- ◆ Under the provisions of the Public Health Act 1991 and Regulation, doctors, hospital chief executives (or general managers), pathology laboratories, directors of childcare centres and school principals are required to notify the following diseases:

- | | | | |
|-----------------|-----------|-----------|------------------------------|
| ○ Diphtheria | ○ Measles | ○ Mumps | ○ Pertussis (Whooping Cough) |
| ○ Poliomyelitis | ○ Rubella | ○ Tetanus | ○ Meningococcal |

Notification requested by phone, if possible.

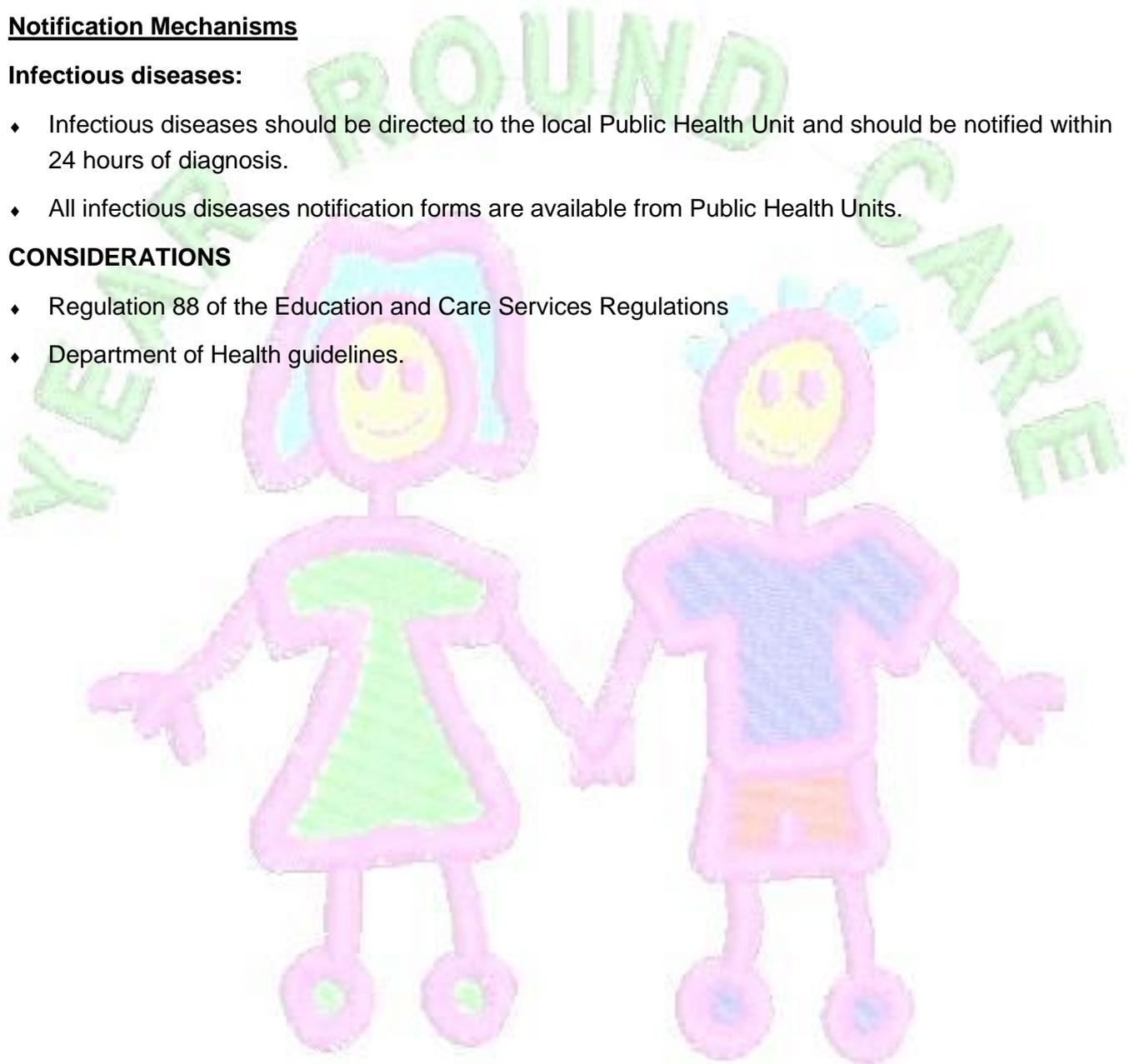
Notification Mechanisms

Infectious diseases:

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

CONSIDERATIONS

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



Date endorsed: 22/05/2012 Date reviewed: 20/07/2021
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EMERGENCY AND EVACUATION

OBJECTIVE:

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

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

We aim to provide an environment that is safe with no risk to the health and well being of the children, Educators or parents. We will ensure that all activities undertaken while the service is in operation will not be potentially hazardous and that all hazardous materials will be stored appropriately.

PROCEDURE

- ◆ Emergency evacuation procedures will be clearly displayed near the main entrance and exit of each room used by the centre.
- ◆ All educators, including relief educators, will be informed during orientation of the procedure and their specific duties. Educators will make arrangements as to duties undertaken in the absence of other educators.
- ◆ Children and educators will practice the emergency procedure at least once per term, in all types of care, before school, after school and at the beginning of vacation care.
- ◆ Drills will be conducted more regularly when there are new children.
- ◆ Parents will be informed of the procedure and assembly points in the parent handbook.
- ◆ No child or educator is to go to their lockers or bags to collect personal items during an emergency evacuation. This would lead to confusion and delays.
- ◆ Fire extinguishers and blankets will be installed and maintained in accordance with Australian Standard 2444. The educator's priority is to get children out of any immediate danger not to put the fire out.
- ◆ The evacuation plan will include:
 - Routes of leaving the building suitable for all ages and abilities. These should be clearly mapped out.
 - A safe assembly point away from access of emergency services.
 - List of items to be collected and by whom.
 - List of current emergency numbers.
 - List of educator's duties in the emergency.

- ◆ Educators will be nominated to:
 - Make the announcement to evacuate, by blowing the whistle three (3) times or siren, identifying where the fire is and the safety route to evacuate
 - The children will know to stop what they are doing and listen to the instructions that will follow. Children are to be encouraged to move outside quickly.
 - Collect children's attendance records, phone or mobile and parents' contact numbers.
 - Make the phone call to 000 or other appropriate service, management and parents as required.
 - Collect the first aid kit and any medications.
 - Check all corners, cupboards and toilets for children and educators. Check that all doors and windows are closed as far as possible, to reduce the spread of a fire.
 - Supervise the children at the assembly area, and take a roll call of children. Adults are to talk quietly and firmly- reassure the children physically and verbally.
- ◆ When the emergency service arrives the Nominated Supervisor will inform the officer in charge of the nature and location of the emergency and if there is anyone missing.
- ◆ No one should re-enter the building until the officer in charge has said it is safe to do so.

Hazardous Materials

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

Harassment and Threats of Violence

Disturbing Influences

- ◆ If a person/s, known or unknown to the service, harasses or makes threats to children or educators at the centre, or on an excursion, educators will:
 - Where possible, calmly move the children away from the person.
 - Calmly and politely ask them to leave the centre or the vicinity of the children.
 - Be firm and clear and remember their primary duty is the children in care.
 - If they refuse to leave, explain that it may be necessary to call the police to remove them.
 - If they still do not leave, call the police.

- If the Nominated Supervisor is unable to make the call, another educator should be directed to do so.
- No educator is to try to physically remove the unwelcome person.
- ◆ Educators should be aware of any unfamiliar person on the premises and find out what they want as quickly as possible and try to contain them outside the centre.

CONSIDERATIONS

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



Date endorsed: 22/05/2012

Date reviewed: 20/07/2021

NUTRITION, FOOD AND DIETARY NEEDS

OBJECTIVE:

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

PROCEDURE

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

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

CONSIDERATIONS

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



Date endorsed: 22/05/2012

Date reviewed: 20/07/2021

CHILD SAFE ENVIRONMENT

OBJECTIVE:

We believe that the welfare of all children is of paramount importance and that the centre has an obligation to defend the child's right to care and protection.

We believe that the child: educator ratio is an important factor in determining the quality of care that we provide. We aim to maintain positive educators, child and parent interactions while ensuring children's safety and wellbeing.

All children have the right to feel safe, secure and to be free from bullying. Any form of bullying goes against Year Round Care's philosophy and this behaviour will not be tolerated.

We aim to provide an environment that is safe with no risk to the health and wellbeing of the children, educators or parents. We will ensure that all activities undertaken while the service is in operation will not be potentially hazardous and that all hazardous materials will be stored appropriately.

PROCEDURE

- ◆ Educators and management have a responsibility to take action to protect children they suspect may be abused or neglected. All educators are aware of their role as mandatory reporters.
- ◆ Our centre will carry out responsibilities of mandatory reporting as indicated under legislation. This responsibility involves following the procedures as outlined by the NSW Department of Community and Family Services and the Commission for Children and Young People for reporting any significant risk of harm.
- ◆ Educators will ensure the nominated supervisor is informed before using the online Mandatory Reporting Tool. Reports should be treated with strict confidentiality. They should not discuss the issue with the parents or try to undertake any investigation into the situation.
- ◆ Should the situation arise where the child is considered in immediate danger and the child is taken into Departmental care, educators will follow the advice of the Departmental officers.
- ◆ All Certified Supervisors will attend Child Protection training and other educators are informed of their responsibilities at staff meetings.
- ◆ All educators employed will have to pass a medical and Working with Children Check prior to employment.
- ◆ We aim to provide procedures for children to attend excursions as part of our program, which are clear to educators and families and ensure the safety and well being of the children in our care.
- ◆ The educator to child ratios, as outlined in the Standards, will be met at all times.
 - 1.1.1 There will be a maximum of 15 children to one (1) educator in the centre.
 - 1.1.2 There will be a maximum of eight (8) children to one (1) educator for excursions.
 - 1.1.3 There will be a maximum of five (5) children to one (1) educator for swimming.
- ◆ There will be a minimum of two (2) educators present at all times. A certified supervisor will be present at all times as specified in the education and care regulations.
- ◆ When educators are sick or unable to attend work, appropriate relief educators will be employed to meet the standards.

- ◆ Bullying may be classed as:
 - Physical – hitting, pushing, kicking, punching, or any other action which results in injury/harm.
 - Psychological – verbal or non-verbal bullying can be insults, taunts, threats, ridicules and intimidation.
- ◆ The child should report the matter to an educator, to seek assistance/advice.
- ◆ Educators will follow up, report and undertake appropriate investigation.
- ◆ Educators will view the matter seriously and will take action according to our behaviour management policy, which may result in suspension or being expelled from the service.
- ◆ All educators are aware of their responsibility to ensure every area used is safe and free from hazards. This includes the following:

Before School Care

Educators to ensure doorway, hallway, entrance and all play areas are free from debris.

After School Care

Prior to sport/outdoor play, an educator is required to check the area in which they will occupy. Any hazards found should be reported to appropriate people eg: Nominated Supervisor, GA, cleaners, principal. The hazard can then be removed safely.

Vacation Care

Morning educators are to check all play areas when unlocking toilets. Report any hazards found and remove safely.

Excursions

Risk Assessments for each excursion and experience MUST be completed and discussed at meeting. All documentation kept on file for educators to access.

CONSIDERATIONS

- ◆ Regulation 168 in Education and Care Services National Regulations
- ◆ Children and Young Persons' (Care and Protection) Act 1998.
- ◆ Department of Family and Community Services Mandatory Reporting Guidelines.
- ◆ Working with Children Check.
- ◆ National Quality Standards 2.3 & 7.1
- ◆ National Standards 1994, Section 3.1 & 3.3
- ◆ Excursion Risk Assessments and checklist

Date endorsed: 22/05/2012

Date reviewed: 20/07/2021

DELIVERY AND COLLECTION OF CHILDREN

OBJECTIVE:

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

PROCEDURE

Dropping Off

- ◆ Children are not to be left at the centre at any time prior to the opening hours of the centre.
- ◆ On arrival, the person bringing the child is responsible to complete the sign-in sheet next to the child's name, indicating time of arrival with initial of parent/guardian.
- ◆ Particular requirements for the day or any changes to who will collect the child, must be notified to an educator and information recorded in the diary.
- ◆ Children are to place their belongings in the appropriate place.
- ◆ The person dropping off the child must ensure that an educator is aware of the child's presence before leaving the centre.
- ◆ Should a child require medication of any kind, parents must fill in and sign the medication form (see Medication Policy).

COLLECTION OF CHILDREN

Parents

- ◆ A child may only leave the premises with a parent or authorised person nominated on the enrolment form.
- ◆ The authorised person who is collecting the child must complete the sign-out sheet next to the child's name, indicating time of departure before the child may leave.
- ◆ The authorised person and child/ren are to ensure that all belongings are collected.
- ◆ An educator must be aware that the authorised person is collecting the child.
- ◆ An educator is to be notified if the person collecting the child is to be later than usual. The child will be notified to avoid any anxiety.
- ◆ If the child is to be collected by anyone different than the stated authorised person/s named on the enrolment form, parents must have personally informed the appropriate educator prior to pick up. This change must be confirmed in writing and the person picking up the child will be asked to provide identification.
- ◆ The centre will not release the child to anyone who is not authorised.
- ◆ Children cannot be collected from the centre by anyone younger than 16 years of age.

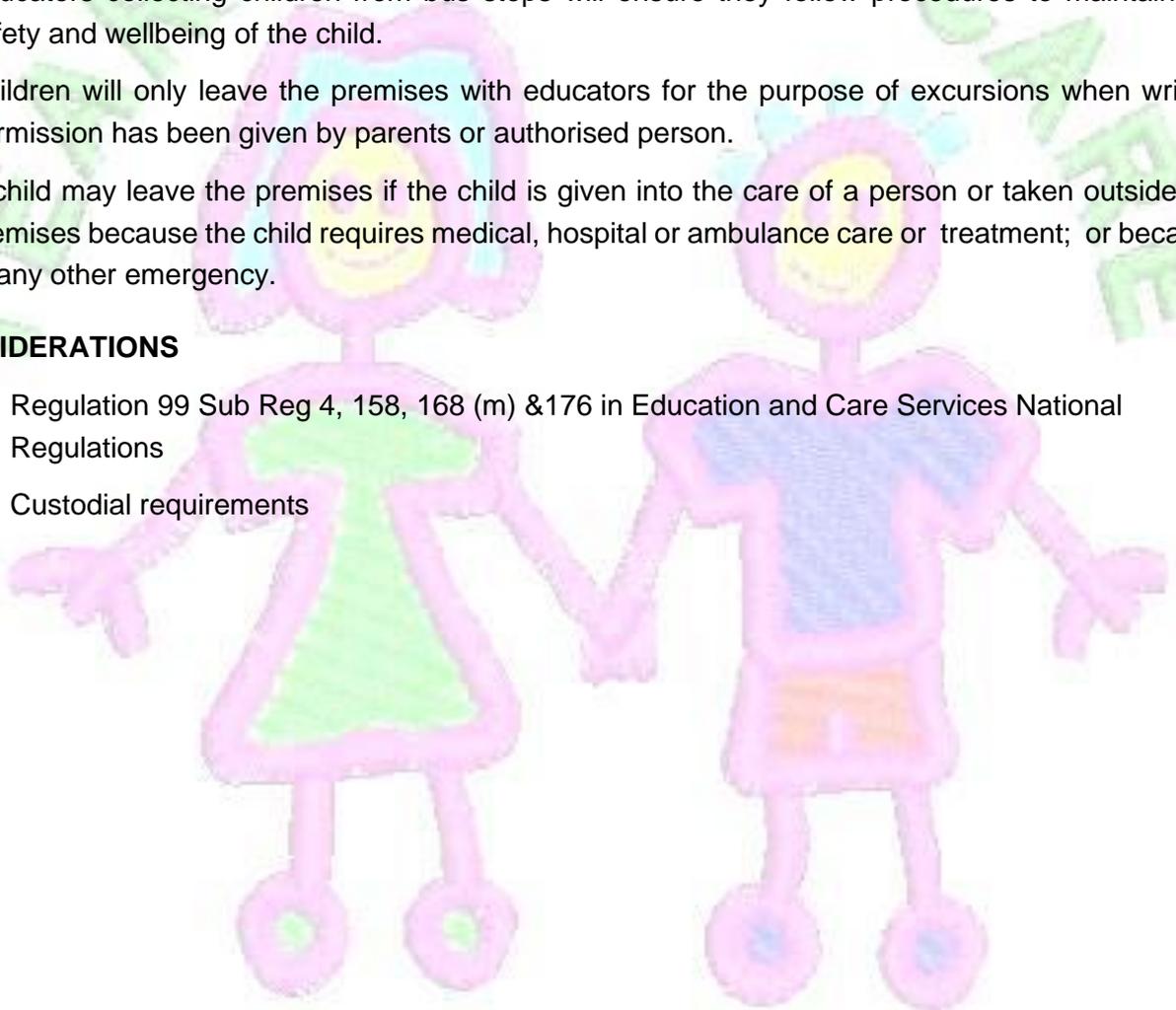
- ◆ It is not acceptable to ring educators and request them to sign your children in or out. You must walk your child in and out of the centre to ensure their safety.
- ◆ Children must be collected by the closing time of the centre. Both centres charge a late fee of \$1.00 per minute. This late fee will not get CCS.
- ◆ Educators may refuse the authorised collection person if:
 - identification isn't provided;
 - person is younger than 16 years of age;
 - custody orders are in place; or
 - they appear to be under the influence of alcohol or other illegal substances.

Educators

- ◆ Educators collecting children from bus stops will ensure they follow procedures to maintain the safety and wellbeing of the child.
- ◆ Children will only leave the premises with educators for the purpose of excursions when written permission has been given by parents or authorised person.
- ◆ A child may leave the premises if the child is given into the care of a person or taken outside the premises because the child requires medical, hospital or ambulance care or treatment; or because of any other emergency.

CONSIDERATIONS

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



Date endorsed: 03/04/2012

Date reviewed: 20/07/2021

CHILD MANAGEMENT

OBJECTIVE:

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

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

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

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

PROCEDURE

- ◆ Rules will be clearly established based on safety, respect for others, order, cleanliness and which help create a caring environment.
- ◆ Positive behaviour will be encouraged and self-discipline skills developed through positive example and direction. The children will be involved in creating their own rules and these will be reviewed every six (6) months and discussed at the beginning of each school term.
- ◆ All rules will be clearly expressed in a positive way and reinforced consistently.
- ◆ Educators, families and children will be made aware of the rules.
- ◆ Rules will be displayed in a prominent place.
- ◆ Positive behaviour will be encouraged by role modelling, diverting children to more appropriate activities, showing appreciation for appropriate behaviour and building on each child's strengths and achievements.
- ◆ Educators will only use reflection time, where a child is encouraged to sit and think about other ways that the issue could have been dealt with more appropriately. Smart Choices form may be filled out with the child regarding the child's behaviour and shown to the parent/carer upon collection. The form will be signed by parent/carer and kept on file.
- ◆ Educators will follow up by discussing the situation with the child and working together on better solutions for future behaviour.
- ◆ Children are to be given opportunities that enable them to be responsible for their own behaviour through the development of problem solving skills.
- ◆ Children will be encouraged to seek support when necessary.
- ◆ Educators will have access to training and support in positive approaches to behaviour management. This will be made available as part of the training budget.
- ◆ Educators and families work in partnership in promoting a consistent and positive approach to behaviour management.
- ◆ To assist in maintaining a positive, safe and caring environment the educators and children will have the following responsibilities:

The children will:

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

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

The educators will:

- Accept and value every child and adult regardless of race, cultural background, religion, gender or ability.
- Treat children with respect, courtesy and understanding.
- Maintain positive communication with the children at all times.
- When communicating with children, staff will ensure that they are understood and communicate at the child's level in a friendly, positive and courteous manner.
- Use voice intonations, facial expressions, and explanations as methods of discipline.
- Shouting at children will be avoided.
- Reward positive behaviour with a raffle ticket, which is placed in the reward box. Children's names will be drawn each Friday.

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

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

CONSISTENT UNACCEPTABLE BEHAVIOUR

Where a child demonstrates consistent unacceptable behaviour the educator will:

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

If the child physically hurts other children or adults, the staff will:

- ◆ Remove the child from the situation, or remove other children.
- ◆ Record the incident, indicating date, time, victim, injury, offender and attendant.
- ◆ Families are contacted and notified of the situation. Child is suspended from centre for two (2) days.
- ◆ If inappropriate behaviour continues when the child returns, the child will be suspended again until a Behaviour Management Plan has been put in place which will involve a discussion with all educators, families and other professionals, as required.

EXCLUSION FOR UNACCEPTABLE BEHAVIOUR

- ◆ Should unacceptable behaviour continue and the above strategies are not working, the staff will inform the management.
- ◆ The supervisor in consultation with the staff will discuss the issue and review incident report.

CONSIDERATIONS

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

RESPONSIBLE PERSONS

OBJECTIVE:

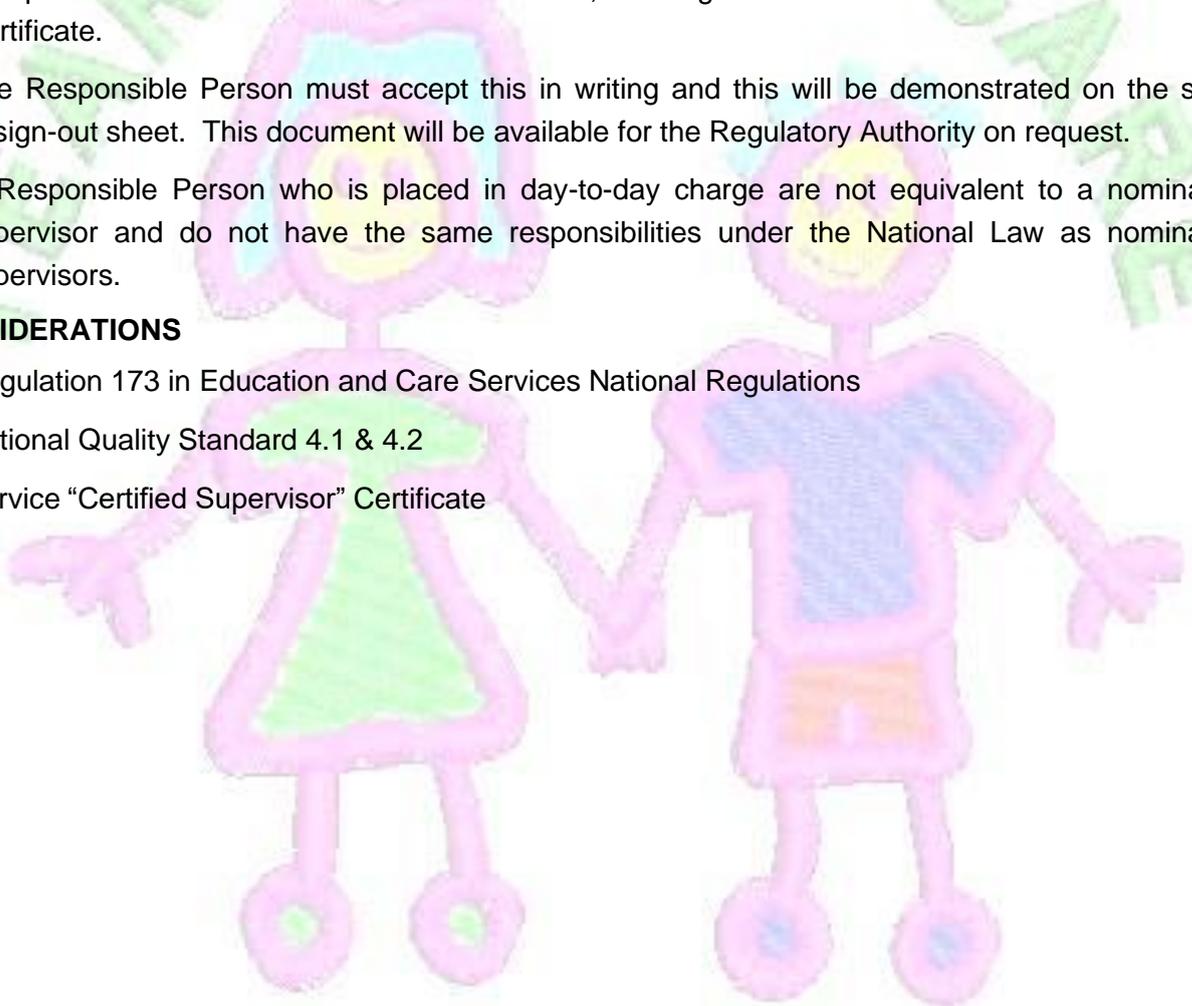
We at Year Round Care will abide by the National Law. The law states a responsible person must be physically present at a service at all times that the approved service operates.

PROCEDURE

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

CONSIDERATIONS

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



Date endorsed: 22/05/2012

Date reviewed: 20/07/2021

STAFF ORIENTATION AND RECRUITMENT

OBJECTIVE:

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

Staff orientation is an important process to ensure educators are fully equipped to carry out their duties in the best possible way. An orientation process will be developed and carried out for all employees in the centre, providing them with a clear understanding of Year Round Care and its operations and expectations within the centre.

PROCEDURE FOR RECRUITMENT

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

Selection Panel

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

- Set date for the commencement of employment and orientation of the new person
- Prepare letter of employment and contract
- ◆ The co-ordinator or assistant co-ordinator will conduct the orientation process as soon as possible, after the applicant has accepted the position.

LabourCo Recruitment Process

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

CONSIDERATIONS

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

Date endorsed: 25/06/2012

Date reviewed: 20/07/2021

PARTICIPATION OF VOLUNTEERS AND STUDENTS POLICY

OBJECTIVE:

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

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

PROCEDURE:

Year Round Care will consider placement offers from:

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

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

Staff will:

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

Educators will:

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

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

Students and Volunteers will

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

CONSIDERATIONS:

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

KEY RESOURCES:

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



STAFF PROFESSIONALISM

OBJECTIVE:

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

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

PROCEDURE:

- ◆ Staff professional code of conduct, duty of care and expectations will be discussed in the initial orientation process of all new staff.
- ◆ Educators will be made aware of their duty of care and their responsibility in relation to supervision and the health and safety of the children.
- ◆ Professional behaviour in all areas will be reviewed as part of the ongoing employment of all staff.
- ◆ Management, in conjunction with the nominated supervisor, will immediately address any breach in the professional expectations outlined. If the concern involves the nominated supervisor, two (2) representatives from management will conduct the discussion.
- ◆ All discussions will be recorded and standard of behaviour and expectations clearly explained.
- ◆ Any further problems will be addressed as per the TRC disciplinary procedure.
- ◆ Educators will be expected to know, understand and perform their duties as per their job description.
- ◆ Educators will be expected to maintain and improve their skills through participation in staff training and development opportunities.
- ◆ Educators will be expected to start duties on time.
- ◆ Educators will be expected to dress appropriately for their duties.
- ◆ Educators must not attend work under the influence of drugs or alcohol.
- ◆ Educators should not attend work when they are unfit to do so due to injury or sickness and must inform the centre as soon as possible.
- ◆ Educators will use only suitable language that is not offensive to other staff, parents and children.
- ◆ The centre is a smoke free zone. Educators may not smoke in or around the building, or in the sight of the children. Educators are to follow the new laws and not smoke within four (4) metres of a public place.
- ◆ Educators will be expected to know and follow the child protection policies.
- ◆ The quality of the centre and positive working environment are dependent on good staff and parent relationships. Educators will follow proper communication procedures as outlined in the policy booklet.
- ◆ The maintenance of good teamwork will be an expectation outlined in all job descriptions.

- ◆ All LabourCo staff are to follow the LabourCo procedures outlined in the staff handbook given at orientation of Year Round Care.

CONSIDERATIONS

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



Date endorsed: 16/05/2012
Date reviewed: 20/07/2021

INTERACTIONS WITH CHILDREN

OBJECTIVE:

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

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

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

PROCEDURE:

The educators will:

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

arise by discussing the situation with the child and strategising for better solutions for future issues.

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

The children will:

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

CONSIDERATIONS

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



Date endorsed: 10/09/2013
Date reviewed: 27/07/2021

CONFIDENTIALITY

OBJECTIVE:

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

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

PROCEDURE:

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

Storage of Records and Documents

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

CONSIDERATIONS:

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

Date endorsed: 22/05/2012

Date reviewed: 20/07/2021

TRAINING AND DEVELOPMENT

OBJECTIVE:

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

PROCEDURE

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

CONSIDERATIONS

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

Date endorsed: 11/09/2006

Date reviewed: 20/07/2021

MOBILE PHONE AND ELECTRONIC DEVICES

OBJECTIVE:

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

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

PROCEDURE:

Children

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

Educators

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

Excursions

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

CONSIDERATIONS:

- ◆ Parental Consent to Photography
- ◆ Staff Professionalism

Date endorsed: 25/06/2012

Date reviewed: 20/07/2021

WRITTEN PROGRAM

OBJECTIVE:

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

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

PROCEDURE:

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

- Be balanced, providing a range of indoor/outdoor activities, quiet/active times and areas and structured/unstructured activities
- Be stimulating, interesting and exciting, to allow for opportunities to explore and develop new skills
- Foster children's independence, self-esteem and self-help skills
- Foster friendships and encourage co-operative and responsible behaviour among children
- Provide children with opportunities for self-expression and self-direction
- Help children develop self-discipline skills through positive example and direction
- Help children to appreciate and care for each other and their surroundings
- Make the children feel welcomed and valued in the centre

CONSIDERATIONS

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



Date endorsed: 16/04/2007

Date reviewed: 20/07/2021

ENVIRONMENTAL SUSTAINABILITY

OBJECTIVE:

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

PROCEDURE:

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

- Establish a garden, a worm farm and a compost bin. Discuss with the children how it all works and why we need to do this.
- Reduce the amount of plastic and disposable equipment at the Centre and aim to purchase materials made from natural fibres.
- “Reduce, re-use and recycle” should be displayed at the Centre and it should be a natural process for all concerned.

CONSIDERATIONS:

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



Date endorsed: 12/2018

Date reviewed: 20/07/2021

INCLUSION

OBJECTIVE:

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

PROCEDURE:

◆ Inclusive Practices

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

- Children will never be singled out, or made to feel inferior to or better than others. Educators and children will discuss incidents of bias or prejudice in children's play or relationships with each other to help children understand and find strategies to counteract these behaviours.
- The program will include experiences for the children that are not based on sex role stereotypes.
- Resource materials and equipment used in the service will, as far as possible, be non-stereotyped.
- Families will be consulted in the development of holistic programs that are responsive to children's lives, interests, learning styles, genders and reflect children's family, culture and community.
- Educators will create opportunities for children to learn about, develop respect for, and celebrate the diversity that exists in the service and in the broader community by:
 - Encouraging all families, children and other educators to share their experiences, skills, cultures and beliefs;
 - Inviting community members to the service to share their stories, songs, experiences, skills, cultures and beliefs.
 - Accessing and using a range of resources (including multi-cultural and multi-lingual resources) that reflect the diversity of children and families in the service and in the broader community.
- ◆ **Educator recruitment and professional development**
 - Wherever possible, our service will aim to recruit educators from diverse cultural and linguistic backgrounds that reflect the cultural diversity of our community and to employ staff from both genders.
 - The nominated supervisor and educators will attend professional development that builds awareness of their own cultural beliefs and values, increases their cultural competence and helps them to challenge discrimination and prejudice.
 - All educators will be provided with a copy of the Outside School Hours Care Code of Professional Standards.
- ◆ **Inclusion Support Agencies**
 - The service will access bicultural support workers when necessary and/or telephone translation services and provide information on aspects of the service in languages that are spoken in the local community to assist in communicating with families from diverse cultural backgrounds.
 - The service will access additional support, assistance and resources for children with additional needs including children from diverse cultural backgrounds, children with highongoing support needs and Aboriginal and Torres Strait Islander children.
 - Educators will talk to children's families about any concerns they have and offer the family links to other support services within the community such as Inclusion Support Agencies; Community Health Services etc.

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

CONSIDERATIONS:

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



Date endorsed: 12/2018

Date reviewed: 20/07/2021

MANAGEMENT OF ANIMALS

OBJECTIVE:

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

PROCEDURE:

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

♦ Educators will:

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

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

◆ **Minimising risk to health and safety**

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

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

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

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

CONSIDERATIONS:

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



Date endorsed: 12/2018

Date reviewed: 20/07/2021

EXCURSIONS

OBJECTIVE:

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

PROCEDURE:

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

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

CONSIDERATIONS

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



Date endorsed: 22/05/2012

Date reviewed: 27/07/2021

SUN SAFETY

OBJECTIVE:

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

PROCEDURE:

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

CONSIDERATIONS:

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

Date endorsed: 08/11/2004

Date reviewed: 27/07/2021

WATER SAFETY

OBJECTIVE:

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

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

PROCEDURE :

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

CONSIDERATIONS:

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

Date endorsed: 22/05/2012

Date reviewed: 27/07/2021

PARENT CODE OF CONDUCT

OBJECTIVE:

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

CODE OF CONDUCT:

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

CONSIDERATIONS:

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

Date endorsed: 19/03/2018
Date reviewed: 27/07/2021

SLEEP AND REST

OBJECTIVE:

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

PROCEDURE:

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

Rest for School Aged Children

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

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

Safe Resting Practices for a Child Who is Unwell

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

Rest/Sleep Environment and Equipment

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

CONSIDERATIONS:

- ♦ Regulation 81 Sleep and Rest and National Quality Standards and Element, standards 2.1 and 2.2 and elements 2.1.1. and 2.2.1



Date endorsed: 26/03/2018
Date reviewed: 27/07/2021

SUPERVISION OF CHILDREN

OBJECTIVE:

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

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

PROCEDURE:

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

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

CONSIDERATIONS:

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

Date endorsed: 26/03/2018

Date reviewed: 27/07/2021

GOVERNANCE

AIM

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

IMPLEMENTATION

SERVICE STRUCTURE

The Approved Provider is: TAMWORTH REGIONAL COUNCIL

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

Our approved provider is also responsible for:

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

Our Nominated Supervisors are: HALEY FENN
TIFFANY CLASSEN

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

Our Person in Day to Day Charge is: TIFFANY CLASSEN

Our Educational Leaders are: TIFFANY CLASSEN
DONNA MOFFAT

For Child Care Subsidy (CCS) purposes:

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

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

Our Persons appointed as CCS contacts are: HALEY FENN
TIFFANY CLASSEN

COMMITMENT TO GOOD GOVERNANCE

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

1. Lay solid foundations for management and oversight.

Management Principles

To ensure our working relationships are characterised by open and respectful communication,

accountability and trust our service adheres to the following management principles.

A. Management by Agreement

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

B. Management by Exception

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

C. Clearly Defined Reporting Relationships

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

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

Our reporting relationships are:

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

D. Guidelines for Effective Delegation

Our service will:

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

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

E. Guidelines for Effective Regulation

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

Our service will:

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

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

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

3. Promote ethical and responsible decision-making

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

4. Safeguard integrity in financial reporting

Our financial records will be completed/reviewed by Councils independent accountant/auditor. The Approved Provider and Nominated Supervisor are committed to the prevention and elimination of corruption and fraud, and compliance with all legislative requirements including those in the Family Assistance Law. They will implement measures to ensure child care funding is properly administered and helps eligible families meet the costs of genuine child care including:

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

The persons who are registered in PRODA at our service are: **HALEY FENN**
TIFFANY CLASSEN

5. Make timely and balanced disclosure

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

The Approved Provider or Nominated Supervisor will also:

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

6. Respect the rights of shareholders, parents, children

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

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

Our service will respect the rights of children by ensuring:

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

7. Recognise and manage risk

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

CONSIDERATIONS:**NQS**

QA6	6.1.1	Engagement with the service - Families are supported from enrolment to be involved in the service and contribute to service decisions
	6.1.2	Parent views are respected - The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
QA7	7.1.1	Service philosophy and purpose - A statement of philosophy guides all aspects of the service's operations.
	7.1.2	Management systems - Systems are in place to manage risk and enable the effective management and operation of a quality service.
	7.1.3	Roles and responsibilities - Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
	7.2.1	Continuous improvement - There is an effective self-assessment and quality improvement process in place.

National Regulations

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

Date endorsed: 26/03/2018

Date reviewed: 27/07/2021

CHILDREN'S MISSION STATEMENT

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

June 2021

