




Policy Title: **KOOLKAN CHILDCARE CENTRE
POLICY**

Policy Type: **ADMINISTRATIVE**
(Statutory, Financial, Administrative, Human Resources)

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KOOLKAN EARLY CHILDHOOD CENTRE

POLICIES and PROCEDURES MANUAL

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Acceptance and Refusal of Authorisations Policy

NQS

QA2	2.3.1	Children are adequately supervised at all times.
	2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.

National Regulations

Regs	92	Medication record
	93	Administration of medication
	99	Children leaving the education and care service
	102	Authorisation for excursions
	160	Child enrolment records to be kept by approved provider
	161	Authorisations to be kept in enrolment record
	168	Education and care services must have policies and procedures

Education and Care Services Regulation 2013 (Current 2018)

Regulation	19	Authority to give medical attention—Act, s 244(2)(c)
	56	Authorisations for excursions
	26	Departure of Children-Act , s 244(20(c)

Aim

Koolkan Early Childhood Centre aims to provide clear and transparent policies and procedures for authorisations. This helps staff and parents understand exactly what they need to do.

Related Policies

Administration of Medication Policy

Enrolment Policy

Excursion Policy

Photography Policy

Physical Safety (Workplace, Learning and Administration) Policy

Implementation

- Where activities require authorisation, either to comply with national regulations, or to comply with our service policies, Koolkan Early Childhood Centre requires that the authorisation is provided in writing and is dated. These activities include:
 - Administration of medication.
 - Administration of medical treatment, dental treatment, general first aid products and ambulance transportation.
 - Excursions including regular outings.
 - Incursions.
 - Taking of photographs by people who are or aren't educators.
 - Water based activities.
 - Enrolment of children including naming of authorised nominees and persons authorised to consent to medical treatment or trips outside the service premises.
- The format of written authorisations required under the national law must comply with the regulations. Please see specific policies for more information.
- Koolkan Early Childhood Centre does not accept verbal authorisations in any circumstances except in situations requiring:
 - Emergency administration of medication, including emergencies involving anaphylaxis or asthma.

Source

Education and Care Services National Regulations 2011

National Quality Standard

Education and Care Services Regulation 2013 Current at 1st January 2018

Review

The policy will be reviewed annually.

The review will be conducted by:

- Council
- Management
- Employees
- Families
- Interested Parties

Additional Needs Policy

NQS

QA3	3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.
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QA5	5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
	5.1.3	Each child is supported to feel secure, confident and included.

QA6	6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
	6.3.3	Access to inclusion and support assistance is facilitated.

National Regulations

Regs	155	Interactions with children
	156	Relationships in groups
	157	Access for parents

EYLF

LO1	Children feel safe, secure, and supported.
	Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.
	Children develop knowledgeable and confident self-identities.
	Children learn to interact in relation to others with care, empathy and respect.

Aim

To provide each child regardless of their additional needs and abilities with a supportive and inclusive environment that allows each child to fully participate in their education and care at the service. Educators will remain positive, open-minded and honest at all times when working with families and external support professionals to most positively meet the additional needs of each child being educated and cared for at the service.

Related Policies

Child Protection Policy
Continuity of Education and Care Policy
Enrolment Policy
Orientation for Children Policy
Relationships with Children Policy
Health, Hygiene and Safe Food Policy
HIV AIDS Policy
Immunisation and Disease Prevention Policy
Infectious Diseases Policy
Medical Conditions Policy

Implementation

As per the National Quality Standard, Koolkan Early Childhood Centre positively responds to and welcomes all children with additional needs who -

- are Aboriginals or Torres Strait Islanders
- are recent arrivals in Australia
- have a culturally and linguistically diverse background
- live in isolated geographic locations
- are experiencing difficult family circumstances or stress
- are at risk of abuse or neglect
- are experiencing language and communication difficulties
- have a diagnosed disability—physical, sensory, intellectual or autism spectrum disorder
- have a medical or health condition
- demonstrate challenging behaviours and behavioural or psychological disorders
- have developmental delays
- have learning difficulties
- are gifted or have special talents
- have other extra support needs.

We understand that additional needs arise from different causes, and that causes require different responses. Any child may have additional needs from time to time.

We recognise that additional needs may be temporary or for a lifetime.

Learning Environments

- Local culture, customs and beliefs are integral to children's overall learning and development.
- Koolkan Early Childhood Centre's environment and equipment will be designed or adapted to ensure access and participation by every child in the service to support the inclusion of children with additional needs.
- The indoor and the outdoor environment will be suitable for children with additional needs.
- Koolkan Early Childhood Centre will ensure the program and curriculum meets the needs of children with additional needs. Learning materials and equipment such as books and games will reflect positive inclusion and children with additional needs in the community.
- Koolkan Early Childhood Centre will work with external professionals and families to ensure that learning environments are most suited to each child with additional needs and children and families from culturally diverse backgrounds. We will also involve children in this process. And where appropriate, the service will keep a copy of any specific plans or instructions provided by external resource providers and professionals for children with additional needs.
- Children may have sensory sensitivities to pressure, texture, smell, and noise, visual expectation of the environment or colour which may need to be considered in the environment.
- Children will be encouraged to feel safe and secure during their education and care at the service by developing trusting relationships with educators, other children and the community.

Positively Promoting Each Child's Personal Ability

Koolkan Early Childhood Centre wants children to develop to the best of their personal ability. Our philosophy highlights our commitment to equity and fairness for all children. Every child in our service is an individual and we aim to promote and encourage this by:

- Our commitment to ensuring each child is able to fully participate in their education and care at the service.
- Helping children to develop ease with and have a respect for physical, racial, religious and cultural differences.
- Enabling children to develop autonomy, independence, competency, confidence and pride.
- To provide all children with accurate and appropriate material that provides information about the additional needs of others.
- Providing educators of a high calibre who encourage children to experience active any energetic play in order to develop their physical potential.
- Encouraging children to develop friendships with each other based on mutual trust and respect.
- Including in our program and curriculum, and the physical environment, an awareness of cross-cultural and non-discriminatory practices.

- Using a program that is based on a child's development and that is also relevant to the children's life experiences, interests and social skills.
- Encouraging parents from non-English speaking backgrounds to contribute their knowledge and culture to the service to enhance the program.
- Making it clear to children through all educators that it is not acceptable for a child to say or do unfair things to another person and that if this does occur staff will intervene.
- Educators will familiarise themselves with, and share knowledge about, the specific communication needs of each child. This will include verbal and non-verbal communication skills and cues. Where applicable, this may include things such as sign language and or learning key words in the child's home language.

Professional Support Services for Children

- Koolkan Early Childhood Centre will not hesitate to access external professional support services for children with additional needs.
- Educators will liaise with the Nominee or Supervisor to ensure the needs of each child are met throughout their education and care at the service.
- Koolkan Early Childhood Centre will use the Enrolment Form and discussions with relevant community agencies to gather information about children with additional needs. Educators will encourage families to update this information throughout the year and families are encouraged to share information from any professional support services accessed outside of the service. This will promote the continuity of learning for each child.
- Information gathered about children with additional needs may be used to develop an individual support plan that will be kept on file at the service and shared with families, the child's medical practitioners and/or professional support services and where appropriate seek permission to share this information with Koolkan State School for transition purposes.
- Koolkan Early Childhood Centre will work with Koolkan State School to help children with additional needs transition. We are open to sharing information about the additional needs of children to promote continuity of learning.
- Educators will remain positive, open-minded and honest at all times.
- The Inclusion Support Agency (ISA) is funded by the Australian Government. The service can lodge an application for Special Needs Subsidy Support (SNSS) funding for additional support workers through the ISA. Funding will be granted when the child meets specific criteria. SNSS workers will help the service with the integration of children with additional needs and will assist educators in putting together an individual program for each child. Australian government funding is necessary in continuing the availability of support through ISA's and SNSS Workers. Information is available from DEWR at the following website –
 - <http://www.deewr.gov.au/Earlychildhood/Programs/ChildCareforServices/SupportFamilyCCS/Pages/InclusionSupportProgram.aspx>

Professional Development for Educators

- Koolkan Early Childhood Centre will access professional development for educators to help the service meet the needs of each child with additional needs. Professional Development may include formal and informal training provided by suitably qualified personnel and can lead to accredited and non-accredited qualifications.

Sources

Education and Care Services National Regulations 2011

Education and Care Services Regulation 2013 (current 2018)

National Quality Standard

Early Years Learning Framework

Review

The policy will be reviewed annually.

The review will be conducted by:

- Council
- Management
- Employees
- Families
- Interested Parties

Administration of Authorised Medication Policy

Education and Care Services Regulation 2013 (Current 2018)

Regulation	19	Authority to give medical attention—Act, s 244(2)(c)
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NQS

QA2	2.1.1	Each child's health needs are supported.
	2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.
	2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.

National Regulations

Regs	90	Medical conditions policy
	91	Medical conditions policy to be provided to parents
	92	Medication record
	93	Administration of medication
	94	Exception to authorisation requirement - anaphylaxis or asthma emergency
	95	Procedure for administration of medication
	96	Self-administration of medication

EYLF

LO3	Children are happy, healthy, safe and connected to others.
	Educators promote continuity of children's personal health and hygiene by sharing ownership of routines and schedules with children, families and the community.
	Educators discuss health and safety issues with children and involve them in developing guidelines to keep the environment safe for all.

Aim

Koolkan Early Childhood Centre and all educators can safely administer any medication as necessary to children with the written authority of the child's parents. It is important to follow strict procedures to promote the health and wellbeing of each child attending Koolkan Early Childhood Centre.

Related Policies

Emergency Service Contact Policy

Enrolment Policy

Food Nutrition and Beverage Policy

HIV AIDS Policy

Immunisation and Disease Prevention Policy

Incident, Injury, Trauma and Illness Policy

Medical Conditions Policy

Implementation

- Koolkan Early Childhood Centre will ensure that Administration of Medication Records are completed for each child using the service who requires medication. A separate form must be completed for each medication if more than one is required.
- Medication may only be administered by the service with written authority signed by the child's parent or other responsible person named in the child's enrolment record that is authorised by the child's parents to make decisions about the administration of medication.
- In the instance that the child's registered medical practitioner prescribes a medication, the service must ensure the medication is administered appropriately.
- Medication must be provided by the child's parents including the following -
 - Original container. Medication will only be administered from the original container.
 - Original label that is clearly readable.
 - Child's name clearly on the label.
 - Any instructions attached to the medication or related to the use of the medication.
 - Any verbal or written instructions provided by the child's registered medical practitioner.
- Any person delivering a child to the service must not leave medications in the child's bag or locker. Medication must be given directly to an educator for appropriate storage upon arrival.

Emergency Administration of Medication

- **For anaphylaxis or asthma emergencies, please see below.**
- In the event of an emergency, Koolkan Early Childhood Centre must follow the Incident, Injury, Trauma and Illness Policy and complete the Incident, Injury, Trauma and Illness Record.
- In the event of an emergency and where the administration of medication must occur, Koolkan Early Childhood Centre must attempt to receive verbal authorisation by a parent of the child named in the child's Enrolment Form who is authorised to consent to the administration of medication.
- If a parent of a child cannot be contacted, Koolkan Early Childhood Centre must attempt to receive verbal authorisation from an emergency contact of the child named in the child's Enrolment Form who is authorised to consent to the administration of medication.
- If none of the child's nominated contacts can be reasonably reached, Koolkan Early Childhood Centre must contact a registered medical practitioner or emergency services on 000.
- In the event of an emergency and where the administration of medication must occur, written notice must be provided to a parent of the child or other emergency contact person listed on the child's Enrolment Form.

Emergency Involving Anaphylaxis or Asthma

- For anaphylaxis or asthma emergencies, medication may be administered to a child without an authorisation following the information listed above under Emergency Administration of Medication.
- Koolkan Early Childhood Centre must contact the following as soon as practicably possible -
 - A parent of the child.
 - Emergency services.
 - The child will be positively reassured, calmed and removed to a quiet area under the direct supervision of a suitably experienced and trained educator.

Administration of Authorised Medication Record



Team

Nominated Supervisor's Name:	Date:
Nominated Supervisor's Signature:	
Parent's Name(s):	Date:
Parent's Signature(s):	

Child's full name _____

FORM DECLARATION

By signing this Administration of Medication Record, I declare that this Record has been completed taking into account the child's Medical Management Plan, Medical Conditions Risk Minimisation Plan, the advice of parents and the child's medical practitioner. Details of any instructions for the medication are attached.

Name of Person Completing Form _____
Signature of Person Completing Form _____
Time and Date Form Completed _____

AUTHORISED CONSENT

The individual, or individuals, listed below consent to the administration of medication to their child listed on the Administration of Medication Record below.

Parent's Full Name _____
Parent's Signature _____
Time and Date of Signature _____

OR

Authorised Person Must be listed on the child's Enrolment Form

Authorised Person's Full Name _____
Authorised Person's Signature _____
Time and Date of Signature _____

Administration of Authorised Medication by the Koolkan Early Childhood Centre

Separate form required for each medication.

Child's full name _____

Full of Name of Medication	Expiry or Use-By Date	Circumstances for Administration	Dosage Required	Administration Instructions
<ul style="list-style-type: none"> ○ Original Container ○ Original Label ○ Child's Name Clearly on Label 				

Any Additional Instructions (if necessary)

Storage Instructions including Location of Storage

Time and Date Medication Last Administered At Service	Time and Date Medication Administered	Dosage Administered	Name and Signature of person who Administered the Medication	Time and Date (or the circumstances under which) Medication to be Next Administered At Service

Name and Signature of Witness	Time and Date Process Witnessed	Was the Identity of the Child Checked	Was the Dosage of the Medication Checked
		<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

Sources

Education and Care Services Regulation 2013 (current 2018)

Education and Care Services National Regulations 2011

National Quality Standard

Early Years Learning Framework

Review

The policy will be reviewed annually.

The review will be conducted by:

- Council
- Management
- Employees
- Families
- Interested Parties

Animal and Pet Policy

Education and Care Services Regulation 2013 (Current 2018)

Division 5 Part 6	66	Policies and procedures to be kept available—Act, s 244(2)(i)
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NQS

QA2	2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
QA3	3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.
	3.3	The service takes an active role in caring for its environment and contributes to a sustainable future.
	3.3.2	Children are supported to become environmentally responsible and show respect for the environment.

National Regulations

Regs	168	Policies and procedures are required in relation to health and safety
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EYLF

LO	Children become socially responsible and show respect for the environment
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Aim

Koolkan Early Childhood Centre aims to provide a safe and hygienic environment that minimises the risk of a child being harmed by an animal. We also aim to educate children in the proper care of animals.

Implementation

- Children must be closely supervised when accessing any animal or pet at Koolkan Early Childhood Centre.
- Any animal or pet kept at Koolkan Early Childhood Centre will be regularly fed, cleaned, vaccinated, have flea powder applied to them and be regularly checked for fleas and wormed. Any animal in a cage will have its cage cleaned daily.
- Animal or pets will not be allowed in the sandpit or any other play area. In the event that this happens, educators will refer to the Sand Pit Policy.
- Animals or pets will never be taken into the food preparation area nor will they be allowed near the eating or sleeping area.
- Anyone who has handled the animal or pet will immediately wash their hands after they have finished handling the animal or pet.
- Children's animals or pets will only be allowed in Koolkan Early Childhood Centre when permission has been granted by the Nominee or Supervisor. If an animal is brought to Koolkan Early Childhood Centre when families are collecting children it must be left at the gate far enough away so children cannot touch the animal through the fence.
- It will be included in the program how to properly care for animals and how to treat them appropriately.

Source

Education and care Services Regulation 2013 (current 2018)
Education and Care Services National Regulations 2011
National Quality Standard

Review

The policy will be reviewed annually.

The review will be conducted by:

- Council
- Management
- Employees
- Families
- Interested Parties

Bush Fire Policy

Education and Care Services Regulation 2013 (Current 2018)

Division 5 Part 6	66	Policies and procedures to be kept available—Act, s 244(2)(i)
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NQS

QA2	2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
	2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.

QA6	6.3.1	Links with relevant community and support agencies are established and maintained.
	6.3.4	The service builds relationships and engages with their local community.

National Regulations

Reg	168(2)(e)	Policies and procedures in relation to emergency and evacuation
	97	Emergency and evacuation procedures
	98	Telephone or other communication equipment

EYLF

LO2	Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
	Children become socially responsible and show respect for the environment

LO4	Children resource their own learning through connecting with people, place, technologies and natural and processed materials
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Aim

Koolkan Early Childhood Centre aims to keep all children and educator's safe at all times. Therefore, in the instance of a bush fire, the service will act at all times to protect the educators and children in line with recommendations and instructions from relevant emergency authorities.

Who is affected by this policy?

Children
Families
Educators
Community
Visitors

Implementation

As per the Royal Bushfire Commission Report, the service will prepare a Bushfire Action Plan should a bushfire effect the service's operations.

The aim of this Bushfire Action Plan is to outline the activities that educators, children, families and visitors to be undertaken in the following circumstances:

- On days of Total Fire Ban.
- When there is a fire in the local district.
- When a bushfire is threatening or impacting the site.
- During a period of recovery if a bushfire impacts the service.

During peak bush fire seasons, educators will monitor the Fire Danger Rating daily. Should the Rating be above High, educators will monitor the situation in line with the process in our region, such as via the internet or radio, to keep aware of the situation.

Trees will be trimmed to a distance of 2m from the buildings. Educators will inspect the ground at all times and the Nominee or Supervisor will arrange for any lopping of branches if necessary. In line with this, gutters and roofs will regularly be clean and kept free of leaves. Also, time and paintwork on buildings will be kept well maintained. Please see Maintenance of Building and Equipment Policy for further details.

A Safe Refuge Kit will be organised and stored somewhere that is easily accessible. This kit will include:

- A copy of the Bushfire Action Plan.
- Emergency Contact Details for each child.
- Child attendance registers.
- Emergency telephone numbers.
- Working torch and spare batteries.
- First Aid Kit.
- Educators/Children Medications and Medical Register.
- Mobile Phone and Charger.

- Drinking Water.
- Nappies.
- Blankets.
- Towels.
- Change Mat.
- Gloves.
- Nappy Wipes.

This Kit will be checked quarterly for contents.

Very High, Severe or Extreme Fire Danger Ratings

On days where the Fire Danger Rating is Very High, Severe or Extreme, Koolkan Early Childhood Centre will inform families by posting a warning in the entrance/noticeboard.

Children will be transitioned throughout the day as per our usual practice.

Any educators who are planned to attend off-site training will stay at Koolkan Early Childhood Centre, and have their training cancelled/rescheduled.

The Nominee or Supervisor will ensure that all gates have access keys and ensure the locks are in working order.

All educators will monitor conditions when on duty outside. Educators will also ensure that no art and craft works, posters etc. are hung outside and that garbage bins are emptied throughout the day.

Family members will be required to provide a reliable contact number for the day and families are required to provide the service with their child's asthma medication for the day.

The Nominee or Supervisor will ensure that all outdoor taps are in working order with hoses attached and buckets placed beside each exterior tap.

The Nominee or Supervisor will ensure that the outdoor industrial dumpster is closed at all times.

The Nominee or Supervisor will ensure the mobile phone in the kit is in full working order with a fully charged battery, and that the charger is put in the Kit. This kit will then be moved to the Educators Room for easy access. The Emergency Contact register and Daily Roll will be added to the Kit. The medical register for the day will also be added to the kit.

The Nominee or Supervisor will ensure all hazards are removed from passages and walkways and nothing is blocking emergency exits.

Fire Reported in Local Area

The Nominee or Supervisor will inform families and educators via a notice posted on the front door/foyer/noticeboard.

All nominated educators will be called together to discuss the situation and perform their duties.

All children's activities outside the building will be cancelled. Children attending Koolkan will continue to be transitioned indoors as normal. The transition of Pre-prep children from Koolkan State School to Koolkan will only proceed after a risk assessment has been performed.

Any educators who have off-site meetings or training will stay at the service.

The Nominee or Supervisor will ensure that all gates have access keys and ensure the locks are in working order. Long term parking of cars by these exit points will be discouraged.

Families will be required to provide a reliable contact number for the day and provide asthma medication if their child suffers from asthma.

The Nominee or Supervisor will ensure that all outdoor taps are in working order with hoses attached and buckets placed beside each exterior tap.

The Nominee or Supervisor will ensure that the outdoor bins are covered.

The Nominee or Supervisor will ensure the mobile phone in the kit is in full working order with a fully charged battery, and that the charger is put in the Kit. This kit will then be moved to the Educators Room for easy access. The Emergency Contact register and Daily Roll will be added to the kit. The medical register for the day will also be added to the kit.

The Nominee or Supervisor will ensure all hazards are removed from passages and walkways and nothing is blocking emergency exits.

Nominated educators will back up all computer files.

The Nominee or Supervisor will ensure that whistles or alarms are in place. These are to be used to notify everyone if a fire starts on site.

Educators will be diligent in ensuring children's personal items are placed in their bags when not in use.

Fire Reported in Immediate Vicinity or Directly Impacting the Service

The procedure above will be followed immediately.

Educators will move all hoses inside building.

Educators will close all doors and windows.

Educators will access the roof space every 10-20 minutes to check for spot fires.

The Nominee or Supervisor will inform the Aurukun Shire Council of the situation and regularly keep them updated of the situation.

As the licensee, the Aurukun Shire Council will inform the appropriate service about the situation, advising the Licensing officer of the number of children affected, the educator's ratios in place and any issues or injuries which have occurred.

Recovery after the Front has passed.

The Nominee or Supervisor will ensure that no educators, family member, child or visitor associated with the service leaves the building until the situation is safe by members of the emergency services.

The Emergency Response Team, made up of members of educators, will assess the situation and if necessary make arrangements for the care of children for an extended period of time.

Educators at the service will stay on duty until all children have been collected or relief educators arrive.

Only a qualified educator will administer first aid should the situation arise.

The Nominee or Supervisor will at all times work to keep the licensee abreast of the situation. The licensee will then advise the Licensing Unit/Officer of the number of children affected, emergency educators ratios in place, any issues that arose and if possible the projected impact to the service.

The Emergency Response Team of nominated educators will continue to check the building and surrounds for 2-4 hours after the front has passed.

Relevant educators will undertake a debrief of the fire emergency situation and the procedures undertaken. Educators will be requested to review their own roles, responsibilities and preparation before and during the crisis. The policy will be reviewed to ascertain its effectiveness.

Nominee or Supervisor will arrange to have firefighting equipment, warning system and Emergency Kits checked and readied for use again.

If necessary, the Nominee or Supervisor will request that the Aurukun Shire Council arranges for relevant authorities to check the safety of the site.

Fees and Charges

Attendance fees for the day will still be charged.

Sources

National Quality Standard

Education and Care Services National Regulations

The Bushfire Royal Commission Report

Review

The policy will be reviewed annually.

Review will be conducted by:

- Council
- Management
- Employees
- Families
- Interested Parties

Chemical Spills Policy

Education and Care Services Regulation 2013 (Current 2018)

Regulation	22	Serious Incidents –Act, s 127(4)
	23	Record of Incident, Injury, trauma and Illness-Act, s 244(2)(c)
	26	Departure of Children-Act , s 244(20(c)
	35	Laundry and Hygiene facilities-Act,s244(2)(d) and (e)

NQS

QA2	2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
	2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.

QA3	3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.
	3.3	The service takes an active role in caring for its environment and contributes to a sustainable future.
	3.3.2	Children are supported to become environmentally responsible and show respect for the environment.

National Regulations

Regs	85	Incident, injury, trauma and illness policies and procedures
	97	Emergency and evacuation procedure
	106	Laundry and hygiene facilities

Aim

To ensure that, should a chemical be spilled in the service, that it is cleaned up immediately in a safe manner.

Related Policies

Emergency Management and Evacuation Policy

Emergency Service Contact Policy

Incident, Injury, Trauma and Illness Policy

Physical Environment (Workplace Safety, Learning and Administration) Policy

Who is affected by this policy?

Child

Parents

Family

Educators

Management

Visitors

Volunteers

PROCEDURE

- Remove children from the area.
- Contain the spill. Ensure that it is cleaned up thoroughly and promptly.
- Approach with care when cleaning. Some chemicals may lack colour or odours, but may still be dangerous. Never assume a chemical is harmless.
- Identify chemicals and potential hazards by using the appropriate Material Safety Data Sheet.
- Use the manufacturer's recommendations to clean up the spill appropriately.
- Decontaminate any equipment or clothing associated with the spill.
- Dispose of any equipment should the spill have made it unsafe for further use.
- Reflect on procedures to analyse how this incident occurred and how the incident could be prevented in the future.

Source

Education and Care Services National Regulations 2011
Education and Care Services Regulation 2013 (current 2018)
National Quality Standard
Workplace Health and Safety Act 1995
Workplace Health and Safety Regulation 2008

Review

The policy will be reviewed annually.

The review will be conducted by:

- Council
- Management
- Employees
- Families
- Interested Parties

Child Protection Policy

NOTIFICATIONS OF ABUSE



IF ANYONE AT THE SERVICE HAS SUSPICIONS OF ABUSE, CONSULT THE **REGIONAL INTAKE SERVICE (DEPARTMENT OF CHILD SAFETY)** TO ASSESS WHETHER A CHILD IS AT RISK OF SIGNIFICANT HARM.



WHEN SOMEONE WITH MANDATORY REPORTING OBLIGATIONS HAS REASONABLE SUSPICION OF ABUSE THEY NEED TO CONTACT THE **REGIONAL INTAKE SERVICE DEPARTMENT OF CHILD SAFETY (B/H) 1300683596 OR (A/H) 1800 177 135**

**QUEENSLAND POLICE SERVICE ON
000 OR 07 40834 999 (LOCAL STATION)**



**CONSULT THE SERVICE'S CHILD PROTECTION POLICY
FOR MORE INFORMATION.**

Education and Care Services Regulation 2013 (Current 2018)

Regulation	22	Serious Incidents –Act, s 127(4)
	23	Record of Incident, Injury, trauma and Illness-Act, s 244(2)(c)
	26	Departure of Children-Act , s 244(2)(c)
	34	Premises designed to facilitate supervision-Act s 244(2)(e)
	65	(h) Providing A child Safe environment
	53	Educator to child ratios for groups of children-Act, s 244(2)(f)

NQS

QA2	2.3.4	Educators, co-ordinators and educators are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.
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Education and Care services Regulation 2013 (current 2018)

Regulation	65	(h) Providing a Child Safe environment
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National Regulations

Regs	84	Awareness of child protection law
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Aim

Koolkan Early Childhood Centre takes our responsibility to provide a safe and caring environment for all children seriously. We believe that the safety of children is paramount at all times and aims to protect a child's right to be safe from abuse of any kind.

Koolkan Early Childhood Centre also aims to defend the rights of educators, ensuring confidentiality is maintained if a complaint against them is made and is found to be unsubstantiated. The service will ensure that all parties affected by this policy are made aware of their roles and responsibilities regarding child protection.

Koolkan Early Childhood Centre aims to educate all parties about their roles in child protection and also about signs of abuse and ensure that all requirements of child protection requirements are being met.

Related Policies

Privacy and Confidentiality Policy

Record Keeping and Retention Policy

Physical Environments (Workplace Safety, Learning and Administration) Policy

Death of a Child Policy

Family Law and Access Policy

Relationships with Children Policy

Tobacco Drug and Alcohol Policy

Who is affected by this policy?

Educators
Families
Child
Community
Management

Child Protection Risk Management Strategy – Statement of Commitment



Management

Statement of Commitment

Koolkan Early Childhood Centre fundamentally believes that all children have the right to a life that is free from harm. Koolkan Early Childhood Centre aims to provide an environment that is free from any type of abuse and foster a child's growth and development as per the individual requirements of each child. Educators at our service are aware of their obligations under the law in regards to the welfare of children and at all times uphold their obligation. In addition to this, Koolkan Early Childhood Centre aims to provide regular training to all educators (along with any volunteers, students etc) on child protection issues to ensure that, in the event that a child has suffered abuse, the service can act quickly in the best interests of the child.

Child Protection Risk Management Strategy – Code of Conduct



Management

Code of Conduct

Koolkan Early Childhood Centre upholds the following code of conduct in relation to employers, educators, volunteers, students, families and children:

For Employers:

- Ensure that all employees are:
 - Clear about their roles and responsibilities regarding child protection.
 - Aware of their obligations to immediately report suspected abuse to the Child Protection Hotline.
 - Aware of the indicators when a child may be at risk of harm or significant harm.
- Provide training and development for all employees in the recognition and reporting of abuse and harm.
- Provide reporting procedures and professional standards for care and protection work.
- Conduct a Working with Children Check for anyone employed or volunteering at the service.
- Report to the Aurukun Shire Council any reportable allegations and convictions made against an employee. As the licensee and employer of all staff, the Aurukun Shire Council will ensure appropriate actions are taken in line with the relevant Council Policies and Procedures.
- The Nominee or Supervisor will notify the Commission for Children and Young People of details of employees against whom relevant disciplinary proceedings have been completed and or persons whose employment has been rejected because of a risk identified in employment screening processes.
- Enable educators to have access to relevant acts, regulations, standards and other resources in order for them to complete their obligations.

For Educators:

- Document and report any situation where they suspect a child is at risk of significant harm to the Nominee, Supervisor or Child Protection Helpline.
- Promote the welfare, safety and wellbeing of children at the service.
- Have an awareness of referral agencies for families where concerns of harm do not meet the significant harm threshold.
- Be aware of obligations as per the Mandatory Reporter Guide.
- Assist in supporting children and families when liaising with relevant government agencies.
- I will not drink alcohol or use illicit substances while on the service's premises and I will not come to the service while under the influence of alcohol or illicit substances.

- I will not smoke on the service's premises.
- I will not show favouritism towards any child.
- I will remain professional and refrain from developing close personal relationships with children out of the carer/child relationship.
- I will refrain from using the abusive, derogatory or offensive language.

For Families:

- Treat all children at the service equally and respectfully.
- Report any suspicions to the Nominee, Supervisor or most senior person on duty when at the service.
- Respect the rights, dignity and worth of every person, regardless of their abilities, gender, religion or cultural background.
- Respect the decision of employees and teach children to do likewise.
- Focus on encouraging children's efforts and learning.
- Support all efforts to remove any form of abuse in the service and encourage a safe and supportive service environment.
- I will not drink alcohol or use illicit substances while on the service's premises and I will not come to the service while under the influence of alcohol or illicit substances.
- I will not smoke on the service's premises.

For Children:

- We will respect other children and adults at the service.
- We will cooperate and will follow our Classroom Rules.
- We will listen to our Educator's instructions and follow them.
- We will control our temper and talk to an Educator if we are feeling upset.
- We will have a say in what activities we are involved in.
- We will speak to an Educator if we are worried or concerned about something.
- We will not bully other children.
- We will tell an Educator if we see a child bullying another child.

Child Protection Risk Management Strategy – Policies and Documentation



Management

Policies and Documentation

Please refer to the following policies and documentation:

- Child Protection Policy
- Educators Recruitment Policy
- Professional Development Policy
- Incident Report Form
- Educators Job Descriptions
- Child Protection Annual Review
- Educators Induction Processes
- Educators Appraisal Processes
- Employee Register
- High Risk Activity Risk Management Plan

Child Protection Risk Management Strategy – Recruitment, Selection, Management and Training of Educators and Volunteers



Management

Recruitment

The Aurukun Shire Council is responsible for recruitment, training and managing paid employees and volunteers. Koolkan Early Childhood Centre is responsible for developing policies and procedures which adhere to Council policies and guide staff to deliver Long Day-care services, Child and Family Hub, Vacation Care, Parenting and Locational Playgroup programs.

During recruitment the Aurukun Shire Council collaborates with the Nominee or Supervisor of Koolkan Early Childhood Centre to consider the following –

Position Description	<ul style="list-style-type: none"> • Establish an understanding of the roles and expectations for educators and staff to provide a safe and supportive environment for children and young people • Become more aware of the tasks required for specific activities • Develop requirements of the position' (sometimes referred to as selection criteria) • Identify training needs • Reduce the risk of harm to children and young people, and • Attract and retain educators
Advertising the Position	<ul style="list-style-type: none"> • Include clear, concise details about the Aurukun Shire Council • Include a clear statement about the Aurukun Shire Councils safe and supportive work practices • Provide brief details about the position and working conditions, and • Name a contact person for more information.
Selection Process	<ul style="list-style-type: none"> • Assessment of applicant • Interview process • Referee checks
Probationary Period of Employment	<ul style="list-style-type: none"> • Set goals • Identify training needs, specifically in relation to risk management practices, and • Provide support to the new employee to be successful in undertaking the role
Training	<p>Educators should receive training in the following areas:</p> <ul style="list-style-type: none"> • Identifying, assessing and minimising risks • Aurukun Shire Councils policies and procedures (including Councils code of conduct)

	<ul style="list-style-type: none"> • Compulsory training as required by industry standards or legislation, and • Handling a disclosure or suspicion of harm, including reporting guidelines <p>Training can be formal such as:</p> <ul style="list-style-type: none"> • Higher education training and accreditation • Training offered by external organisations • Training developed and delivered internally, and • On-the-job training meeting key objectives <p>Training can also be informal such as:</p> <ul style="list-style-type: none"> • Inviting police officers or Child Safety educators to meetings to discuss issues in relation to child protection • Inviting other professionals to speak at meetings or functions, and • Internal mentoring and coaching
Health and Safety	<ul style="list-style-type: none"> • The Aurukun Shire Councils commitment to an environment that is safe and supportive for children and young people • The standards of behaviour expected as detailed in Councils code of conduct • Aurukun Shire Councils safe and supportive policies and procedures, and strategies to minimise harm • Procedures to follow when a disclosure of harm is received • Reporting guidelines in relation to disclosures of harm and suspicions of harm • The rights and responsibilities of staff, as well as those of children and young people • What to expect if there is an allegation of harm made against them or to them • What constitutes a breach of Councils child and youth risk management strategy and the potential consequences • The roles of key people within the Aurukun Shire Council and Koolkan Early Childhood Centre and • Grievance procedures
Exit interviews or questionnaires	<ul style="list-style-type: none"> • Gather information about the effectiveness of the recruitment process • Identify possible areas for improvement in organisational processes, management, job design, remuneration or career planning and development, and • Receive positive feedback on what is working well in your organisation.

Child Protection Risk Management Strategy – Concerns of Abuse / Neglect



Management

Definitions

Harm may be categorised in the following types:

- *physical abuse*, for example, beating, shaking, burning, biting, causing bruise or fractures by inappropriate discipline, giving children alcohol, drugs or inappropriate medication
- *emotional or physiological abuse*, for example, constant yelling, insults, swearing, criticism, bullying, not giving children positive support and encouragement
- *neglect* for example, not giving children sufficient food, clothing, enough sleep, hygiene, medical care, leaving children alone or children missing school, and
- *sexual abuse or exploitation*, for example, sexual jokes or touching, exposing children to sexual acts or pornography or having sexual intercourse with a child or young person under 16 years of age (even if the child appears to have consented).

Suspicion of harm

You can suspect harm if:

- Concerns are raised due to significant changes in behaviour or the presence of new unexplained and suspicious injuries.

Disclosure of harm

A disclosure of harm occurs when someone, including a child, tells you about harm that has happened or is likely to happen.

Disclosures of harm may start with:

- —I think I saw...||
- —Somebody told me that...||
- —Just think you should know...||
- —I'm not sure what I want you to do, but...||

Procedures for staff receiving a disclosure of harm

When receiving a disclosure of harm:

- Remain calm and find a private place to talk.
- Don't promise that you'll keep a secret; reassure person that they have done the right thing in telling you but that you'll need to tell someone who can help keep them safe.
- Only ask enough questions to confirm the need to report the matter; probing questions could cause distress, confusion and interfere with any later enquiries, and
- Do not attempt to conduct your own investigation or mediate an outcome between the parties involved.

Reporting guidelines for disclosures or suspicions of harm

The following actions are to be taken immediately following a disclosure or suspicion of harm.

Documenting a suspicion of harm

If you or others have concerns about the safety of a child, record your concerns in a non-judgmental and accurate manner as soon as possible. If a parent explains a noticeable mark on a child, record your own observations as well as accurate details of the conversation. If you see unsafe or harmful actions towards a child in your care, intervene immediately, provided it is safe to do so. If it is unsafe, call the police for assistance.

Documenting a disclosure of harm

Complete an incident report form or record the details as soon as possible so that they are accurately captured. Include:

- Time, date and place of the disclosure
- An accurate account of what happened and what was said, including anything you said and any actions that have been taken, and
- Date of report and signature.

If you need to take notes as the person is telling you, explain that you are taking a record in case any later enquiry occurs.

Reporting the disclosure or suspicion of harm to authorities

Koolkan Early Childhood Centre or the Aurukun Shire Council will not conduct its own enquiries in relation to the disclosure or suspicion of harm or try to come to an agreement between the parties involved. The person who receives a disclosure or suspects harm is to contact the relevant authority to ensure information provided is comprehensive and accurate.

Report the matter to:

- Department of Communities (Child Safety Services) on free-call 1800 811 810, or
- Queensland Police Service (000 or 07 4060 6120)

Actions following a disclosure of harm

Support and counselling will be offered to all parties involved.

Processes for those involved in the report

The child or young person involved should be offered appropriate counselling and support.

Under Section 22 of the Child Protection Act 1999, a person who reports suspected child abuse is protected from civil or criminal legal actions and is not considered to have broken any code of conduct or ethics.

Details of the person who made the report are to be kept completely confidential and will not be made available to the family of the child or young person, or the person against whom the allegation has been made.

The person against whom the allegation has been made

If the person responding to the allegation of harm is a member of the organisation, you may need to review their duties. If they continue to interact/work with children, ensure that they are appropriately supervised at all times. In this instance the Nominee or Supervisor would inform the Aurukun Shire Council who may seek legal advice as to the extent to which that person can carry out duties in the organisation.

Procedures to minimise harm to children and young people

Koolkan Early Childhood Centre works to minimise harm to children and young people by acting in a manner that supports their interests and wellbeing by:

- Making sure that children know that it is their right to feel safe at all times.
- Teaching children about acceptable and unacceptable behaviour in general.
- Allowing children to be a part of decision-making processes.
- Making sure children are safe by monitoring their activities and ensuring their environment meets all safety requirements.
- Taking anything a child or young person says seriously and following up their concerns
- Letting children know there is no secret too awful, no story too terrible, that they can't share with someone they trust.
- Teaching children about appropriate and inappropriate contact in a manner appropriate to their age and level of understanding.
- Teaching children and young people to say 'no' to anything that makes them feel unsafe.
- Encouraging children to tell educators of any suspicious activities or people.
- Listening to children and young people and letting them know that educators are available for them if they have any concerns.

When receiving a disclosure of harm:

- Remain calm and find a private place to talk.
- Don't promise that you'll keep a secret; tell them they have done the right thing in telling you but that you'll need to tell someone who can help keep them safe.
- Only ask enough questions to confirm the need to report the matter; probing questions could cause distress, confusion and interfere with any later enquiries, and
- Do not attempt to conduct your own investigation or mediate an outcome between the parties involved.

General indicators of abuse and neglect

- Marked delay between injury and seeking medical assistance.
- History of injury.
- The child gives some indication that the injury did not occur as stated.
- The child tells you someone has hurt him/her.
- The child tells you about someone he/she knows who has been hurt.
- Someone (relative, friend, acquaintance, sibling) tells you that the child may have been abused.

Indicators of Neglect in children

- Poor standard of hygiene leading to social isolation.
- Scavenging or stealing food.
- Extreme longing for adult affection.
- Lacking a sense of genuine interaction with others.
- Acute separation anxiety.
- Self-comforting behaviours, e.g. rocking, sucking.
- Delay in development milestones.
- Untreated physical problems.

Indicators of Neglect in parents and caregivers

- Failure to provide adequate food, shelter, clothing, medical attention, hygiene or leaving the child inappropriately without supervision.
- Inability to respond emotionally to the child.
- Child abandonment.
- Depriving or withholding physical contact.
- Failure to provide psychological nurturing
- Treating one child differently to the others.

Indicators of Physical Abuse in children

- Facial, head and neck bruising.
- Lacerations and welts.
- Explanations are not consistent with injury.
- Bruising or marks that may show the shape of an object.
- Bite marks or scratches.
- Multiple injuries or bruises.
- Ingestion of poisonous substances, alcohol or drugs.
- Sprains, twists, dislocations.
- Bone fractures.
- Burns and scalds.

Indicators of Physical Abuse in parents and caregivers

- Direct admissions from parents about fear of hurting their children.
- Family history of violence.
- History of their own maltreatment as a child.
- Repeated visits for medical assistance.

Indicators of Emotional Abuse in children

- Feeling of worthlessness about them.
- Inability to value others.
- Lack of trust in people and expectations.
- Extreme attention seeking behaviours.
- Other behavioural disorders (disruptiveness, aggressiveness, bullying).

Indicators of Emotional Abuse in parents and caregivers

- Constant criticism, belittling, teasing of a child or ignoring or withholding praise and affection.
- Excessive or unreasonable demands.
- Persistent hostility, severe verbal abuse, rejection and scape-goating.
- Belief that a particular child is bad or “evil”.
- Using inappropriate physical or social isolation as punishment.
- Exposure to domestic violence.

Indicators of Sexual Abuse in children

- They describe sexual acts.
- Direct or indirect disclosures.
- Age inappropriate behaviour and/or persistent sexual behaviour.
- Self-destructive behaviour.
- Regression in development achievements.
- Child being in contact with a suspected or know perpetrator of sexual assault.
- Bleeding from the vagina or anus.
- Injuries such as tears to the genitalia.

Indicators of Sexual Abuse in parents, caregivers of anyone else associated with the child

- Exposing the child to sexual behaviours of others.
- Suspected of or charged with child sexual abuse.
- Inappropriate jealousy regarding age appropriate development of independence from the family.
- Coercing the child to engage in sexual behaviour with other children.
- Verbal threats of sexual abuse.
- Exposing the child to pornography.

Indicators of Domestic Violence in children

- Show aggressive behaviour.
- Develop phobias & insomnia.
- Experience anxiety.
- Show symptoms of depression.
- Have diminished self-esteem.
- Demonstrate poor academic performance and problem solving skills.
- Have reduced social competence skills including low levels of empathy.
- Show emotional distress.
- Have physical complaints.

Child Protection Risk Management Strategy – Managing Breaches



Management

This plan outlines the steps to be taken following a breach of the child and youth risk management strategy in order to address the breach in a fair and supportive manner.

Definition

A breach is any action or inaction by any member of the organisation, including children and young people, that fails to comply with any part of the strategy. This includes any breach in relation to the:

- Statement of commitment to the safety and wellbeing of children and the protection of children from harm.
- Code of conduct for interacting with children and young people.
- Procedures for recruiting, selecting, training and managing paid employees and volunteers.
- Policies and procedures for handling disclosures or suspicions of harm, including reporting guidelines.
- Policies and procedures for implementing and reviewing the children and youth risk management strategy and maintaining an employee register.
- Risk management plans for high risk activities and special events.
- Strategies for communication and support.

All stakeholders are to be made aware of the actions or inactions that form a breach as well as the potential outcomes of breaching the child and youth risk management strategy.

Processes to manage a breach of the child and youth risk management strategy

Breaches will be managed in a fair, unbiased and supportive manner. The following will occur:

- All people concerned will be advised of the process.
- All people concerned will be able to provide their version of events.

- The details of the breach, including the versions of all parties and the outcome will be recorded.
- Matters discussed in relation to the breach will be kept confidential.
- An appropriate outcome will be decided.

Suitable outcomes for breaches

Depending on the nature of the breach, outcomes may include:

- Emphasising the relevant component of the child and youth risk management strategy, for example, the code of conduct.
- Providing closer supervision.
- Further education and training.
- Mediating between those involved in the incident (where appropriate).
- Disciplinary procedures if necessary.
- Reviewing current policies and procedures and developing new policies and procedures if necessary.

**Child Protection Risk Management Strategy –
Template Risk Management Plan for High Risk
Activity**



In addition to occupational health and safety concerns, a child and youth risk management strategy should analyse the risk of ‘harm’ to children and young people.

STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6
Describe the activity <i>Identify all elements of the event from beginning to end</i>	Identify Risks <i>Something that could happen that results in harm to a child or young person</i>	Analyse the Risk <i>(Likelihood/Consequences)</i>	Evaluate the Risk <i>The level of risk</i>	Manage the Risk <i>Assess the options</i>	Review <i>Nominate who will review after the event/activity</i>

Child Protection Risk Management Strategy – Information for Families



Management

Information for parents and carers

Koolkan Early Childhood Centre Child and Youth Risk Management Strategy

Creating safe and supportive service environments for children and young people is everyone's business. Koolkan Early Childhood Centre is committed to providing the highest standard of service to children and young people and ensuring they are kept safe from harm.

In order to create a safe and supportive service environment for children and young people, organisations must initiate and maintain ongoing planning and commitment.

In a safe and supportive environment, services and activities are provided so children and young people:

- Feel safe and protected from harm.
- Help plan activities and make decisions.
- Are consulted and respected.
- Have their best interests considered and upheld.

In accordance with the *Commission for Children and Young People and Child Guardian Act 2000*, Koolkan Early Childhood Centre is required to have a written child and youth risk management strategy to protect the children and young people in our organisation from harm. The strategy assists our service to provide a safe and supportive environment for children and young people, by identifying and minimising risks. Screening employees and volunteers through the blue card system is part of this strategy.

The child and youth risk management strategy addresses the following elements:

- A statement of commitment.
- A code of conduct for interacting with children and young people.
- Procedures for recruiting, selecting, training and managing paid employees and volunteers.
- Policies and procedures for handling disclosures or suspicions of harm, including reporting guidelines.
- A plan for managing breaches of the child and youth risk management strategy.
- Policies and procedures for implementing and reviewing the child and youth risk management strategy and maintaining an employee register for blue cards.
- Risk management plans for high-risk activities and special events.
- Strategies for communication and support.

Teaching Protective Behaviour with Children

We aim to teach children -

- To recognise their feelings and express them verbally.
- To express their feelings both verbally and non-verbally.
- Self-belief that they can choose to change the way they are feeling.
- Recognise they have a right to feel safe at all times.
- The confidence to recognise when they do not feel safe and when they need to be alert and think clearly.
- The difference between 'fun' scared that is the feeling of adventure and appropriate risk taking and dangerous scared that is not ok.
- The ability to use their own skills to feel safe.

Beliefs

Koolkan Early Childhood Centre believes -

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

Sources

Community and Disability Services Ministers' Conference (2005). *Creating safe environments for children: Organisations, employees and volunteers: National framework*. Retrieved April 27, 2010, from http://www.ocsc.vic.gov.au/downloads/childsafe_framework.pdf

Community and Disability Services Ministers' Conference (2005). Schedule: Guidelines for building the capacity of child-safe organisations. *Creating safe environments for children: Organisations, employees and volunteers: National framework*. Retrieved April 27, 2010, from http://www.ocsc.vic.gov.au/downloads/childsafe_sched01.pdf

UNICEF (n.d.). *Fact sheet: A summary of the rights under the Convention on the Rights of the Child*. Retrieved April 27, 2010, from http://www.unicef.org/crc/files/Rights_overview.pdf

Commission for Children and Young People and Child Guardian - <http://www.cypcg.qld.gov.au/bluecard/risk-management.html>

Child Protection Act 1999

Child Protection Reform Amendment Act 2017

Commission for Children and Young People and Child Guardian Act 2000

Education and Care Services National Regulations 2011

Early Years Learning Framework

Review

The policy will be reviewed annually.

The review will be conducted by:

- Council
- Management
- Employees
- Families
- Interested Parties

Continuity of Education and Care Policy

Education and Care Services Regulation 2013 (Current 2018)

Regulation	9	Development of Educational Programs-Act s 244(2)(b)
	43	Supervisors –Act, sch2, def. supervisor
	57	Interactions with QEC service children- Act , s 244 (2)(g)

NQS

QA6	6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
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QA7	7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.
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EYLF

LO1	Children feel safe, secure, and supported
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Aim

We aim to ensure the continuity of education and care of all children attending the service in the absence of their family members and/or primary carers. Koolkan Early Childhood Centre will strive to ensure that all children feel comfortable and secure whilst being educated and care for at the service.

Related Policies

Additional Needs Policy
Educator and Management Policy
Education, Curriculum and Learning Policy
Excursion Policy
Food, Nutrition and Beverage Policy
Health, Hygiene and Safe Food Policy
Relationships with Children Policy
Sleep, Rest, Relaxation and Clothing
Staffing Arrangements Policy

Implementation

Employment of Regular Educators

- When Koolkan Early Childhood Centre employs casual educators, or where volunteers and work experience students are present at the service, these persons will be engaged in an induction process that familiarises them with the service environment and any needs of children.
- Koolkan Early Childhood Centre's policies and procedures and a description of each staff member's roles and responsibilities at the service will be available to the abovementioned persons.
- Koolkan Early Childhood Centre will seek to make use of the same casual staff where possible. This will ensure that casual educators are able to familiarise themselves with the service environment, expectations, and routine and children and their families.
- Koolkan Early Childhood Centre will seek to employ casual educators on a regular day where possible. This will ensure that casual educators are able to familiarise themselves with the children and their families attending the service on that day. Building positive relationships between educators, children and families will encourage effective continuity of care.
- Where possible and without undue delay, regular educators will inform family members via the service newsletter of any changes to staffing that will be occurring.
- Casual educators are encouraged, and should be encouraged by the service, to display a photo of themselves with an introductory paragraph about them to help children and their families familiarise themselves.

Learning and Transitions

- Throughout each day, educators will communicate with other educators about the experiences of children throughout the day to help provide continuity of education and care.
- Children will be supervised when transitioning to and from the service (excursions) and within the service.
- When children return to the service after an absence, educators will provide support to children.
- Educators will help children transition between rooms and settings.
- To assist children transition to formal schooling, Koolkan collaborates with CYAA to develop plans to assist children transition to formal schooling.

- Individuals who are authorised to deliver and collect children will be encouraged to share information about their child each day.
- The service will regularly promote the important of the continuity of education and care for all children and educators.

Routine to Promote Continuity

A sense of routine is important along with smooth transitions as they allow educators to -

- Meet each child's needs.
- Have one-on-one interactions with children and build strong relationships

When planning a transition educators will -

- Talk to children to prepare them, giving them advice as to what is happening next and when.
- Talk with families to see if all their child's needs are being met.
- Ensure that the routine has flexibility to allow requests and suggestions from educators, families and children.

Make use of familiar and favourite items of a child.

Sources

Education and Care Services National Regulations 2011

Education and care Services regulation 2013 (current 2018)

National Quality Standard

Early Years Learning Framework

Review

The policy will be reviewed annually.

The review will be conducted by:

- Council
- Management
- Employees
- Families
- Interested Parties

Death of a Child Policy

Education and Care Services Regulation 2013 (Current 2018)

Regulation	22	Serious Incidents-Act, s 127(4)
	23	Record of incident, injury, trauma and illness-Act, s 244(2)(c)

NQS

QA2	2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
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National Regulations

Regs	12	Meaning of serious incident
	85	Incident, injury, trauma and illness policies and procedures
	176	Time to notify certain information to Regulatory Authority

Aim

The Nominee or Supervisor will ensure that immediate and appropriate action is taken to notify any relevant authorities in the event of the death of a child whilst at the Service.

Related Policies

Emergency Service Contact Policy

Emergency Management and Evacuation Policy

Incident, Injury, Trauma and Illness Policy

Medical Conditions Policy

Who is affected by this policy?

Child

Staff

Families

Management

Implementation

Educators will follow and implement this procedure:

- Attempt CPR pursuant to current guidelines.
- Call an Ambulance immediately on 000.
- The Nominee or Supervisor will call the parents/guardians of the child and arrange to meet at the Hospital or medical facility.
- Medical staff will advise parents.

- Contact Insurance Company.
- Notify state Police Department.
- Notify Regulatory Authority

Notification of a Serious Incident

The death of a child being educated and cared for at the service, or following an incident while being educated and cared for at the service, is a “serious incident” under the national law. The Approved Provider will notify the regulatory authority as soon as practicable and within 24 hours of the death using form [SI01 Notification of Serious Incident](#) .

The documentation will be kept until the end of 7 years after the death.

Work Health and Safety (OHS) requirements

The death of a person is a “notifiable incident” under the work, health and safety legislation. The approved licensee, Nominee or Supervisor must notify the regulator by telephone or in writing (including by facsimile or email) as soon as possible after the death. Records of the incident must be kept for at least 5 years from the date that the incident is notified. The approved Nominee or Supervisor must ensure the site where the death occurred is left undisturbed as much as possible until an inspector arrives or as directed by the Regulator.

Sources

Education and Care Services National Regulations

Education and Care Services Regulation 2013 (current 2018)

National Quality Standard

Work Health and Safety Act 2011

Work Health and Safety Regulation 2011

Review

The policy will be reviewed annually.

The review will be conducted by: Council, Management, Employees, Families and

- Interested Parties

Education, Curriculum and Learning Policy

Education and Care Services Regulation 2013 (Current 2018)

Regulation	9	Development of Educational Programs-Act, s 244(2)(b)
	10	Delivery of Educational Program-Act, s 244(2)(b)
	11	Documentation about Educational Program-Act , s 244(2)(b)
	12	Documentation about Educational Programs to be kept available –Act , s 244(2)(b)
	13	Information about educational programs to be given to parents – Act, s 244 (2)(b)

NQS

QA1	1.1.1	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
	1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.
	1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning.
	1.1.4	The documentation about each child's program and progress is available to families.
	1.1.5	Every child is supported to participate in the program.
	1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and to influence events and their world.
	1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
	1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.
	1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

National Regulations

Regs	73	Educational programs
	74	Information about the educational program to be kept available
	75	Information about educational program to be given to parents
	76	Documenting of child assessments or evaluations for delivery of educational program

EYLF

LO1 – LO5	All Learning Outcomes under the Early Years Learning Framework will be addressed through our Policy and practices.
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Aim

Educators aim to create positive learning environments and guide experiences for each child in conjunction with their family and local culture. Educators will observe children and facilitate their learning to provide each child with an individualised portfolio by documenting their learning throughout the year. Children and their families will be encouraged to participate in the ongoing process to promote engaged learning.

Related Policies

Additional Needs Policy
Child Protection Policy
Continuity of Education and Care Policy
Educator and Management Policy
Enrolment Policy
Excursion Policy
Food, Nutrition and Beverage Policy
Health, Hygiene and Safe Food Policy

Immunisation and Disease Prevention Policy
Infectious Diseases Policy
Medical Conditions Policy
Orientation for Children Policy
Physical Activity Promotion Policy
Physical Environment (Workplace Safety, Learning and Administration) Policy
Record Keeping and Retention Policy
Relationships with Children Policy
Technology Usage Policy

Implementation The Educational Leader is responsible to implement the program.

The role of the educational leader is to work with educators to provide curriculum direction and to ensure children achieve the outcomes of the approved learning framework.

Koolkan Early Childhood Centre is committed to the Early Years Learning Framework (EYLF).

Observations of all children enrolled in our service will be documented and kept for future reference and reflection, through use of portfolios. Children's portfolios will be available for a child's family members to look at but remains the property of the service for the duration of the child's enrolment. Portfolios will be added to regularly by educators, families and children and reflected upon by educators to ensure programming for each child remains relevant to their interests and developmental stage.

Early Years Learning Framework

- Each child's learning will be based on their interests and strengths and guided by our educators.
- Educators must work in collaboration with families to provide relevant learning experiences for each child, based on their interests and family experiences.
- Every child will be equally valued and their achievements and learning celebrated.
- Educators will observe and record the strengths and learning of each child.
- Educators will work closely with children and families to generate ideas for the curriculum.
- Learning Outcomes will be linked to the curriculum during and after each child's learning has occurred. The curriculum must not be pre-programmed to match specific Learning Outcomes.
- The curriculum will be based on the children's interests, educators extending children's interests, spontaneous experiences and family input.
- Where appropriate, the service will liaise with external agencies and support persons to best educate and care for children with additional needs.

- Where appropriate, the curriculum (play and learning experiences) will build and develop each child's Learning Stories, Portfolio and Observations of each child's strengths and achievements.
- The curriculum will be evaluated and reflected upon each week by educators.

Learning and Play

- Children are encouraged to express themselves creatively through a wide variety of indoor and outdoor activities.
- Children's fine and gross motor skills are strengthened and developed through a wide variety of both indoor and outdoor activities including manipulative play, block play, sensory play, dramatic play, drawing and other physical activities such as running and skipping.
- Mathematics and science concepts along with exploration of natural aspects of our environment are encouraged through block play, building, cooking, water play, sensory play, collecting natural materials such as leaves and rocks and gardening.
- Language development is encouraged through educators modelling language, show and tell, story time, games, poems and dramatic play experiences.
- Social/emotional and independence skills are strengthened through activities such as role-play, dramatic play, group games and self-help tasks.
- Music and movement activities encourage physical, social and creative areas of a child's development.
- Road safety, hygiene, dental care and nutrition will all be built into the weekly program.

These activities will be supervised and guided by educators to find out how each child responds as an individual and also as part of a group. Educators will work in conjunction with families to provide learning experiences that are relevant to each child and tailored to their specific needs. A child's home language, culture and religious practices will be accepted and included in the program.

From this, educators will assess the child's needs and plan ways to meet these needs. We evaluate this program monthly in order to make sure we stay on target and help each child to reach their full potential. The weekly program will be displayed in the room it takes place in. We welcome any suggestions and are happy to answer questions from family members at any time.

Sources

Education and Care Services Regulation 2013 (current 2018)

Education and Care Services National Regulations 2011

National Quality Standard

Early Years Learning Framework

Queensland Kindergarten Learning Guideline

Review

The policy will be reviewed annually.

The review will be conducted by:

- Council
- Management
- Employees
- Families
- Interested Parties

Educator and Management Policy

Education and Care Services Regulation 2013 (Current 2018)

Regulation	66	Policies and procedures to be kept available –Act, s 244(2)(i)
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NQS

QA4	4.2	Educators, co-ordinators and staff are respectful and ethical.
	4.2.1	Professional standards guide practice, interactions and relationships.
	4.2.2	Educators, co-ordinators and staff work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.
	4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.

QA7	7.2.2	The performance of educators, co-ordinators and staff is evaluated and individual development plans are in place to support performance improvement.
	7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.
	7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.

National Regulations

Regs	168	Education and care service must have policies and procedures
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Aim

Koolkan Early Childhood Centre aims to ensure that positive working relationships are formed between all educators, Centre Supervisors and Aurukun Shire Council Management. All parties are expected to conduct themselves in an ethical manner and strive to make all interactions positive and compliant with the Service's philosophy.

Related Policies

Incident, Injury, Trauma and Illness Policy

Physical Environment (Workplace Safety, Learning and Administration) Policy

Privacy and Confidentiality Policy

Staffing Arrangements Policy

Ethical Code of Conduct

The Nominee, Supervisor, each educator, staff member, volunteer or student engaged with the service will uphold the following core ethical conduct principles to positively promote interactions within the service and the local community.

GENERAL OBLIGATIONS

You must avoid conduct that:

- Is detrimental to the pursuit of the charter of the Service.
- Is improper or unethical.
- Is an abuse of power.
- Causes or involves intimidation, harassment or verbal abuse.
- Causes or involves discrimination, disadvantage or adverse treatment in relation to employment.

You must act lawfully, honestly and exercise diligence.

You must treat others with respect at all times.

Fairness and Equity

You have an obligation to consider issues fairly and consistently. That being, you must take all relevant facts into consideration and you must not take irrelevant matters into consideration when making decisions.

Harassment and Discrimination

You must not harass or discriminate against others, or support those who do the same.

Koolkan Early Childhood Centre is an Equal Opportunity Employer and recognises the vast skills and knowledge of individuals from all backgrounds.

Development Decisions

You must ensure that decisions are properly made and that all parties involved are dealt with fairly. If there is any uncertainty about the ethical issues around an action or decision you are about to take, you should consider these five points:

- Is the decision or conduct lawful?
- Is the decision or conduct consistent with the Service policy and objectives?
- What will the outcome be for management, work colleagues, parents, children and any other parties?
- Do these outcomes raise a conflict of interest?

You have the right to question any instruction or direction given to you which you consider to be unethical. If you are uncertain you can seek advice from the Service Nominee, Supervisor or from the Ombudsman.

Gifts or benefits

You must not:

- Accept an offer of money, regardless of the amount.
- Seek or accept a bribe.
- By virtue of your position acquire personal profit.
- You may accept gifts or benefits of a nominal or token value that do not create a sense of obligation on your part.
- If you receive a gift of more than token value in circumstances where it cannot reasonably be refused or returned, you should accept the gift and disclose this promptly to the Nominee or Supervisor.

RELATIONSHIPS

Obligations of educator

The Nominee or Supervisor is responsible for the efficient and effective operation of the Service. Employees have an obligation to

- Give their attention to business of the Service while on duty.
- Ensure that their work is carried out efficiently, economically and effectively.
- Carry out lawful directions given by any person having authority.
 - Demonstrate child focused work practices.
 - Let others know if you are leaving the supervision of children.
 - Must not use your personal mobile phone when at work with children.

Obligations during meetings

You must respect management, other educators, parents or visitors present during meetings.

Inappropriate interactions

The following interactions are inappropriate:

- Employees approaching other employees directly on individual educator matters that don't concern them.
- Using Service information for personal purpose or benefit.
- Disclosing any information discussed during a confidential meeting.
- Using confidential information with the intention to improperly cause harm to another person.
- Converting any property of the Service to your own use unless properly authorised.
- Using the Service's computer resources to search for, download, access or communicate any material of an offensive, obscene, pornographic, threatening or abusive nature.

You must:

- Protect confidential information.
- Only access information needed for Service business.
- Not use confidential information for any non-official purpose
- Only release confidential information if you have authority to do so.
- Only use confidential information for the purpose it is intended.
- Only release other information in accordance with established Service policies and procedures and in compliance with relevant legislation.
- Be scrupulous in your use of Service property and should not permit misuse by any other person or body.

Guiding Principles

1. Be honest and open-minded.
2. Fast, free and honest communication.
3. Believe in the service, its philosophy and its vision.
4. Consistency and Reliability.
5. Frequent and fair feedback.
6. Integrity.
7. Believe in talent, knowledge and experience of your team-members and employees.
8. Commitment.

REPORTING BREACHES, COMPLAINT HANDLING PROCEDURES:

Corrupt conduct, maladministration and waste of resources

You should report any instances of the above in accordance with service reporting policy.

Reporting breaches of the code of conduct

You should report suspected breaches of the code of conduct to the Nominee or Supervisor, preferably in writing. Where you believe that the Nominee or Supervisor has failed to comply with this code, you should report the matter to the Aurukun Shire Council, preferably in writing.

Complaint handling procedures- educator conduct (excluding the Nominee or Supervisor)

Where appropriate, the Nominee or Supervisor will make enquiries into breaches of the code of conduct. All enquiries regarding educator conduct which might give rise to disciplinary action will be dealt with by the Aurukun Shire Council in accordance with the relevant local government award and make provision for procedural fairness. Where the Nominee or Supervisor has determined not to enquire into the matter, the Nominee or Supervisor will give the complainant the reason/s in writing.

Ethical Code of Conduct Review

The Code will be reviewed annually by the service involving all relevant stakeholders.

Educator Interactions

- All educators will maintain positive, trustworthy and co-operative relationships with their co-workers
- Show respect for all educators and it will be returned.
- Accept differences in educators, value individuality and diversity.
- Show appreciation of each educator's background, any unusual skills and unique contributions to the service will promote the service in a positive manner.
- Always look for and support the strengths in educators and try not to focus on weaknesses.
- Resources and information will be shared amongst educators.
- Educators will offer each other support in meeting their professional development and needs.
- Co-workers will be given due recognition for professional achievements by all educators.
- Policies and working conditions will encourage competence, well-being and self-esteem for all educators.
- Where possible all educators will provide professional support, thoughtful input and resources for other educators as they may be required.
- Respect will be shown for all members of the team and consideration given to their feelings, values and opinions no matter how they may differ from your own.
- Information and observations regarding all of the Services' children will be shared.
- Information relative to the families of the Services' children which affects individual children will be shared.

- Educators will treat each other with empathy, respect and courtesy.
- Educators will endeavour to develop positive working relationships, which will provide a positive role model of social skills to the children.
- Regular educator's meetings will provide a forum for group discussions on all matters relating to educators problems. Any educator unable to attend will be updated upon their return.
- Staff noticeboards and communication books will be used to relay messages and ensure all educators are informed on important matters. It is the responsibility of staff to keep up to date with daily changes.
- Educators will consider each other and work as a team in order to share the workload. Decisions concerning children and programs shall utilise the appropriate training, experiences and expertise of each other.
- Educators and staff will be honest and open when resolving differences of opinion or personal conflicts amongst themselves. These will be resolved quickly and always away from the children.
- Gossip related to the general operation of the Service, the Aurukun Shire Council, persons employed at Koolkan Early Childhood Centre, children or families will not be tolerated. Any concerns or grievances should be addressed in accordance with the Grievance Policy.

Management Interactions and Responsibilities

Koolkan Early Childhood Centre, Management holds responsibility for:

- Ensuring the service runs smoothly.
- Supporting the Nominee or Supervisor in their role.
- Keeping all service families up to date with issues in the service.
- Collaborating with the Aurukun Shire Council to recruit new educators and staff.
- Following policies and procedures and ensuring educators and staff are doing so also.
- Developing the service policies and procedures with the Aurukun Shire Council.
- Ensuring educator ratio and qualification requirements are met.
- Financially running the service and programs, upholding funding obligations, reporting any financial problems to the Aurukun Shire Council.

To allow effective communication to take place between educators and management, different methods of communication must be made available. These include:

- Verbal communication in person.
- Phone Communication including SMS messaging if appropriate.
- Via a communication book.
- Educator meetings.

- Via other forms of written word such as letters, notices, emails etc.
- Educator appraisals and reviews.

Professional Development Requirements

We endeavour to employ caring, loyal and capable educators who bring a high skill level, appropriate qualifications and a wide and varying amount of experiences to help implement our service's philosophy.

The Nominee or Supervisor will ensure that all educators have:

- The correct qualifications to care for children as per the service's Educator Arrangements Policy.
- An understanding of their responsibilities under the law.
- The appropriate personality to care for children.

New educators and staff will undergo an appraisal process, as will all educators. They will be introduced to this process during orientation. After 3 months at the service, the educator or staff member will undergo appraisal to ensure they are aware of their duties and responsibilities and from then on every 12 months.

The educator or staff member and the Aurukun Shire Council will mutually agree on a date at least 2 weeks prior to the appraisal meeting.

The appraisal meeting will be linked to the educator or staff member's job description and will include the following:

- Appraisal for the employee's job description.
- Clarification of the employee's job role and its expectations.
- Self-assessment.
- Two way feedback.
- A discussion of future opportunities within the position.
- A discussion on making study progress and development of an action plan for training.
- Feedback about how the appraisal process could be improved.

After a 2 year period the Nominee, Supervisor and employed staff will re-evaluate the appraisal process and determine ways it can be improved or changed. The appraisal process will be used as a tool for identifying any need for further professional development and training. Also, the appraisal process is the best way to show evidence of continued poor work performance and allows formal written warning to occur if necessary.

As this process identifies the need for training, the Nominee or Supervisor will ensure that funds are set aside for training and development in the annual budget. Training will be provided on an equal basis and can be in one of the following formats:

- Shared experiences by all educators.
- An outside presenter runs a workshop.
- Educators attend external workshops, seminars etc.
- Educators complete short TAFE, college or University courses.
- Educators learn through changes in their position at the service.
- Educator and management exchanges between services.
- Appropriate resources (books, movies, documentaries etc).

Educators need to respect the knowledge, experiences and skills of all educators. It is important not to criticise each other but rather work together so the service runs to the best of each educators' combined abilities.

Specific Course Requirements

- At least one educator attending the service during operational hours holds a current approved first aid qualification and has undertaken current approved anaphylaxis and asthma management training which is renewed when it becomes necessary.
- Educators must attend Child Protection Training and Development annually.

Recognising the Diverse Skills of Educators

- Koolkan Early Childhood Centre will actively celebrate the diverse skills and achievements of our educators using the following methods
 - The Nominee or Supervisor will use Educator Meetings as an opportunity to provide verbal feedback to all educators.
 - Regular verbal communication and appraisal will occur between the Nominee or Supervisor, Group Leaders, educators and staff.

- Positive reinforcement of the achievements of educators and staff will be shared with families and the service community through noticeboards, the Aurukun Shire Council Facebook and monthly newsletters.
- Koolkan Early Childhood Centre will inform service users and the community about the professional development, training and qualifications of educators throughout their time at the service.

Grievance Guidelines

- Koolkan Early Childhood Centre understands the grievances occur in all workplaces and handling them properly is important for maintaining a harmonious and productive work environment. The aim of these guidelines is to assist you to deal with grievances so that small issues or problems do not escalate and to ensure fairness for all persons involved.
- When possible educators or staff members who have a grievance should talk directly to the person they have grievance with. Both should try to resolve the issue and develop solutions to ensure that the problem does not happen again. Privacy, confidentiality, respect and open-mindedness must be following during any discussion that will not take place in front of children.
- Ethically, other educators, staff or parents/caregivers should not be involved in an individual concern and it is not ethical for that concern to affect relationships. If unable to resolve the situation, the Nominee, Supervisor or Aurukun Council representative should facilitate resolution between both sides maintaining privacy and confidentiality. The Nominee or Supervisor's role is to be non-bias and fair when dealing with a problem and to maintain confidentiality. Only necessary educators or staff members will be informed of the outcome of any conflict resolution. If applicable, trade union officials can be called at this time.
- Educators and staff are encouraged to communicate openly with the Nominee or Supervisor. Problems can be discussed formally, informally or at a staff meeting if appropriate. Team-work is encouraged amongst educators and staff, having respect for other team members is crucial.
- Educators and staff who belong to a trade union may contact the union at any time if they have major concerns.
- If any grievance is related to suspected or actual unlawful authority, the issue must be raised with the Nominee or Supervisor immediately and privately.
- Koolkan Early Childhood Centre will notify the regulatory authority within 24 hours if a complaint alleges the safety, health or wellbeing of a child is being compromised. Please refer to our Incident, Injury, Trauma and Illness policy.

Educator and Staff Stress Management Guidelines

If an educator or staff member feels stressed in any way they should firstly -

- Approach the Nominee or Supervisor and talk together to see if the situation can be remedied in any way.
- If unable to approach the Nominee or Supervisor the Aurukun Shire Council or a union official can be approached.
- Accept opportunities to have stress alleviated.
- Accept opportunities for counselling if recommended.

In relation to educator stress management, management should -

- Refer educator or staff member to counselling as required.
- Monitor and review the effectiveness of educator and staff stress management policies.
- Monitor workloads to ensure educators and staff are not overloaded or overwhelmed.
- Monitor overtime hours and regular working hours to ensure educators and staff are not overworked.
- Monitor holidays to ensure educators and staff are taking, or at least aware of, their entitlements.
- Ensure that bullying and harassment is not taking place.
- Be vigilant for educators and staff suffering personal stress, including cultural routines and rituals e.g. a death in the family or separation and offer additional support.
- Raise any issues in a sensitive manner if management suspects an educator is suffering stress.

In relation to stress leave management the following should occur -

- During stress leave, the Nominee, Supervisor or the Aurukun Shire Council will identify the cause of this stress and discuss viable options with the educator or staff member concerned.
- A return to work plan will be developed in conjunction with all parties.
- Upon return to work, the situation will be monitored to ensure the appropriate support is provided.

Educator Meetings

The service will hold one educator meeting a month at a time convenient for all educators. This will take place after hours so all educators can attend and that adult/child care ratio needed during hours is not jeopardised.

Meetings will follow this structure:

- They will run for approximately 1 hour but can run longer if more issues need to be discussed.
- The Nominee or Supervisor will chair the meeting and give a report.
- The format of the meeting will be made available on the staff noticeboard and communication book, presenting the agenda and inviting any educator or staff member to list items for discussion.
- In the meeting, educators and staff are able to:
 - Raise concerns.
 - Negotiate solutions for any grievances.
 - Receive, share and discuss new information.
- In regard to the decision making process the following will occur:
 - If a decision cannot be reached about an issue the Nominee or Supervisor will step in and make an informed decision.
 - If there is not sufficient information an educator further research will be undertaken by the Nominee or Supervisor.
 - All decisions made will be made on a trial basis and their effectiveness will be discussed at the next meeting.
- Minutes are to be taken and copies will be provided to all educators and staff members.

Educator Orientation

Before a new employee commences their job, management will:

- Show new employees the service and introduce them to other educators, children and families.
- Give new employees a copy of Koolkan Early Childhood Centres policies, procedures and philosophy.
- Show new employees where the Aurukun Shire Councils Policy and Procedures Manual is along with a copy of the Award/Industrial agreement and their right to access any Council operational documents upon request.
- Highlight relevant legislation including OHS, Equal Opportunity, Confidentiality, Records, and Anti-Discrimination.

- Induct and show new employees techniques and relevant legislation regarding Occupational Health and Safety.
- Ensure new employees have been provided with necessary forms regarding taxation, superannuation and payment of salary, from the Aurukun Shire Council.
- Advise new employees about the Service's management structure, including the role of the Aurukun Shire Council as the employer of all staff at Koolkan Early Childhood Centre.
- Provide new employees with a copy of their Job Description and go through it with them.
- Clarify any questions the new employee has.
- Allow the new employee to spend some time in their designated room/ work space so they can be introduced to other staff, educators, children and families.
- At the end of the new employees first week the Nominee or Supervisor will meet with the new employee to further clarify any questions or the job role.

Educators Returning from Extended Leave

Koolkan Early Childhood Centre will work with both the educator who has been on leave and educators at the Service to ensure a smooth return to work. This will be carried out in the following way:

- The returning educator will if possible come in a few days beforehand to reacquaint themselves with the environment and take in any changes.
- The returning educator will be notified of any policy changes.
- Parents will be notified of the educators return.
- If necessary, educators training and development will be offered.
- If the period is due to an illness the educator must produce medical certificates stating they are ok to return to work.
- If special conditions or considerations are needed these will be discussed with management and appropriate plans commenced.

Work Experience Students and Volunteers

Work Experience Students and Volunteers MUST follow all policies and procedures at the service.

Koolkan Early Childhood Centre endeavours to support Work Experience Students and Volunteers in their efforts to become Early Childhood Professionals. They will be encouraged to complete their training enabling them to gain the knowledge and skills to provide children with care, support and developmentally appropriate programs.

Existing Educators Will -

- Maintain open communication with Work Experience Students and Volunteers along with their practicum teachers.
- Support all students, volunteers and individuals undertaking work experience needs during their placement.
- Pass relevant skills and knowledge onto each student, volunteers and work experience people.
- Ensure all educators are provided with relevant feedback about tasks that the student is required to complete in the service as part of their practicum.
- Be aware of the expectations perceived by the student, volunteers and work experience people.
- Have the time and capabilities to support each student, volunteers and work experience people in their placement.

Work Experience, Students and Volunteers Will -

- Enjoy being with the children
- Learn about the children through observation and practical experience
- Develop skills and abilities needed to care for and educate children
- Learn about working as part of a team in the Early Childhood Profession
- Learn strategies employed when working in a team environment
- Learn skills already acquired by qualified educators in the Service
- Become familiar with families and children in the Service
- Keep educators aware of all written work required of the student, volunteers and work experience people.

Families will:

- Be informed of when student/volunteer/work experience persons are present at the service and their role and the time frame they will be spending at the Service.

METHOD:

An educator will be appointed Supervisor of the student/volunteer/work experience person. The Supervisor will be required to:

- Arrange time for the student/volunteer/work experience person to visit the Service for a pre- placement visit, during this visit the following will be arranged.
- Give the student/volunteer/work experience person times/hours and dates of the placement.
- Take the student/volunteer/work experience person on a tour of Koolkan Early Childhood Centre.
- Introduce the student/volunteer/work experience person to educators and staff.
- The student/volunteer/work experience person Supervisor will inform educators, staff, the Nominee or Supervisor of visits scheduled to assess progress.
- The student/volunteer/work experience will inform the Supervisor of all written work they are required to do and provide them with the necessary time sheets and evaluation forms.
- Communicate with the Student, volunteers and work experience people and discuss progress of their written work and performance.
- Discuss any issues raised by the student with the Nominee or Managing Supervisor.

Work Experience Students and Volunteers Will -

- Inform the Student Supervisor, in writing of what will be expected of them by their training body, University or School, or any other training organisation.
- Be required to do different shifts during their time, so as to gain knowledge of each different aspect of the Service's day.
- Bring in a photo and a short statement addressing the following:
 - Name
 - Time they will be at the Service
 - What it is they are studying
- Discuss any problems they may be experiencing with the Student Supervisor.

Fail Procedure -

If the Supervisor, Nominee or Managing Supervisor feels that the student is at risk of failing their practicum, the following steps are to be taken:

- The Supervisor is to arrange with the students teacher/supervisor to visit the Service and discuss those issues that have arisen.
- The education institution of the student will ultimately determine the outcome of the prac.

Termination of Practicum:

Termination of student's placement will occur if:

- The student harms a child in the care of this child care service.
- The student is under the influence of drugs or alcohol
- The student has disregard for the Service and fails to notify if not able to attend the Service
- The student is observed using repeated inappropriate behaviour at the Service.
- The student does not comply with all policies and procedures addressed in the student package.
- The student does not provide the photo with an introduction on commencement.

Sources

Education and Care Services National Regulations 2011

Education and care Services Regulation 2013 (Current2018)

National Quality Standard

Early Years Learning Framework

Bryant, L. (2009). Managing a Child Care Service: A Hands-On Guide for Service Providers. Sydney, Community Child Care Co-Operative.

Review

The policy will be reviewed annually.

The review will be conducted by:

- Council
- Management
- Employees
- Families and Interested Parties

Emergency Management and Evacuation Policy

Education and Care Services Regulation 2013 (Current 2018)

Regulation	66	Policies and procedures to be kept available –Act, s 244(2)(i)
	42	First Aid Qualifications-Act s 244(2)(f)
	61	Children’s attendance record-Act, s 244(2)(1)

NQS

QA2	2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
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National Regulations

Regs	168(2)(e)	Policies and procedures in relation to emergency and evacuation
	97	Emergency and evacuation procedures
	98	Telephone or other communication equipment

EYLF

LO3	Children become strong in their social and emotional wellbeing.
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Aim

In the event that the service needs to be evacuated, we aim to conduct this in a rehearsed, timely, calm and safe manner to secure the safety of each person using the service. The safety and wellbeing of each child, educator and person using the service is paramount above any other consideration in the time of an emergency or evacuation. Any other procedures will be carried out only if it is safe to do so.

Related Policies

Emergency Service Contact Policy

Lockdown Policy

Incident, Injury and Trauma and Illness Policy

Administration of Authorised Medication Policy

Death of a Child Policy

Medical Conditions Policy

Implementation

Our service will conduct a risk assessment to identify potential emergencies that could affect our service and use this to prepare emergency and evacuation procedures. An evacuation may be necessary in the event of a fire, chemical spill, bomb scare, earthquake, siege, flood etc.

Emergency and Evacuation Procedures and Drills

- Emergency and evacuation procedures that are based on the service’s floor plans will be prominently displayed in the following locations that are near each exit –
 - The office and foyer
 - Exit from every room
 - Staff room
 - Kitchen
 - Laundry
 - Outdoor area
- Koolkan Early Childhood Centre will maintain an up-to-date and contact register of emergency telephone numbers that must be taken in an emergency or evacuation that is to be located in the following location –
 - Office
- Emergency telephone numbers will be displayed prominently throughout the service in the following locations, including near telephones or available near mobile phones –
 - Office
 - Staff room
 - Foyer
- The service will ensure educators are provided with training on how to use fire extinguishers, fire blankets and other emergency equipment that will be kept in the following locations –
 - Employees files
- Fire extinguishers, fire blankets and other emergency equipment will be tested as recommended by the manufacturer by recognised authorities. All tests must be documented.
- Emergency and evacuation procedures will be discussed with families and regular information will be provided to families. Families will also receive written notification from the service.

- The Nominee or Supervisor is responsible for ensuring that all educators, including relief educators and staff members, are aware of the service's policy and procedures relating to Emergency Management and Evacuation.
- Informal games and discussions will be used to familiarise children with the service's evacuation and emergency procedures.

Rehearsal Evacuation Drill (Every Three Months)

- Koolkan Early Childhood Centre will add to each child's sense of security, predictability and safety by conducting rehearsal evacuation drills every three months. All persons present at the service during the evacuation drill must participate accordingly.
- Rehearsal evacuation drills must be documented.
- The educator places a fire symbol for another user to find and sound the alarm (smoke alarm). When the alarm is heard, the children will drop what they are doing and go with an educator to the designated safe area. This safe area may be a designated area outside the services boundary and will be determined by the location of the fire symbol. This procedure will be necessary to allow emergency vehicles access without risk to educators or children.
- Koolkan Early Childhood Centre's emergency and evacuation safe area is located at – **SIDE GATE IN CORNER OF PLAYGROUND ADJOINED TO Koolkan AURUKUN State Primary School.**

Role of Educators

- Immediately when the alarm sounds, educators will return to the group with which they are working if it is safe to do so. Educators will then assist with the evacuation.
- Educators are to ensure that sign in/out rolls remain in the vicinity of that particular group of children at all times and if evacuation is required that a primary carer collect that roll in the process of evacuating children.
- After the alarm has been raised, group children and evacuate through the nearest exit to the designated safe area with the children's sign in/out roll.
- Primary carer to call roll and settle children.
- Supervise and reassure children.

Nominee or Supervisor's Role:

- Collect educator sign in book, a phone, emergency kit and backpack.
- Check toilet, kitchen, playrooms and cot rooms.
- Ring 000 as soon as possible.
- Follow children and other educators to designated area.
- Oversee and check attendances of children, educators, volunteers, families and visitors.
- Supervise and reassure children.

Emergency Communication Plan

- At all times, the service will have access to a telephone (such as fixed-line telephone, mobile phone, satellite phone, 2-way radio, video conferencing equipment)
- The service has a main telephone available at the following location to be used during an emergency
– **OFFICE**
- If there is a loss of electricity, a backup telephone is available and always ready for use at the following location –
 - **EMERGENCY KIT**
- If there is a complete loss of electricity and the telephones at the service are not available, a mobile phone will be provided and ready to use at all times to ensure educators can use it to make emergency contact.

Maintenance of Fire Equipment

All fire equipment at Koolkan Early Childhood Centre will be maintained as per the legal standards. Our equipment will be checked as required as per the timeframes below.

Key	
Inspection Procedure of Fire Safety Installations (F.S.I)	<ol style="list-style-type: none">1. Inspect for obvious visual faults.2. Inspect for faults and witness test of F.S.I by a competent person3. Inspect for faults where possible and accept logbook details of F.S.I4. Check Building file for details of any extra requirements.
Required Record of Keeping Fire Safety Installations (F.S.I)	<p>L = log book required</p> <p>R = record of maintenance required</p> <p>T = Metal tag on F.S.I or service details/service label</p> <p>(Y) = Weekly test may be omitted refer AS 1851-2005</p>

Fire Fighting Equipment

Special Fire Service	Inspection Procedures for FSI	Required Record Keeping for FSI	Maintenance Schedule						Annual Survey of Installation	Maintenance Standard or Building Preference
			Wk	Mth	3 Mth	6 Mth	12 Mth	3 Yr		
Fire Mains	1					Y	Y	Y		1851-Section 2 & 4
Fire Hydrants (including internal & external hydrants, boosters connection/s and water storage tanks)	2	L-T				Y	Y		Y	1851- Section 4
Fire Pumpsets	2	L-T	(Y)	Y		Y	Y		Y	1852 – Section 3
Fire Hose Reels	2	R-T				Y	Y		Y	1851- Section 14
Fire Extinguishers (Portable)	2	R-T				Y	Y		Y	1851- Section 15

Sources

Education and Care Services National Regulations 2011

Education and care Services Regulation 2013 (Current2018)

National Quality Standard

Work Health and Safety Act 2011

Work Health and Safety Regulation 2011

Australian Standards 1851-2005 “Maintenance of Fire Protection Systems and Equipment”

Early Years Learning Framework

Review

The policy will be reviewed annually.

The review will be conducted by:

- Council
- Management
- Employees
- Families
- Interested Parties

Emergency Service Contact Policy

Education and Care Services Regulation 2013 (Current 2018)

Regulation	66	Policies and procedures to be kept available –Act, s 244(2)(i)
	42	First Aid Qualifications-Act s 244(2)(f)
	61	Children’s attendance record-Act, s 244(2)(1)

NQS

QA2	2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
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National Regulations

Reg	97	Emergency and evacuation procedures
	98	Telephone or other communication equipment

EYLF

LO3	Children become strong in their social and emotional wellbeing.
-----	---

Aim

In the event that the service needs to be evacuated, we aim to conduct this in a rehearsed, timely, calm and safe manner to secure the safety of each person using the service. The safety and wellbeing of each child, educator and person using the service is paramount above any other consideration in the time of an emergency or evacuation. Any other procedures will be carried out only if it is safe to do so.

An evacuation may be necessary in the event of a fire, chemical spill, bomb scare, earthquake, siege, flood etc.

Related Policies

Emergency Management and Evacuation Policy

Lockdown Policy

Incident, Injury and Trauma and Illness Policy

Administration of Authorised Medication Policy

Death of a Child Policy

Medical Conditions Policy

Implementation



When you call Triple Zero (000)

- Do you want Police, Fire or Ambulance?
- Stay calm, don't shout, speak slowly and clearly
- Tell us exactly where to come. Give an address or location.



If you are deaf or have a speech or hearing impairment call 106

- This is a Text Emergency Call, not SMS
- You can call from teletypewriters
- Tell us which service you need and where to come

How to call Triple Zero (000)

- Stay focused, stay relevant, stay on the line
- The Triple Zero (000) service is the quickest way to get the right emergency service to help you. You can contact Police, Fire or Ambulance in life threatening or emergency situations.

Assess the situation

- Is someone seriously injured or in need of urgent medical help?
- Is your life or property being threatened?
- Have you just witnessed a serious accident or crime?
- If you answered YES call Triple Zero (000).

Make your call

- Stay calm and call Triple Zero from a safe place
- When your call is answered you will be asked if you need Police, Fire or Ambulance
- If requested by the operator, state your town and location
- Your call will be directed to the service you asked for
- When connected to the emergency service, stay on the line, speak clearly and answer the questions
- Don't hang up until the operator tells you to do so.

Providing location information

- You will be asked where you are
- Try to provide street number, street name, nearest cross street and the area
- In rural areas give the full address and distances from landmarks and roads as well as the property name
- If calling from a mobile or satellite phone, the operator may ask you for other location information
- If you make a call while travelling, state the direction you are travelling and the last motorway exit or town you passed.

Instructions from the operator

- The operator may ask you to wait at a pre-arranged meeting point to assist emergency services to locate the incident

Other languages and text based services

- People with a speech or hearing impairment can use the One Zero Six (106) text based service
- If you can't speak English you can call Triple Zero (000) from a fixed line and ask for 'Police', 'Fire', or 'Ambulance'. Once connected you need to stay on the line and a translator will be organised
- Further information in several community languages can be found on the Emergency information in other languages page.

Other things you can do

- Keep the Triple Zero (000) number beside telephones
- Teach children and visitors that the emergency number to call in Australia is Triple Zero (000)
- Teach children when and how to use Triple Zero.

Sources

Education and Care Services National Regulations 2011

Education and Care Services 2013 (Current 2018)

National Quality Standard

Australian Government, Attorney General's Department, Australian Emergency Management

Review

The policy will be reviewed annually.

The review will be conducted by:

- Council
- Management
- Employees
- Families
- Interested Parties

Enrolment Policy

Education and Care Services Regulation 2013 (Current 2018)

Regulation	66	Policies and procedures to be kept available –Act, s 244(2)(i)	
	61	Children’s Attendance record -Act, s 244(2)(i)	
	62	Children’s enrolment records-Act, s 244(2)(i)	
	63	Authorisations to be kept in enrolment record- Act , s 244(2)(i)	
	64	Health information to be kept in enrolment record-Act, s 244(20(i)	
	65	QEC approved services must have policies and procedures-Act, s 244(2)(i)	
	67	Notification of change tp policies or procedures-Act, s 244(2)(i)	
	68	Display of prescribed information-Act, s 123	
	69	Prescribed records-Act, s 128	
	70	Duration of time for keeping records- Act,s 128	

NQS

QA2	2.1.1	Each child’s health needs are supported.
	2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.
	2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.
	2.3.1	Children are adequately supervised at all times.
	2.3	Each child is protected.
	2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
	2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.

QA6	6.1	Respectful supportive relationships with families are developed and maintained.
	6.1.1	There is an effective enrolment and orientation process for families.
	6.2	Families are supported in their parenting role and their values and beliefs about child rearing are respected.

National Regulations

Regs	77	Health, hygiene and safe food practices
	78	Food and beverages
	79	Service providing food and beverages
	80	Weekly menu
	88	Infectious diseases
	90	Medical conditions policy
	92	Medication record
	93	Administration of medication
	96	Self-administration of medication
	97	Emergency and evacuation procedures
	99	Children leaving the education and care service premises
	100	Risk assessment must be conducted before excursion
	101	Conduct of risk assessment for excursion
	102	Authorisation for excursions
	157	Access for parents
	160	Child enrolment records to be kept by approved provider and family day care educator
	161	Authorisations to be kept in enrolment record
	162	Health information to be kept in enrolment record
	165	Offence to inadequately supervise children
	167	Offence relating to protection of children from harm and hazards
168	Education and care service must have policies and procedures	
173	Prescribed information is to be displayed	
177	Prescribed enrolment and other documents to be kept by approved provider	
181	Confidentiality of records kept by approved provider	
183	Storage of records and other documents	

Aim

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

Related Policies

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

Who is affected by this policy?

Children
Families
Educators

Implementation

Koolkan Early Childhood Centre accepts enrolments of children aged between 4 months – 5 ½ years

Enrolments will be accepted providing:

- The maximum daily attendance does not exceed the approved number of places of the service.
- Child-educator ratios are maintained across the service.
- A vacancy is available. (Please see Priority of Access Guidelines below.)
- If at 8 am there are reduced staff numbers at the service to meet the educator : child ratios only those children who have priority (children of working parents) will be able to attend ensuring the adult: child ratio is correct.
- Those children who cannot attend due to staff shortage will be invited to attend Playgroup with their parents to enjoy a morning of play.

Priority of Access Guidelines:

Children who are enrolled at the service or whose families are seeking a place at the service will be given Priority of Access in accordance with the guidelines that have been established by the Department of Family and Community Services and Indigenous Affairs.

Below are the Priority of Access levels which the service must follow when filling vacancies.

1. A child at risk of serious abuse of neglect.
2. A child of a single parent/guardian who satisfies, or of parents/guardians who both satisfy the work/training/study test.

Within these three categories priority is also given to the following children:

- Children in Aboriginal and Torres Strait Islander families.
- Children in families which include a disabled person.
- Children in families on low income.
- Children in families from culturally and linguistically diverse backgrounds.

- Children in socially isolated families.
- Children of single parents/guardian.

Upon enrolment families will be notified of their priority and advised that if the centre has no vacancies and their child's position is a priority 3 under the Priority of Access Guidelines, it may be required that their child leave or reduce their days in order to make a place for a higher priority child.

Enrolment:

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

- A tour of our service. During this tour, the educator conducting the tour will give the family information about the service including, but not limited to, programming methods, meals, incursions, excursions, inclusion, fees, policies, procedures, our status as a Sun Smart service, regulations for our state and the licensing and assessment process, signing in and out procedure, the National Quality Framework, room routines, educator qualifications, introduction of educator in the room the child will be starting in and educator and parent communication. Families are also invited to ask any questions they may have.
- Families are given a copy of the Parent Handbook to read and are invited to ask questions.
- Discussions are held between office staff and families regarding availability of days, a start date and tailoring an orientation process to suit the needs of the family and child. Families are informed of the Priority of Access Policy, and have their position assessed as to how they place within this system. Any matters that are sensitive of nature, such as discussing a child's medical needs, Court Orders, parenting plans or parenting orders, will be discussed privately with the Nominee or Supervisor at this time. We request that parents begin to fill out enrolment forms at that time, and discuss their child with us so we can accommodate their needs in the service from the first day they start with us. Should a child use English as a second language, or speak another language at home, we request that families provide us with some key words in the languages the child speaks at this time so that educators can learn the words.
- Families will be provided with a Centrelink deduction form upon enrolment. If these details are available, we will complete the child's formal enrolment and allow the child to commence care. Should a family still need to access this information, we will complete an informal enrolment until these details are finalised.
- As per our Orientation for Children Policy, families will be invited to bring their child into the service at a time that suits them so the child and family can familiarise themselves with the environment.

- Before the child begins their first day with us, the service must have all required documentation for the child. The child will not be accepted into the service without this being completed.

On the child's first day:

- The child and their family are welcomed into their room for the first day.
- The Nominee or Supervisor and parents will ensure all details are finalised and complete and sign the Orientation Checklist.

Other information about our service's enrolment includes:

- We will try and accommodate families so that children from the same family can attend our service. This will be carried out in line with our obligations under the Priority of Access Policy.
- We encourage all families to consider immunising their children. Please see our Immunisation Policy for further information.
- In accordance with the National Law and Regulations, our educators will support each child to manage their own behaviour, respond appropriately to the behaviour of other children and communicate effectively to resolve conflicts. We will also work with each child's family to support any children with diagnosed behaviour and social difficulties. However, a child's enrolment at our service may be terminated if the Nominee or Supervisor decides the child's behaviour threatens the safety, health or wellbeing of any other child at the service.

Information and Authorisations to be kept in the Enrolment Record

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

Enrolment Checklist (National)



Director

National Regulations

Part 4.7 – 160, 161, 162.

Nominee or Supervisor's Name

Date:

Nominee or Supervisor's Signature:

Parent ONE Name:

Parent ONE Signature:

Parent TWO Name:

Parent TWO Signature:

Parent THREE Name:

Parent THREE Signature:

All parts of the Enrolment Form completed and signed where necessary.

All relevant information attached as required – court orders, parenting orders, parenting plans relating to powers, duties, responsibilities or authorities of any person in relation to the child or access to the child, the child's residence or child's contacts with parents or other person.

All relevant information provided as required – cultural, religious, dietary requirements or additional needs.

All authorisations are noted and signed by parents in relation to – authority for medical treatment, dental treatment, administration of general first aid products and ambulance transportation.

All declarations of consent for being an emergency contact person are signed by the Authorised Nominee.

Relevant health information is included – medical practitioner or medical service, Medicare number, dental practitioner or service, healthcare needs including medical conditions, allergies, anaphylaxis or at risk of anaphylaxis.

All relevant information attached as required – medical management plan, anaphylaxis medical management plan or risk minimisation plan, dietary restrictions and immunisation status.	
Sunscreen and Photography policies explained and signed where necessary.	
Parent Information Pack discussed including relevant service policies and procedures.	
Bond and Administration Fee paid in full.	
Parents 1, 2 and 3 DOB and CRN provided.	
Child's DOB and CRN provided.	
Child's Birth Certificate or equivalent cited.	
All indemnity and permission notes signed.	
Authorisation signed for the service to take child on regular outings.	
Authorisation signed for the service for child to participate in incursions.	
Sign in/out procedure explained.	
Tour of service and introduction to educators.	
Medication and Illness procedures explained.	
Guiding Children's Behaviour Policy explained and discussed. Parents have acknowledged in writing that their child's enrolment may be terminated if their child's behaviour threatens the safety, health and wellbeing of other children.	
Credit reference check permission form signed.	
Direct Debit form completed/method of payment for fees established.	

Sources

Work Health and Safety Act 2011

Work Health and Safety Regulations 2011

Education and Care Services National Regulations 2011

National Quality Standard

A New Tax System (Family Assistance) Act 1999

Review

The policy will be reviewed annually.

Review will be conducted by: Council, Management, Employees, Families and Interested Parties

Environmental Sustainability Policy

Education and Care Services Regulation 2013 (Current 2018)

Regulation	66	Policies and procedures to be kept available –Act, s 244(2)(i)
	9	Development of educational Programs-Act,s 244(2)(b)
	10	Delivery of educational programs-Act, s 244 (2)(b)

NQS

QA3	3.3.	The service takes an active role in caring for its environment and contributes to a sustainable future.
	3.3.1	Sustainable practices are embedded in service operations.
	3.3.2	Children are supported to become environmentally responsible and show respect for the environment.

QA6	6.1.2	Families have opportunities to be involved in the service and to contribute to service decisions.
	6.3	The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.
	6.3.1	Links with relevant community and support agencies are established and maintained.
	6.3.4	The service builds relationships and engages with their local community.

EYLF

LO2	Children become socially responsible and show respect for the environment
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Aim

Koolkan Early Childhood Centre aims to help children learn about and implement sustainable practices and foster respect and care for the living and non-living environment.

Implementation

Children develop positive attitudes and values about sustainable practices by engaging in learning experiences, joining in discussions that explore solutions to environmental issues, and watching adults model sustainable practices. Children learn to live interdependently with the environment.

Environmental Sustainability and our Curriculum

- Our educators will promote a holistic, open ended curriculum which explores ideas and practices for environmental sustainability and helps children understand the interdependence between people and the environment by:
 - Connecting children to nature through art and play and allowing children to experience the natural environment through natural materials like wood, stone sand and recycled materials, plants including native vegetation.
 - Developing education programs for water conservation, energy efficiency and waste reduction.
 - Celebrating children’s environmental knowledge, through sustainable activities.
 - Involving children in nature walks, education about plants and gardening and growing plants and flowers from seed.
 - Engaging children in learning about the food cycle by growing, harvesting, and cooking.
 - Using resource kits and information on environmental issues from the Better Business Partnership or resources targeted at early childhood services such as “The Little Green Steps” Resource kits on Water, Waste and Wildlife.
 - Enlisting the help of groups with expertise in environmental issues, for example bush care groups, wildlife rescue groups, Clean Up Australia, to deliver elements of our sustainability program
 - Acknowledging and celebrating environmental awareness events like Clean Up Australia Day.

The Role of Educators

- Our educators will model sustainable practices by embedding sustainability into all aspects of the daily running of our service operations including:
 - Recycling materials for curriculum and learning activities.
 - Minimising waste and effectively using service resources.
 - Turning off equipment and lights when not in use.
 - Using the least hazardous cleaning substance appropriate for the situation, for example, ordinary detergent for cleaning dirt from tables and other surfaces.
 - Composting.
 - Maintaining a worm farm.
 - Maintaining a no dig vegetable/herb garden.

- Incorporating water wise strategies such as drip irrigation and ensuring taps are turned off and leaks fixed.
- Implementing environmentally friendly pest management.

Partnerships with Families and the Community

- Our educators will facilitate collaborative partnerships with local community groups, government agencies and private companies to enhance and support childrens' learning about sustainable practices. We will share their brochures and fact sheets on sustainable practices like recycling, saving water and power and green cleaning with our children and their families. Families will be encouraged to participate in decision making and information sharing about environmental sustainability through our newsletters, parent input forms, wall displays, meetings.

As at May 2012, the NSW Early Childhood Environmental Education Network is developing a tool to assist Early Childhood Services to identify and work towards an Environmentally Sustainable Service with the NQS. The Network's website has links to many organisations and Government agencies that provide information on sustainable practices at <http://www.eceen.org.au/links.htm>

Source

National Quality Standard

Early Years Learning Framework

Climbing the little green steps 2007: Gosford and Wyong Councils

Qld Early Childhood Sustainability Network

NSW Early Childhood Environmental Education Network

Education and care Services Regulation 2013 (current 2018)

Review

The policy will be reviewed annually.

The review will be conducted by:

- Council
- Management
- Employees
- Families
- Interested Parties

Excursion Policy

Education and Care Services Regulation 2013 (Current 2018)

Regulation	66	Policies and procedures to be kept available –Act, s 244(2)(i)
	42	First Aid Qualifications-Act s 244(2)(f)
	61	Children’s attendance record-Act, s 244(2)(1)
	55	Excursion risk assessments
	56	Authorisation for excursions

NQS

QA2	2.3.1	Children are adequately supervised at all times.
	2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.

National Regulations

Reg	100	Risk assessment must be conducted before excursion.
	101	Conduct of risk assessment for excursion.
	102	Authorisation for excursion.

Aim

Koolkan Early Childhood Centre acknowledges the value of relevant excursions in allowing children to gain a greater insight of the community in which they live, and learn from these experiences. Our service will actively seek to minimise any risks associated with excursions, and respond promptly and appropriately to any emergency whilst on an excursion. Educators will educate children and families regarding safe road (or other transport) and play practices.

Related Policies

Staffing Arrangements Policy

Transportation Policy

Implementation

Excursion Risk Assessment and Planning Process

- Koolkan Early Childhood Centre must conduct a risk assessment prior to an excursion taking place.
- Risk assessments are only required once if the excursion is a regular outing. Regular outings are walks, drives or trips to places that we visit regularly and which always have the same risks.
- The risk assessment must be recorded using the Excursion Risk Assessment Form. Parents will be notified on the Authorisation for Excursion Form that they can access the Excursion Risk Assessments prior to the excursion upon their request. The service must comply with these requests and make all information available to parents if requested.
- Using the Excursion Risk Assessment Form attached to this policy, the service must take into consideration the following –
 - Any risk that the excursion may pose to the safety, health and wellbeing of any child and identify how these risks will be managed and minimised.
 - Any water hazards.
 - Any risks associated with water-based activities.
 - Transportation (to and from).
 - The ratio of adults and children which must comply with the ratios in the Staffing Arrangements Policy.
 - Specialised skills required (such as life-saving skills).
 - Proposed activities.
 - Proposed duration.
 - Any medical conditions that need to be considered and managed for each child with specific health needs.
- The Risk Assessment Checklist must also be conducted prior any excursion.
- A parent or authorised nominee must provide a written authority for each child who is attending the excursion using the Authorisation for Excursion Form.
- Using the Authorisation for Excursion Form, the service will ensure that the emergency contact details for each child are up-to-date.

Transport Considerations

The means of transport must be stated on the permission note.

Buses – ensure that the seating capacity as displayed on the compliance plate is not exceeded. All children must sit on seats, preferably with, or close to, an adult. Seat belt guidelines must be followed depending on the bus. If the bus has seat belts, they must be worn at all times.

Cars – Any motor vehicle that is used to transport children on excursion (other than a motor vehicle with seating more than nine persons) is fitted child restraints and/or seatbelts that are appropriate for the age and weight of each child, that conform to the Australian Standards, and are professionally installed or checked by an authorised restraint fitter.

Insurance

Any excursion planned must be consistent with the requirements / exclusions of the Public Liability Cover held by the service.





Excursion Risk Assessment Form



Step 1. What is the hazard?



Step 2. What is the risk?

	++ very likely	+ likely	- unlikely rare	-- very unlikely
Kill, Permanent Disability 	1	1	2	3
Long term illness Serious Injury 	1	2	3	4
Medical Attention Several Days Off 	2	3	4	5
First Aid Needed 	3	4	5	6

The numbers show how important it is to do something:
 1 - it is extremely important to do something about this hazard as soon as possible
 6 - this hazard may not need your immediate attention.



Step 3. What can we do to protect everybody?



Step 4. List the step by step procedure we need to make it safe.

Substitute for a lesser risk	Yes	No
Isolate the hazard from the person at risk	Yes	No
Minimise the risk through engineering means	Yes	No
Implement change through administrative means	Yes	No
Use personal protection PPE	Yes	No

As a part of the Excursion Risk Assessment Form, Koolkan Early Childhood Centre must complete the following details when planning an excursion -

Time and Date of Proposed Excursion

Reason for Excursion

Proposed Route (to and from)

Destination (s)

Transportation Details (to and from)

Number of Adults Involved

Given the risks posted and outlined using the Excursion Risk Assessment, are there any specialised skills to ensure children are adequately and safely supervised at all times during the excursion? Specialised skills could include life-saving skills.

Number of Children Involved

Proposed Activities

Proposed Duration

Items to Be Taken by the Service (mobile phone, emergency contact details, etc)

Items to Be Taken by the Children

Risk Assessment Checklist

Please circle.

Yes	No		Risk Assessment
yes	no	N/A	Koolkan Early Childhood Centre has a timetable for the excursion and an itinerary.
yes	no	N/A	At least 24 hours notice of the excursion has been given to parents, with an itinerary for the excursion. It is preferable for longer notice to be given where possible
yes	no	N/A	A signed permission for the specific excursion and any specific activity which is to take place during the excursion has been received from the parents. Regular outings can be covered by one form for a period of 12 months.
yes	no	N/A	A list of children attending the excursion is left at the service prior to departure and a copy carried by the Supervisor for the purpose of checking at regular intervals during the course of the excursion.
yes	no	N/A	The Supervisor has ensured that all children are equipped with clothing appropriate for the excursion. For example - jumpers, sun hats, appropriate footwear, sunscreen.
yes	no	N/A	Educators are able to ensure children have access to shaded areas.
yes	no	N/A	Any excursion planned is consistent with the requirements/exclusions of the Public Liability Insurance Cover held by the service.
yes	no	N/A	A fully stocked first aid kit is taken.
yes	no	N/A	Each child's emergency contact details are updated and taken.
yes	no	N/A	A mobile phone or change for a phone is organised to take on the excursion.
yes	no	N/A	Medication and a management plan for any children attending the excursion are available and updated.
yes	no	N/A	A designated educator must be assigned to directly supervise any child with a chronic illness/allergic condition. The educator is to hold the child's medication and management plan throughout the excursion.

Authorisation for Excursion Form

Koolkan Early Childhood Centre has organised an excursion for your child to attend. All of the relevant details are provided below for your convenience. The service has conducted an Excursion Risk Assessment which is available for your review upon request. For your child to attend, you are required to read this information and complete the Authority for Excursion Form. To complete this Form, you must be listed on the child's enrolment record as either their parent or an Authorised Nominee.

Child's Full Name

Time and Date of Proposed Excursion

Is the Excursion a Regular Outing?

If yes, the Authorisation for Excursion Form will cover the child for 12 months.

Please note that the Authority can be cancelled at any time.

Reason for Excursion

Route (to and from)

Destination (s)

Transportation Details (to and from)

The Period the Child will be Away from the Service Premises

Number of Adults Involved and the Anticipated Ratio of Adults-Children

Number of Children Involved

Proposed Activities

Items to Be Taken by the Child and Provided by the Parents

Authority for my Child to Attend the Excursion

Full Name

Relationship to Child

Updated Emergency Contact Details (if different from the child's Enrolment Form)

Interested in Volunteering to the Attend the Excursion?

By signing the Authorisation for Excursion Form, I agree to and understand the following –

- My child has my permission to attend the excursion listed. If the excursion is a regular outing, my child has permission to attend for 12 months after the date listed below.
- I am listed on the child's Enrolment Form as a Parent or Authorised Nominee.
- I have read all of the details provided by the service and understand that I can access the Excursion Risk Assessment at the service.

- The contact details, including all emergency contact details, listed on my child's Enrolment Form are up-to-date. If not, I have provided the updated contact details above.

Signature

Date

Sources

Education and Care Services National Regulations 2011

Education and Care Services Regulation 2013 (current 2018)

National Quality Standard

Review

The policy will be reviewed annually.

The review will be conducted by:

- Council
- Management
- Employees
- Families
- Interested Parties

Family Law and Access Policy

Education and Care Services Regulation 2013 (Current 2018)

Regulation	66	Policies and procedures to be kept available –Act, s 244(2)(i)
	61	Children’s attendance record-Act, s 244(2)(1)
	26	Departure of children-Act, s 244(2)©

NQF

QA2	2.3.4	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect
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National Regulations

Regs	84	Awareness of child protection law
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Aim

To ensure that the service is upholding any responsibilities or obligations in relation to family law and access at the service.

Related Policies

Child Protection Policy
Administration of Authorised Medications Policy
Enrolment Policy
Privacy and Confidentiality Policy

Who is affected by this policy?

Children
Families
Educators
Management

Implementation

Definitions

Parental Responsibility – means that each parent/guardian has equal responsibility for their children’s welfare, either in the long-term or on a day to day basis and includes matters such as where the children will live and with whom they will have contact. It is not affected by any change in the parents’ relationship, for example if they separate or remarry.

Parenting Orders – are orders that the court will make when parents cannot decide on matters themselves. They change parenting responsibilities and stipulate which parent has what responsibilities. There are 4 types of parenting orders:

- Residence – an order to say with whom the child lives, including any shared arrangements
- Contact – an order to say the times that a child may have contact with a parent with whom they are not living, or anyone else who plays an important part in their life, such as a grandparent (contact can either be face to face, or by phone, letters)
- Child Maintenance – an order that provides for financial support of a child
- Specific Issues – an order about any other aspect of parental responsibility (this may include the day-to-day care, welfare and development of a child, issues relating to religion, education, sport, or other specific issue)

Residency

The parent with whom the child lives is responsible for day-to-day decisions like:

- Discipline
- Going out
- Clothes
- Accommodation
- Pocket money

Residency can be a shared arrangement.

Parents/guardians, regardless of their marital status, have joint and equal legal responsibilities for their children unless there is a Court Order determining otherwise. Service staff members and educators need to be knowledgeable of which parent/guardian has specific legal rights and responsibilities. Thus, the service will need to access any relevant Court Orders issued. Services are not legally able to allow children to leave the Service without permission of the custodial parent/guardian.

In the case where guardianship and custody is legally defined, the service's policy must be followed as stated on the enrolment form. When situations change a copy of the Custody Order must be provided to the Service. Where confrontation situations arise over custody the child will be kept at the Service, the custodial parent must be contacted without undue delay and if necessary the Police and/or relevant government departments.

Sources

The above information has been adapted from the Family Court of Australia website 2002
www.familycourt.gov.au

Family Law Act 1975

Education and Care National Regulations 2011

National Quality Standard

Review

The policy will be reviewed annually.

The review will be conducted by:

- Council
- Management
- Employees
- Families
- Interested Parties

Fees Policy

NQF

QA7	7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.
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Aim

To ensure all children in Aurukun have the opportunity to access Early Childhood Education and Care Services. For parents to take responsibility for the regular payment of child care fees. As a non-profit government organisation Koolkan Early Childhood Centre collects fees to contribute towards the purchase of resources and centre improvements.

Related Policies

Orientation for Children Policy
Privacy and Confidentiality Policy

Who is affected by this policy?

Parents
Management

Implementation

- Koolkans fees policy is as follows; \$25 per week per child after eligible government subsidies.
- Forms are provided to arrange deductions from Centrelink to the nominated account of Koolkan Woyan Min Childcare Centre and Family Hub.
- Families are responsible for providing a copy of this scheduled deduction to the Centre Director.
- Changes to the “Fee Schedule” will be made no more than twice in any 12 month period.
- Changes to fees must be provided to families in writing, four (4) weeks prior to any changes being made.
- Vacation care is subject to charges, but is often fully subsidised during school holiday periods.
- There are no penalty charges for children picked up late from the service, such matters are to be addressed by the Centre Director.
- The Centre Director can arrange a statement of fees paid or fees owing upon request. This is generated from the Aurukun Shire Council financial department in Cairns.
- Koolkan works closely with other non-profit community organisations to ensure short term, long-term and emergency care is made available when required to vulnerable and at risk families.
- The Centre Director reserves the right to determine if and when a charge should be incurred given the circumstances, on an individual case basis.
- In addition to providing a Long Day Care service for families who are working and engaged in activities, Koolkan provides Family Hub Services and a Locational Playground Program free of charge.

Sources

Bryant, L. (2009). *Managing a Child Care Service : A Hands-On Guide for Service Providers*. Sydney: Community Child Care Co-Operative.

Education and Care Services National Regulations 2011

Family Assistance Legislation Amendment (Child Care) Act 2009

Review

The policy will be reviewed annually.

Review will be conducted by:

- Council
- Management,
- Employees,
- Family Members
- Interested parties.

Food, Nutrition and Beverage Policy

Education and Care Services Regulation 2013 (Current 2018)

Regulation	66	Policies and procedures to be kept available –Act, s 244(2)(i)
	42	First Aid Qualifications-Act s 244(2)(f)
	14	Health, hygiene and safe food practices-Act, s 244(2)(c)
	15	Food and beverages- Act, s 244(2)(c)

NQS

QA2	2.1	Each child's health is promoted.
	2.1.1	Each child's health needs are supported.
	2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.

National Regulations

Regs	77	Health, hygiene and safe food practices
	78	Food and beverages
	79	Service providing food and beverages
	80	Weekly menu
	90	Medical conditions policy
	91	Medical conditions policy to be provided to parents
	162	Health information to be kept in enrolment record
	168	Education and care service must have policies and procedures

EYLF

LO3	Children recognise and communicate their bodily needs (for example, thirst, hunger, rest, comfort, physical activity).
	Children are happy, healthy, safe and connected to others.
	Children show an increasing awareness of healthy lifestyles and good nutrition.
	Educators promote continuity of children’s personal health and hygiene by sharing ownership of routines and schedules with children, families and the community.
	Educators discuss health and safety issues with children and involve them in developing guidelines to keep the environment safe for all.
	Educators engage children in experiences, conversations and routines that promote healthy lifestyles and good nutrition.
	Educators model and reinforce health, nutrition and personal hygiene practices with children.

Aim

Koolkan Early Childhood Centre aims to promote the wellbeing of all of children, educators and families through delivering healthy lifestyles programs and providing nutritionally balanced meals. We provide adequately for children with food allergies, dietary requirements and recognise specific cultural practices.

Related Policies

Additional Needs Policy
Enrolment Policy
Health, Hygiene and Safe Food Policy
Immunisation and Disease Prevention Policy
Incident, Injury, Trauma, Illness Policy
Medical Conditions Policy
Physical Activity Promotion Policy
Relationships with Children Policy

Implementation

The service has a responsibility to help children attending the service to develop good food habits and attitudes. By working with families and all educators, we will also positively influence each child’s health and good nutrition at home. As stated in the *National Regulations (Regulation 79 [4])*, we recognise that these requirements do not apply to food or a beverage provided by a parent of family member for consumption by their child at the service.

In order to achieve these habits and attitudes, the Licensee, Nominee and Supervisor is responsible for overseeing that all educators, will –

In relation to the provision of food and beverages

- Ensure children have access to, and are encourage to access, safe drinking water at all times.
- Ensure children are offered foods and beverages throughout the day that are appropriate to their nutritional and specific dietary requirements.
- Children who do not eat during routine meal times or children who are hungry will be provided with foods at periods other than meal times or snack times.
- Ensure food is consistent with the service’s menu that is based on the Australian Government’s -

Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood
(<http://www.health.gov.au/internet/main/publishing.nsf/Content/phd-gug-child-cookbook>)

And/or

Dietary Guidelines for Children and Adolescents in Australia
(http://www.nhmrc.gov.au/_files_nhmrc/publications/attachments/n34.pdf)

- Families choosing to provide food will be encouraged to do so using the above Guidelines.
- Provide food that is hygienic by following the relevant policies and procedures set out in the Health, Hygiene and Safe Food Policy.
- Ensure foods and beverages have a reduced risk of choking.
- Families will be provided with daily information about their child’s food and beverage intake and related experiences.
- Babies will be fed individually by educators.
- Age and developmentally appropriately utensils and furniture will be provided for each child.

In relation to promoting healthy living and good nutrition

- Develop health and nutrition awareness and act to the best of our abilities on cross-cultural eating patterns and related food values.
- Make meal times relaxed and pleasant and timed to meet the needs of the children. Educators will engage children in a range of interesting experiences, conversations and routines.
- Discuss food and nutrition with the children.
- Not allow food to be used as a form of punishment or to be used as a reward or bribe.
- Not allow the children to be force fed without being required to eat food they do not like or more than they want to eat.
- Encourage toddlers to be independent and develop social skills at meal times.
- Establish healthy eating habits in the children by incorporating nutritional information into our program.
- Talk to families about their child's food intake and voice any concerns about their child's eating.
- Encourage parents to the best of our ability to continue our healthy eating message in their homes. This information will be provided upon enrolment and as new information becomes available.
- Encourage educators to present themselves as role models. This means maintaining good personal nutrition and eating with the children at meal times.
- Provide nutrition and food safety training opportunities for all educators including an awareness of other cultures food habits.

Dietary Requirements needed :

- cultural preferences
- Exclusion of food children are allergic to.

Breastfeeding, Breast Milk and Bottle Warming

Healthy lifestyles and good nutrition for each child is paramount. As such, we encourage all families to continue breast feeding their child until at least 12 months in line with recommendations for recognised authorities.

We aim to work with families with children who are still being breastfed and provide a supportive environment by feeding children breast milk supplied by their families.

We will provide a supportive environment for mothers to breastfeed.

Families will be regularly reminded by educators and the service to update the service in regards to their child's preferences, habits, likes, dislikes, dietary requirements and restrictions.

Breast milk procedure

- Breast milk that has been expressed should be brought to the service in a clean sterile container labelled with the date of expression and the child's name.
- We encourage families to transport milk to the service in cooler bags and eskies; this should be immediately given to educators, who will put it in the refrigerator.
- We will refrigerate the milk at 4 degree Celsius until it is required.
- Breast milk will be warmed and/or thawed by standing the container/bottle in a container of warm water.
- The milk will then be temperature tested by educators before being given to the child.
- If the service does not have enough breast milk from the family to meet the child's needs that day, individual families will be consulted on what the service should do in these circumstances.
- To avoid any possible confusion, we will not store unused milk at the service.
- Unused milk will be returned to families at the end of the day when they come to collect their child.
- A quiet, private, lockable space with a comfortable chair will be provided for mothers/women to breastfeed or express milk. A sign will also be placed on the door when the mother/woman is using the facilities.

Educators who Breastfeed at the Service

- The service also recognises the importance and benefits of breastfeeding and that many women will return to work before they wish to wean their children. Requests for allowances to be made for educators to continue breastfeeding once they have returned to work at the service will be treated sympathetically and reasonably and all efforts will be made to support the educator in her choice to continue breastfeeding her child.

- On return to work from maternity leave, female educators may seek to change their work arrangements. The returning educator will have a meeting with the Nominee and Supervisor to try and work out an arrangement which limits disruptions to the running of the service. The service will provide Lactation breaks for the educator to express milk or breastfeed her child, exercising reasonable flexibility as to when these breaks occur.
- A quiet, private, lockable space with a comfortable chair will be provided for women to breastfeed or express milk. A sign will also be placed on the door when the educator is using the facilities.
- If arrangements have been made for the educator's child to come to the service to be breastfed and needs its nappy changed, the educator can use the service's nappy changing area as long as the relevant policies and procedures are followed.
- When an educator is in the process of breastfeeding her child or expressing milk, educator to child ratios cannot be compromised. Educators will work to cover the Lactation Break as they would any other break.

Safe Storage and Heating of Babies Bottles (Please display)

Our service will not use microwaves because milk may not heat evenly.

Bottle Warmers

Our service will use bottle warmers that have a thermostat control to heat Infant Formula/Cow's Milk/Breast Milk

- The service will use the bottle warmer as per the manufacturer's instructions.
- Educators will ensure that bottle warmers are inaccessible to children at all times.
- Bottles will be warmed for less than 10 minutes.

Sources

Education and Care Services National Regulations 2011

Early Years Learning Framework

National Quality Standard

Food Standards Australia New Zealand

Safe Food Australia, 2nd Edition. January 2001

Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood

Dietary Guidelines for Children and Adolescents in Australia.

Australian Guide for Healthy Eating

Food Safety Standards for Australia 2001

Food Standards Australia and New Zealand Act 1991

Food Standards Australia New Zealand Regulations 1994

Food Act 2003

Food Regulation 2004

Occupational Health and Safety Act 2000

Occupational Health and Safety Regulations 2001

Dental Association Australia

Infant Feeding Guidelines for Health Workers (National Health & Medical Research Council, 2003)

Feeding and Nutrition of Infants and Young Children (World Health Organisation, 2000)

Australian Breast Feeding Association Guidelines

Start Right Eat Right Dept Health SA

Review

The policy will be reviewed annually.

The review will be conducted by:

- Council
- Management
- Employees
- Families
- Interested Parties

Governance Policy

Education and Care Services Regulation 2013 (Current 2018)

Regulation	66	Policies and procedures to be kept available – Act, s 244(2)(i)
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NQS

QA6	6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.
	6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.

QA7	7.1.1	Appropriate governance arrangements are in place to manage the service.
	7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.
	7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.
	7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints

National Regulations

Reg	168	Education and care services must have policies and procedures
	177	Prescribed enrolment and other documents to be kept by approved provider
	181	Confidentiality of records kept by approved provider
	181-184	Confidentiality and storage of records

Aim

Under the guidance of the Aurukun Shire Council, Koolkan Early Childhood Centre meets its legal and financial obligations by implementing appropriate governance practices. This supports 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.

Related Policies

Privacy and Confidentiality Policy

National Quality Framework Policy

Record Keeping and Retention Policy

Implementation

Service Structure

Our service has the following organisational structure.

The Approved Provider is: The Aurukun Shire 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.
- Supporting the Nominee / Supervisor / Responsible person/Certified Supervisors in their role and providing resources as appropriate for the effective running of the service.

Our Supervisor is the Director of Childcare:

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.

Commitment to good governance

Our service has adopted the following eight **ASX Corporate Governance Principles and Recommendations**, which we recognise as suitable for our business (services may wish to amend this section as the **ASX Corporate Governance Principles and Recommendations** are a guideline only – they are not in the NQS/Regs, etc) -

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:

- The Nominated Supervisor reports to the Approved Provider.
- The Certified Supervisor in day to day charge of the service reports to the Nominated Supervisor.
- Each Room Leader reports to the Nominated Supervisor.
 - The Nominated Supervisor has the authority to communicate information about the work and to direct the activities of the Room Leader.
- Educators in the room(s) report to the Room Leader
- **INCLUDE ANY COMMITTEES AND THEIR REPORTING RELATIONSHIP**

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, Skype, 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, our approved learning framework (EYLF) and the ethical standards in our code of conduct.

4. Safeguard integrity in financial reporting

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

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.

Our service will also:

- advise the regulatory authority of any required notifications including any change to the person designated as the Nominated Supervisor no later than 14 days after the change
- develop a Quality Improvement Plan that is completed regularly, available on request and ready for submission to the Regulatory Authority when requested.

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.

8. Remunerate fairly and responsibly

Sources

Education and Care Services National Regulations 2011

Education and Care Services regulations 2013 (current 2018)

National Quality Standard

Early Years Learning Framework

Corporate Governance Principles and Recommendations ASX Corporate Governance Council

Review

The policy will be reviewed annually.

The review will be conducted by:

- Council
- Management
- Employees
- Families
- Interested Parties

Health, Hygiene and Safe Food Policy

Education and Care Services Regulation 2013 (Current 2018)

Regulation	66	Policies and procedures to be kept available –Act, s 244(2)(i)
	42	First Aid Qualifications-Act s 244(2)(f)
	14	Health, hygiene and safe food practices -Act, s 244(2)(c)
	15	Food and beverages -Act , s 244(2)(c)
	17	Alcohol, illicit drugs and tobacco free environment – Act, s 244(2)(c)
	18	Staff members and volunteers not to be affected by alcohol or drugs- Act, s 244 920(

NQS

QA2	2.1	Each child's health is promoted.
	2.1.1	Each child's health needs are supported.
	2.1.3	Effective hygiene practices are promoted and implemented.
	2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.
	2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.

QA2	2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
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National Regulations

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

EYLF

LO3	Actively support children to learn hygiene practices.
	Promote continuity of children’s personal health and hygiene by sharing ownership of routines and schedules with children, families and the community.
	Discuss health and safety issues with children and involve them in developing guidelines to keep the environment safe for all.
	Model and reinforce health, nutrition and personal hygiene practices with children.

Aim

Koolkan Early Childhood Centre aims to promote and protect the health, safety and wellbeing of all our children, educators and families using procedures and policies to maintain high standards of hygiene and provide safe food to children. We also aim to reduce the risk of infectious diseases and illnesses spreading and following appropriate OHS standards. A holistic and consistent approach to health, hygiene and safe food across the service will help to effectively meet this aim.

Related Policies

Additional Needs Policy
Enrolment Policy
Food, Nutrition and Beverage Policy
Immunisation and Disease Prevention Policy
Incident, Injury, Trauma, Illness Policy
Medical Conditions Policy
Physical Activity Promotion Policy
Relationships with Children Policy

Implementation

As the Approved Provider, the Aurukun Shire Council will ensure that the Nominee or Supervisor is responsibly manages all staff members, educators and volunteers to implement adequate health and hygiene practices, safe practices for handling, preparing and storing food. This policy, and related policies and procedures at the service will be followed by the Nominee or Supervisor, staff members or volunteers at the service in relation to -

(a) Hygiene practices.

(b) Safe and hygienic storage, handling and preparation of all food and drinks, including foods and drinks provided by the child's home.

(c) Working with children to support the promotion of hygiene practices, including hand washing, coughing, dental hygiene and ear care.

(d) Toileting, nappy changing and cleaning of equipment.

(e) The provision of fresh linen and sheeting for cots and mattresses.

Children will be grouped in a way that allows educators to maintain a hygienic environment for individual at the service.

In any instances where children display any signs of illness or injury, educators will refer to the Incident, Injury, Trauma and Illness Policy and Incident, Injury, Trauma and Illness Record.

Importantly, we will work with each child to promote health and safety issues, encourage effective hygiene, food safety and dental care, and maintain a healthy environment that is safe for each child. Regular discussions between educators and children will be integrated throughout the program at appropriate intervals.

Information on health, hygiene, safe food and dental care principles and practices will be displayed in the reception area and drawn to the attention of all parents on a regular basis.

To uphold the general health and safety of all children using the service, all educators and visitors will follow the Tobacco, Drug and Alcohol Policy.

Equipment and Environment

The service will wash mouthed toys daily using warm soapy water, dry in the sun, rotate toys to allow for washing, clean books by wiping with moist cloth and drying, clean storage areas weekly.

Surfaces will be cleaned with detergent after each activity and all surfaces cleaned thoroughly daily. Floors in each room are mopped daily. Areas contaminated with body fluids will be disinfected after washing.

Sterilisation of Dummies/Pacifiers

Where a baby does not have a clean spare dummy educators will sterilise a dirty dummy before use by simmering it in boiling water for at least 5 minutes. Dummies will not be sterilised using a microwave. Educators will ensure the dummy is cool before use. The dummy will be air-dried and stored in a sealed container if it is not being used immediately. Educators will advise parents to discard the dummy if the baby has an infection. For children over 12 months old dummies can be cleaned by washing with warm, soapy water and rinsing well.

Sterilisation of Bottles

Educators will sterilise all bottle-feeding equipment for babies up to 12 months old. The bottles, teats etc. will be washed in warm, soapy water using a clean bottlebrush to thoroughly remove all traces of milk. The bottles will be rinsed and then sterilised by **placing in the steam sterilizer.**

Educators will

- Place all equipment (bottles and the teats removed from the screw cap) in the steam sterilizer and place 100mls of water in the bottom of the steam sterilizer.
- Close the lid firmly and press the on button. The beeper indicates the job is complete.
- Turn off heat and allow to cool.
- Make sure they wash their hands thoroughly with soap and water before handling the equipment.
- Store the sterilised equipment in a clean container in the fridge and re-boil after 24 hours if it has not been used before then.

Bedding

Each child will have their own bedding which will be supplied by Koolkan Early Childhood Centre. Each child's bedding for the week will be stored in each child's own locker.

Hand Washing Procedure

Koolkan Early Childhood Centre will provide the appropriate height basins for children to wash their hands in as well as basins height appropriate for adults. Liquid soap will be provided by all individuals to wash their hands and we will ensure any allergies to soap are identified using the Enrolment Form and catered for appropriately. Along with this, the service will provide paper towels or an automatic dryer for people to dry their hands.

All individuals should wash their hands:

- Upon arrival to reduce the introduction of germs.
- Before handling food.
- After handling food.
- After doing any dirty tasks such as cleaning or changing nappies.
- After removing gloves.
- After going to the toilet.
- Before and after nappy change procedures.
- After giving first aid.
- Before and after giving each child medication. If giving medication to more than one child between each child.
- Before going home to prevent taking germs home.

Below are instructions on how to effectively wash hands. All individuals are to follow this procedure and it should be displayed above every sink.

- Wash hands using running water and soap.
- Rub hands vigorously.
- Wash hands all over ensuring that the back of the hands, wrists, between fingers and under the fingernails are cleaned.
- Rinse hands thoroughly.
- Turn off the tap using a clean piece of paper towel.
- Dry hands thoroughly with clean towel/paper towel of an automatic dryer.
- This should take about as long as singing "Happy Birthday" twice.

Hygienic Nappy Change Procedure

Koolkan Early Childhood Centre accepts enrolments of children who have not yet been toilet trained. Toileting occurs at any time of the day and is specific to individual needs. Educators will communicate with parents to develop consistency with their child's toileting habits. Educators must be aware of and consider any special requirements related to culture, religion or privacy needs.

Children who are in nappies will have this detail recorded in the register kept by the staff. This is located in the nappy change area of your child's room for parents to check.

Nappy changing and toileting will only be carried out by educators following the nappy changing procedure. At times it may be necessary for a student to carry out the nappy change procedure as part of practical education requirements, and a trained educator must always be present to monitor this situation and ensure the procedure is being followed adequately. If a parent is present and helping their child (toileting in the bathroom), it is required that an educator accompany any other children needing to use the bathroom at the same time. Additionally, the service will follow hygienic nappy change practices at all times using the following procedure -

- Nappy changing will be done only in the nappy change area which will be properly stocked with paper towels or towels, plastic bags, fresh nappies, clean clothes, rubbish bin with sealed lid lined with plastic. Always prepare change area first: put on gloves, place a paper towel down on the changing mat, have access to wipes and a bag to dispose of the nappy.
- Nappy changes occur frequently and as needed throughout the day. At all times one hand must be kept on the child to prevent them falling from the change table.
- Assist the child up to the nappy change table. Place a paper towel under the child.
- Remove the dirty nappy: remove excess faeces with paper towel and place in toilet. Flush toilet. Clean and dry the child's bottom using wipes, wiping from front to back. Remove paper towel from the change table.
- Seal the soiled nappy, paper towel and wipes into plastic bag (use two if soiled) and place into lined pedal bin. Place any soiled clothing into a bag and seal for washing. Remove gloves before touching any clean clothing or the clean nappy. Remove gloves by peeling them back from your wrists, turning them inside out as you go. Place gloves in bin.
- Dress the child and wash and dry the child's hands, wash their face and blow their nose and then take the child away from change area. Wash your hands.
- Clean the nappy change surface after each use. Put on clean gloves and clean surface with neutral detergent and warm water. Wipe dry with paper towel. Dispose of gloves and paper towel in bin. Wash your hands. Disinfect after the last nappy change in a series of nappy changes.
- After each nappy change the child's nose will be blown, face washed and child's hands will be washed and the change table cleaned.
- Educator to wash hands between nappy changes.
- At the end of each day the nappy change area will be disinfected.
- The procedure for nappy changing will be displayed in the nappy change area.
- The service only uses disposable nappies.
- The laundry area includes a washing machine and trough with hot and cold-water supply for the laundering of soiled cloths, linen and nappies.

Hygienic Toileting Procedure

The service accepts enrolments of children who have not yet been toilet trained. Toileting occurs at any time of the day and is specific to individual needs. Educators will communicate with parents/guardians to develop consistency with their child's toileting habits. Educators must be aware of and consider any special requirements related to culture, religion or privacy needs.

At times it may be necessary for a student to assist children in the area of toileting as part of practical education requirements, and a trained educator must always be present to monitor this situation and ensure the procedure is being followed adequately. If a parent is present and helping their child (toileting in the bathroom), it is required that an educator accompany any other children needing to use the bathroom at the same time.

- The procedure for toileting will be displayed in the toileting area.
- The laundry area includes a washing machine and trough with hot and cold water supply for the laundering of soiled cloths, linen and nappies.
- The laundering of soiled cloths, linen and clothing is laundered away from the service; soiled laundry is hygienically stored in a sealed container, until such a time as it is removed from the premises. Items returned to a child's home for laundering will have soiling removed and will be stored securely and not placed in the child's bag in contact with personal items.

Additionally, the service will follow hygienic toileting practices at all times using the following procedure -

- Educators will at all times encourage the child to be independent in their toileting habits and provide assistance as and when needed.
- It is better to use the toilet when toilet training for effective hygiene and infection control factors.
- The service will ensure that toilets and hand washing facilities are easily accessible to children.
- Children will be encouraged to flush toilets and wash hands after use.

Disposable gloves should be used for any of these stages in the toileting procedure:

- Help child to remove clothing if needed.
- Help child onto toilet if needed.
- Help the child to wipe themselves, encouraging them to wipe front to back.
- Encourage the child to flush the toilet themselves.
- Encourage the child to wash and dry hands on single sheet of paper towel, and then to leave the bathroom.

If the child has soiled or wet their clothing:

- Remove any wet/soiled clothing and seal in a bag for washing. It must be double-bagged.
- Clean and dry the child.
- Remove your gloves and wash hands, do not touch the child's clean clothing.
- Put on new gloves and dress the child, wash and dry the child's hands. Have them leave the bathroom.
- Clean any spills following procedure for cleaning spills of body fluids.
- Remove and dispose of gloves, wash and dry your hands.

Dental Hygiene and Care

- The service will arrange for dental health professionals to attend the service to discuss good dental health practices and guidelines with educators, children and family members.
- Educators should actively seek to be positive role models for children and families in attendance at the service.
- Educators form positive relationships with family members and children to discuss and encourage good dental health practices and ensure the continuity of care of each child. Information should be made available to family members and educators in their home language.
- The service integrates educative information and guidelines on good dental health practices into the daily routine. This should include information on tooth brushing, tooth friend snacks and drinks and going to the dentist and/or dental health professionals.
- The service will actively encourage good dental health practices including eating and drinking habits, tooth brushing and going to the dentist and/or dental health professionals.
- Children will be encouraged to drink water to quench their thirst and remain hydrated.
- Children will be encouraged to rinse their mouths with water to remove food debris after every meal or snack. Educators will supervise such practices. For babies, their gums should be cleaned gently with a damp cloth to remove plaque and milk.
- Family members should be informed without undue delay any incident or suspected injury or issue with their child's dental health which may include teeth and gums, gum swelling, infection in the mouth, or problems, pain or discomfort the child has with chewing, eating or swallowing food or drink.
- Educators will be aware of dental first aid and receive appropriate professional development opportunities where appropriate.

Dental Accidents

If a dental accident occurs at the service, the following will occur:

For younger children:

- The accident will be managed as an emergency. Injury forms will be completed.
- The tooth will not be reinserted into the socket, but gently rinsed in clean water or clean milk to remove any blood and will be placed in a clean container or wrapped in cling wrap to give to the child's parent or dentist.
- Seek dental advice as soon as possible and ensure educators or the parent takes the tooth or any fragments to the dentist with the child.

For older children or adults:

- The accident will be managed as an emergency. Injury forms will be completed.
- Gently rinse the tooth fragments in clean milk or clean water for a few seconds to remove excess dirt and blood.
- Handle the tooth by its crown (the white enamel top part of the tooth), not its root and be careful not to rub off the endothelial fragments on the root of the tooth as these are needed for the tooth to take root if replaced by the dentist.
- In an adult or older child who can be relied on not to swallow their tooth, it is preferable to replace the tooth back into the socket. (Be certain that the tooth is placed into the socket the correct way round, in its original position, using the other teeth next to it as a guide).
- Hold the tooth in place by gently biting on a clean handkerchief or gauze pad.
- If unable to reinsert the tooth, get the casualty to hold the tooth inside the mouth next to the cheek or place the tooth in clean milk, sterile saline, or clean water. Place a firm pad of gauze over the socket and have the casualty bite gently on the gauze.
- Seek dental advice as soon as possible and ensure you or the family takes the child to the dentist with the tooth/tooth fragments within 30 minutes, as the root endothelial layer begins to deteriorate after 30 minutes.
- If the tooth has been in contact with dirt or soil, advise the family that tetanus prophylaxis may be required and advise them to consult with both their dentist and doctor.

Food Preparation and Food Hygiene Procedure

Koolkan Early Childhood Centre will follow appropriate food preparation hygiene techniques to meet the requirements of the *Food Standards Australia New Zealand* such as:

- Wash hands before food preparation.
- Cleaning food preparation areas before, during and after use.
- Using colour-coded chopping boards in order to prevent cross contamination of raw food.
- Ensuring that individuals preparing food know, follow and adhere to the appropriate hygiene procedures. This includes:
 - Washing their hands
 - Keeping their personal hygiene at a high level. For example, tying their hair back or keeping it under a net.
 - Not wearing jewellery (wedding band excluded).
 - Covering cuts with a blue band aid and gloves.
 - Not changing nappies before preparing food.
- Avoiding the contamination of one work area to another by using colour-coded wash cloths and having specific cleaning implements (for example gloves and scourers) for a specific area. Also restricting the movement of contaminated items (such as gloves and cleaning implements) from one area to another.
- Clean children's dining tables with soap and water and dry before serving food.
- Ensuring food is always served in a hygienic way using tongs and gloves.
- Clean children's dining tables with soap and water and dry after meal times.
- Each child will be provided with their own clean drinking and eating utensils at each mealtime. These utensils will be washed after each use. Educators will actively encourage and monitor children so they do not use drinking or eating utensils which have been used by another child or dropped on the floor.
- Providing families with current and relevant information about food preparation and hygiene.
- Showing and discussing with children the need for food hygiene in both planned and spontaneous experiences.

Cooking with Children

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

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

- Helping choose what to cook.
- Measuring and weighing ingredients.
- Stirring or mixing ingredients.

- Washing salad, vegetables or fruit.
- Setting the tables.

Food Safety, Temperature Control and Transport Procedure

We will, to the best of our ability, educate and promote safe food handling and hygiene in the children and families by:

- Provide food safety information from Safe Food Australia and NSW Food Authority.
- Encouraging parents to the best of our ability to continue our healthy eating message in their homes. This information will be provided upon enrolment and as new information becomes available.
- Encouraging educators to present themselves as role models. This means maintaining good personal nutrition and eating with the children at meal times.
- Providing nutrition and food safety training opportunities for all educators including an awareness of other cultures food habits.

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

To keep food safe:

- If children bring food to our Service from home it will be immediately placed in the refrigerator Children’s food will be removed from insulated containers before placing in the refrigerator.
- Don’t leave perishable foods in the temperature danger zone for longer than 2 hours.
- Keep cold food in a fridge, freezer, below 5°C until you are ready to cook or serve, eg if you are serving salads keep them in the fridge until ready to serve.
- Keep hot food in an oven or on a stove, above 60°C until you are ready to serve.
- Refrigerate leftovers as soon as possible, within 2 hours. If reheating leftovers, reheat to steaming hot. The re-heating of food is not always recommended.
- Never defrost foods on the bench top. Foods should be defrosted overnight in the fridge or in the microwave.
- Use a thermometer to make sure your fridge is below 5°C. Don’t overload refrigerators, as this reduces cooling efficiency.

- All foods (dry, cold and frozen) will be used by the FIFO rule (first in, first out). This will allow a rotation of food to make sure older stock is used first.
- Store dry foods in sealed, air-tight containers.
- Store food on shelving.
- Any food removed from its original container must be stored in a container with the used by date of the food written on it. The ingredients must also be listed with the date it was opened.
- Ensure the food storage area is well cleaned, ventilated, dry, pest free and not in direct sunlight.
- Prevent pests by cleaning spills as quickly as possible and removing garbage/waste frequently.
- All foods are wrapped, covered, dated (used by date and date it entered the Service) and labelled.
- Store foods on shelves, never on the floor including play dough material.
- Store raw and cooked foods separately. NEVER store raw foods on top of cooked foods as juices may drip down and contaminate the cooked food.
- Store food once it has sufficiently cooled down. Foods cool quicker in smaller, shallow containers.
- Fridges and freezers need to be cleaned regularly and fridge door seals checked to be in good repair.
- The operating temperature of the fridge and freezer need to be checked regularly and a record kept of this.

Protecting food from contamination will be achieved by:

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

Temperature Control

- When potentially hazardous foods are being transported they will be kept at or below 5 degrees Celsius for cold food, or above 60 degrees Celsius for hot food.
- If the journey is short, insulated containers may be used to keep the food cold/hot. If the journey is longer, ice bricks or heat packs will be used to maintain temperature requirements.
- Only pre-heated or pre-cooled good will be placed in insulated containers, which will have a lid to maintain temperatures.
- Insulated containers will be kept clean and in good working conditions at all times, will only be used for food and will be kept away from other items such as chemicals or fuel.
- Insulated containers will be filled as quickly as possible and closed as soon as they have been filled and kept closed until immediately before the food is needed or is placed in other temperature-controlled equipment at the destination.

The following will be considered when transporting food:

- Containers of cool food will be placed in the coolest part of the vehicle.
- If the inside of the vehicle is air-conditioned, cold food may be transported better here rather than in the boot.
- Vehicle will be kept clean and maintained at hygienic standards.
- When food is being packed in the vehicle, cold foods will be collected last and immediately placed in insulated containers for transporting.
- Upon arrival at the destination, staff will immediately unload any hot or cold food and place it in an appropriate temperature controlled environment.
- All food will be served within two hours of it being cooked.

Food Storage Procedure

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

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

- All foods (dry, cold and frozen) will be used by the FIFO rule (first in, first out). This will allow a rotation of food to make sure older stock is used first.
- Store dry foods in sealed, air-tight containers.
- Store food on shelving.
- Any food removed from its original container must be stored in a container with the used by date of the food written on it. The ingredients must also be listed with the date it was opened.
- Ensure the food storage area is well cleaned, ventilated, dry, pest free and not in direct sunlight.
- Prevent pests by cleaning spills as quickly as possible and removing garbage/waste frequently.

For cold storage, the following applies:

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

Sources

Education and Care Services National Regulations 2011

Early Years Learning Framework

National Quality Standard

Food Standards Australia New Zealand

Safe Food Australia, 2nd Edition. January 2001

NSW Health

Caring for Children- Food, Nutrition and Fun Activities, 4th Edition 2006

Australian Guide for Healthy Eating

Dietary Guidelines for Children and Adolescents in Australia incorporating the Infant Feeding

Guidelines for Health Workers Endorsed 10 April 2003

National Health and Medical Research Council. (2005). Staying Healthy in Child Care Preventing Infectious Diseases in Child Care (4th Edition).

Food Safety Standards for Australia 2001

Food Standards Australia and New Zealand Act 1991

Food Standards Australia New Zealand Regulations 1994

Food Act 2003

Food Regulation 2004

www.nutritionaustralia.org

Occupational Health and Safety Act 2000

Occupational Health and Safety Regulations 2001

Dental Association Australia

Use and care of dummies (pacifiers) SESI Health Service NSW

Sterilising bottles, teats and dummies Qld Health

Bottle feeding with formula: Better Health Vic Govt

Bottle Feeding (cleaning and sterilising bottles and equipment): Health Direct Australia

Review

The policy will be reviewed annually.

The review will be conducted by:

- Council
- Management
- Employees
- Families
- Interested Parties

HIV AIDS Policy

Education and Care Services Regulation 2013 (Current 2018)

Regulation	66	Policies and procedures to be kept available –Act, s 244(2)(i)
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NQS

QA2	2.1	Each child's health is promoted.
	2.1.1	Each child's health needs are supported.
	2.1.3	Effective hygiene practices are promoted and implemented.
	2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.

National Regulations

Regs	77	Health, hygiene and safe food practices
	88	Infectious diseases
	90	Medical conditions policy

Aim

Koolkan Early Childhood Centre aims to effectively care for any child that may be infected with Human Immunodeficiency Virus Infection, AIDS Virus and also minimise the risk of exposure to HIV through effective hygiene practices.

Related Policies

Enrolment Policy

Food Nutrition and Beverage Policy

Health, Hygiene and Safe Food Policy

Incident, Injury, Trauma and Illness Policy

Infectious Diseases Policy

Medical Conditions Policy

Privacy and Confidentiality Policy

Who is affected by this policy?

Child
Educators
Families
Community
Visitors
Management

Implementation

It is the Nominee or Supervisors responsibility to educate and inform educators and parents about HIV/AIDS. One of the main problems surrounding HIV/AIDS is a lack of understanding which leads to an unfounded fear to the virus.

The following provides basic information on HIV/AIDS -

- AIDS is a medical condition which can damage a bodies' immune system.
- It is caused by a virus which is transmitted through the exchange of bodily fluid and is primarily passed on through sexual contact.
- The AIDS virus can be transmitted through blood products. However, the risk of contracting AIDS from a blood transfusion is minimal and said to be about one in 1,000,000.
- There is no evidence of the spread of the virus to children through other means at this time.

The confidentiality of medical information must be adhered to regarding an infected child. Any information disclosed to the Nominee or Supervisor regarding a child from family members must not be passed on to any other staff member unless the child's caregivers provide written authorisation.

Children with the HIV virus will be accepted into the service.

Educators will carry out routine hygiene precautions to Australian standards at all times to prevent the spread of any infections following the service's relevant policies and procedures.

Educators will exercise care in regards to the exposure of bodily fluids and blood and the service's hygiene practices will be used to prevent the spread of infection. Similarly, if the need arises to perform CPR on a child infected with HIV a disposable mouth to mouth mask will be used.

Children who are infected with HIV will be assessed by their Doctor before they are excluded from the service. Children who have abrasions or open wounds will cover them while at the service. If these abrasions cannot be covered for any reason unfortunately the child will have to be excluded from the service until the wound has healed or can be covered.

Educators who have been infected by HIV are not obliged to inform their employer but are expected to act in a safe and responsible manner at all times to minimise the risk of infection.

No child, educator, parent or other visitor to the service will be denied First Aid at any time.

Sources

Education and Care Services National Regulations 2011

Early Years Learning Framework

National Quality Standard

Public Health (Amendment) Act 1991

Anti Discrimination Act 1997

National Health and Medical Research Council. (2005). Staying Healthy in Child Care – Preventing infectious diseases in child care

Review

The policy will be reviewed annually.

Review will be conducted by:

- Council
- Management
- Employees
- Families
- Interested Parties.

Immunisation and Disease Prevention Policy

To be read with -

Infectious Diseases Policy

Education and Care Services Regulation 2013 (Current 2018)

Regulation	66	Policies and procedures to be kept available –Act, s 244(2)(i)
	61	Children’s attendance record-Act, s 244(2)(1)
	26	Departure of children-Act, s 244(2)©

NQS

QA2	2.1.1	Each child’s health needs are supported.
	2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.

National Regulations

Regs	77	Health, hygiene and safe food practices
	88	Infectious diseases
	90	Medical conditions policy
	162	Health information to be kept in enrolment record

Aim

Immunisation is a simple, safe and effective way of protecting people against harmful diseases before they come into contact with them in the community. Immunisation not only protects individuals, but also others in the community, by reducing the spread of disease.

Related Policies

Enrolment Policy

Food Nutrition and Beverage Policy

Health, Hygiene and Safe Food Policy

Incident, Injury, Trauma and Illness Policy

Infectious Diseases Policy

Medical Conditions Policy

Privacy and Confidentiality Policy

Who is affected by this policy?

Child
Parents
Family
Educator
Management
Visitors
Volunteers

Implementation

The Australian Government Department of Health and Aging Immunise Australia Program –
1800 671 811 or www.immunise.health.gov.au/

Queensland Health Immunisation Program

The Queensland Health Immunisation Program provides information for service providers about ordering vaccine for the National Immunisation Program and other state vaccine programs.

Postal: PO Box 2368, Fortitude Valley BC, Queensland, 4006

Telephone: 07 3328 9888

Facsimile: 07 3328 9720

Immunisation Records

- Parents who wish to enrol their child are required to provide evidence of their child's immunisation record.
- Parents are required to present the child's immunisation record at the time of enrolment.
- This information allows children at risk of catching a vaccine preventable disease to be identified if there is a case of that disease at the service.
- Acceptable immunisation records are –
 - An immunisation record is a written record of the immunisations that your child has received and the date that they received them.
 - An Immunisation History Statement provided by the Australian Childhood Immunisation Register (ACIR) is a valid immunisation record.
 - The original immunisation record must be completed and signed by a medical practitioner, a registered nurse, a registered midwife, an enrolled nurse, or a person authorised by the state/territory Health department.
- The Australian Childhood Immunisation Register (ACIR) maintains immunisation records for children up until their seventh birthday. You can obtain an ACIR Immunisation History Statement for your child by calling 1800 653 809.

- The original immunisation record is usually kept in the personal health record book. These books are usually given to parents at the time of their child's birth.
- Each child's Immunisation Record should stay intact until your child reaches primary school. Do not remove any of the duplicate pages until this time.
- Parents need to provide the childcare service or preschool with a photocopy of their child's original immunisation record. Alternatively, parents may provide an Immunisation History Statement provided by the Australian Childhood Immunisation Register (ACIR).
- The service must be able to quickly access immunisation records and determine who has not been immunised. If there is a case of a vaccine preventable disease, and your child has not been fully immunised for that disease, they may be excluded from school or childcare for a period of time.

Catering for Children with Overseas Immunisation Records

- Overseas immunisation schedules often differ from the schedule recommended in Australia and a child may require extra vaccinations to be up to date with the Australian schedule.
- Parents are responsible for having their child's overseas immunisation record transcribed onto the Australian Childhood Immunisation Register (ACIR), if your child is less than seven years of age.
- A medical practitioner, registered nurse, registered midwife, enrolled nurse, or a person authorised by the state/territory Health Officer may transcribe overseas immunisation records.

Exclusion Periods

- Whilst the service actively encourages each child, educator and family member using the service to be immunised, we recognise that immunisation is not compulsory.
- If a child's immunisation record is not provided upon enrolment and if it is not updated by the parents, or if the child has not been immunised against certain diseases, then the child will be recorded as being not fully immunised by the service.
- If there is a case of a vaccine preventable disease at the service, your child may be excluded from school or childcare for a period of time or until the evidence of immunisation in an approved record is provided.
- If you cannot provide an immunisation record for your child you may provide a statutory declaration stating either that your child has been immunised or that you don't know if your child has been immunised for each disease on the schedule.
- To be fully immunised your child needs to have received all vaccines recommended for their age as part of the National Immunisation Program (NIP).
- Homeopathic immunisation is not recognised.
- If a child is not fully immunised and has been in contact with someone with a vaccine preventable disease outside of the service, they may need to be excluded from the service for a period of time.

- It is the responsibility of families to inform the service that their child has come into contact with someone with a vaccine preventable or infectious disease.

Immunisation for Educators

- It is important that educators remain up to date with their vaccinations in order to protect themselves as well as children in their care. The National Health and Medical Research Council (NHMRC) recommends that people who work with children, including child care and pre-school educators (including child care students) and outside school hours carers, should be vaccinated against pertussis (whooping cough), hepatitis A, measles, mumps and rubella (MMR), varicella (chickenpox), and influenza (required annually).
- The service will take all reasonable steps to strongly encourage non-immune workers to be vaccinated.
- Occupational recommendations apply for the immunisation of educators at the service. As there are no mandatory requirements under the law for educators to be immunised, the service must follow the following requirements that our service has developed:
 - The Exclusion Periods requirements above apply to all educators.
 - Educators who are not immunised may use their best judgement to decide whether they exclude themselves from the service during an outbreak of an infectious disease.

Current Immunisation Schedule TO BE DISPLAYED IN THE SERVICE The National Immunisation Program (NIP) Schedule

If you have any further questions about the National Immunisation Program (NIP) Schedule, please talk to your doctor or immunisation provider.

Birth

- Hepatitis B (hepB) [See [footnote a](#)]

2 months

- Hepatitis B (hepB) [See [footnote b](#)]
- Diphtheria, tetanus and whooping cough (acellular pertussis) (DTPa)
- *Haemophilus influenzae* type b (Hib) [See [footnotes c & d](#)]
- Polio (inactivated poliomyelitis IPV)
- Pneumococcal conjugate (7vPCV)
- Rotavirus

4 months

- Hepatitis B (hepB) [See [footnote b](#)]
- Diphtheria, tetanus and whooping cough (acellular pertussis (DTPa))
- *Haemophilus influenzae* type b (Hib) [See [footnotes c & d](#)]
- Polio (inactivated poliomyelitis IPV)
- Pneumococcal conjugate (7vPCV)
- Rotavirus

6 months

- Hepatitis B (hepB) [See [footnote b](#)]
- Diphtheria, tetanus and whooping cough (acellular pertussis (DTPa))
- *Haemophilus influenzae* type b (Hib) [See [footnote c](#)]
- Polio (inactivated poliomyelitis) (IPV)
- Pneumococcal conjugate (7vPCV) [See [footnote e](#)]
- Rotavirus [See [footnote j](#)]

12 months

- Hepatitis B (hepB) [See [footnote b](#)]
- *Haemophilus influenzae* type b (Hib) [See [footnote d](#)]
- Measles, mumps and rubella (MMR)
- Meningococcal C (MenCCV)

12-24 months

- Hepatitis A (Aboriginal and Torres Strait Islander children in high risk areas) [See [footnote f](#)]

18 months

- Chickenpox (varicella) (VZV)

18-24 months

- Pneumococcal polysaccharide (23vPPV) (Aboriginal and Torres Strait Islander children in high risk areas) [See [footnote g](#)]
- Hepatitis A (Aboriginal and Torres Strait Islander children in high risk areas)

4 years

- Diphtheria, tetanus and whooping cough (acellular pertussis) (DTPa)
- Measles, mumps and rubella (MMR)
- Polio (inactivated poliomyelitis) (IPV)

10-13 years

- Hepatitis B [See [footnote h](#)]
- Chickenpox (varicella) (VZV) [See [footnote h](#)]

12-13 years

- Human Papillomavirus (HPV) [See [footnotes i & k](#)]

15-17 years

- Diphtheria, tetanus and whooping cough (acellular pertussis) (dTPa) [See [footnote i](#)]

15-49 years

- Influenza (Aboriginal and Torres Strait Islander people medically at-risk)
- Pneumococcal polysaccharide (23vPPV) (Aboriginal and Torres Strait Islander people medically at-risk)

50 years and over

- Influenza (Aboriginal and Torres Strait Islander people)
- Pneumococcal polysaccharide (23vPPV) (Aboriginal and Torres Strait Islander people)

65 years and over

- Influenza (flu)
- Pneumococcal polysaccharide (23vPPV)

Footnotes to the National Immunisation Program (NIP) Schedule

a. Hepatitis B vaccine should be given to all infants as soon as practicable after birth. The greatest benefit is if given within 24 hours, and must be given within 7 days.

b. Total of three doses of hepB required following the birth dose, at either 2m, 4m and 6m or at 2m, 4m and 12m.

c. Give a total of 4 doses of Hib vaccine (2m, 4m, 6m and 12m) if using PRP-T Hib containing vaccines.

d. Use PRP-OMP Hib containing vaccines in Aboriginal and Torres Strait Islander children in areas of higher risk (Queensland, Northern Territory, Western Australia and South Australia) with a dose at 2m, 4m and 12m.

e. Medical at-risk children require a fourth dose of 7vPCV at 12 months of age, and a booster dose of 23vPPV at 4 years of age.

f. Two doses of hepatitis A vaccine are required for Aboriginal and Torres Strait Islander children living in areas of higher risk (Queensland, Northern Territory, Western Australia and South Australia). Contact your State or Territory Health Department for details.

g. Contact your State or Territory Health Department for details.

h. These vaccines are for one cohort only within this age range, and should only be given if there is no prior history of disease or vaccination. Dose schedules may vary between jurisdictions. Contact your State or Territory Health Department for details.

i. This vaccine is for one cohort only within this age range. Contact your State or Territory Health Department for details.

j. Third dose of vaccine is dependent on vaccine brand used. Contact your State or Territory Health department for details.

k. Also for 12 to 18 year old girls who are not at school (community based catch-up program) and for 18 to 26 year old women until 30 June 2009. Females in these age groups must have started the course with their first dose of the vaccine on or before 30 June 2009, and complete all 3 doses by 31 December 2009.

Sources

Education and Care Services National Regulations 2011

National Quality Standard

Department of Health and Aging, National Immunisation Program Schedule

NHMRC. Staying Healthy in Child Care Preventing infectious diseases in child care 4th edition

Medicare Australia - <http://www.medicareaustralia.gov.au/provider/patients/acir/schedule.jsp>

Public Health Regulations 2000

Review

The policy will be reviewed annually. The review will be conducted by:

- Council
- Management
- Employees
- Families
- Interested Parties

Incident, Injury, Trauma and Illness Policy

Education and Care Services Regulation 2013 (Current 2018)

Regulation	66	Policies and procedures to be kept available –Act, s 244(2)(i)
	61	Children’s attendance record-Act, s 244(2)(1)
	26	Departure of children-Act, s 244(2)©

NQS

QA2	2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
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National Regulations

Regs	12	Meaning of serious incident
	85	Incident, injury, trauma and illness policies and procedures
	86	Notification to parents of incident, injury, trauma and illness
	87	Incident, injury, trauma and illness record
	88	Infectious diseases
	89	First aid kits
	97	Emergency and evacuation procedures
	161	Authorisations to be kept in enrolment record
	162	Health information to be kept in enrolment record
	168	Education and care service must have policies and procedures
	174	Prescribed information to be notified to Regulatory Authority
	176	Time to notify certain information to Regulatory Authority

Aim

Koolkan Early Childhood Centre and all educators can effectively respond to and manage accidents, illness and emergencies which occur at the service to ensure the safety and wellbeing of children, educators and visitors.

Related Policies

Death of a Child Policy

Emergency Service Contact Policy

Emergency Management and Evacuation Policy

Enrolment Policy

Food Nutrition and Beverage Policy

Health, Hygiene and Safe Food Policy

Infectious Diseases Policy

Medical Conditions Policy

Implementation

This policy and related policies and procedures at the service will be followed by Nominee, Supervisor and educators at the service in the event that a child -

- (a) is injured; or
- (b) becomes ill; or
- (c) suffers a trauma.

On behalf of the approved provider of the service, the Nominee or Supervisor will ensure that a parent of a child is notified as soon as practicably possible and without undue delay. Parents will be notified no later than 24 hours of the injury, illness or trauma. An Incident, Injury, Trauma and Illness Record will be completed without delay.

First aid kits will be easily recognised and readily available where children are present at the service and during excursions. They will be suitably equipped having regard to the hazards at the service, past and potential injuries and size and location of the service.

We will ensure first aid, anaphylaxis management training and asthma management training is current and updated at least every 3 years, and that all components of the first aid certificate are current if some require an earlier revision.

We will display these qualifications and expiry date where they can be easily be viewed by all educators and staff, together with their contact details to assist in the identification process.

First aid qualified educators will be present at all times on the roster and in the service. They will never exceed their qualifications and competence when administering first aid.

During induction training for new educators and staff we will:

- Advise which educators have first aid qualifications, and asthma and anaphylaxis management training and the location of the first aid kit.
- Obtain information about any first aid needs the educator may have that could require specific treatment in a medical emergency. This information will only be provided to first aid qualified educators with the employee's consent.

We will review our first aid response plan, the location of the first aid kit and who our first aid trained educators are at least annually or when there are any changes during staff meetings or through newsletters, emails or memos.

Administration of First Aid

If there is an accident, illness or injury requiring first aid, the following response procedure will be implemented:

- Educator or staff member notifies Nominee or Supervisor and a first aid qualified educator of the incident, illness or injury
- The Nominee, Supervisor or first aid qualified educator reviews child's medical information including any medical information disclosed on the child's enrolment form, medical management plan or medical risk minimisation plan before applying first aid.
- If the illness or incident involves asthma or anaphylaxis, an educator with approved asthma or anaphylaxis training will attend to the child or adult.
- The wellbeing and continued supervision of children in the vicinity of the incident, illness or injury is monitored closely by all staff.
- If required, a first aid qualified educator, the Nominee or Supervisor notifies and co-ordinates an ambulance and or, a parent or authorised contact person that child requires medical attention from a medical practitioner.
- If required an educator, the Nominee or Supervisor will contact a parent or authorised contact person to collect the child from the service.
- The Nominee or Supervisor ensures an Incident, Injury, Trauma and Illness Record is completed in full and without delay and parent or authorised contact person is notified as soon as possible and within 24 hours of the injury, illness or trauma.

First Aid Kit Guidelines

Any First Aid kit at the service must -

- Not be locked.
- Not contain paracetamol.
- Be appropriate for the number of employees and children and adequate for the immediate treatment of injuries at the service.
- Be in a place that takes an employee no longer than two minutes to reach, including time required to access secure areas.
- Be constructed of resistant material, be dustproof and of sufficient size to adequately store the required contents.
- Be capable of being sealed and preferably be fitted with a carrying handle as well as have internal compartments.
- Contain a list of the contents of the kit.

- Be regularly checked using the First Aid Kit Checklist to ensure the contents are as listed and have not deteriorated or expired.
- Have the words 'First Aid' prominently displayed on the outside of the first aid box.
- Be easy to access and if applicable, located where there is a risk of injury occurring.
- Display emergency telephone numbers, the phone number and location of the nearest first aid trained educators (including appropriate information for those employees who have mobile workplaces).
- Display a photograph of the first aid trained educators along with contact details to assist in the identification process.
- Be provided in each work vehicle.
- Consideration should be given to preventative measures such as sunscreen protection and portable water if working outdoors.
- First Aid kits must be taken on excursions and be attended by First Aid qualified educators.
- Be maintained in proper condition and the contents replenished as necessary.
- Our First Aid delegated individual responsible for maintaining all First Aid kits at the service is:

Role: ASSISTANT DIRECTOR

Number of First Aid Kits Responsible For In the Service

- Our back-up First Aid delegated individual responsible for maintaining all First Aid kits when the person listed above is away is:

Role: DIRECTOR OF CHILDCARE

Number of First Aid Kits Responsible For In the Service

These individuals are responsible for using the First Aid Checklist and ensuring each Kit has the required quantities, items are within their expiry dates and sterile products are sealed. This will occur after each use or if unused, at least annually. They will also consider whether the first aid kits and modules suit the service's hazards and the injuries that have occurred. If the kit requires additional resources, these individuals will advise and follow up with the Nominee or Supervisor.

- We will display a well-recognised, standardised first aid sign to assist in easily locating first aid kits. Signage will comply with AS 1319:1994 – Safety Signs for the Occupational Environment.

First Aid Kit Checklist

The checklist for first aid kits in Queensland does not specify the quantity of each item. It is in the Queensland First Aid Code of Practice. <http://www.deir.qld.gov.au/workplace/resources/pdfs/first-aid-cop-2004.pdf>

Our service will determine the appropriate quantity after considering the number of children in care.

Our educators will also ensure they are equipped with the appropriate resources to deal with a child at risk of anaphylaxis and other medical conditions. Educators may wish to provide additional items or modules, for example burns modules and eye wound modules.

Basic First Aid Kits Contents List	Quantity	QUANTITY AND EXPIRY DATE MET Yes / No
Adhesive strips (assorted sizes) for minor wound dressing.		
Non-allergenic adhesive tape for securing dressings and strapping.		
Eye pads for emergency eye cover.		
Triangular bandage for slings, support and/or padding.		
Hospital crepe or conforming bandage to hold dressings in place.		
Wound/combine dressings to control bleeding and for covering wounds.		
Non-adhesive dressings for wound dressing.		
Safety pins to secure bandages and slings.		
Scissors for cutting dressings or clothing.		
Kidney dish for holding dressings and instruments.		
Small dressings' bowl for holding liquids.		
Gauze squares for cleaning wounds.		
Forceps/tweezers for removing foreign bodies.		
Disposable latex or vinyl gloves for infection control.		
Sharps disposal container for infection control and disposal purposes.		
Sterile saline solution or sterile water for emergency eye wash or for irrigating eye wounds. This saline solution must be discarded after opening.		
Resuscitation mask to be used by qualified personnel for resuscitation purposes.		
Antiseptic solution for cleaning wounds and skin.		
Plastic bags for waste disposal.		

Note pad and pen/pencil for recording the injured or ill person's condition and treatment given.		
Re-usable ice-pack for the management of strains, sprains and bruises.		
Adhesive strips (assorted sizes) for minor wound dressing.		
Non-allergenic adhesive tape for securing dressings and strapping.		
Eye pads for emergency eye cover.		
Triangular bandage for slings, support and/or padding.		

Our service will use the following Incident, Injury, Trauma and Illness Record

Incident, Injury, Trauma and Illness Record



Team

Nominee or Supervisor's Name:

Date:

Nominee or Supervisor's Signature:

FORM DECLARATION

By signing this form, I declare that this Record has been completed as soon as practicably possible and no later than 24 hours after any incident, injury, trauma or illness has occurred while the child is being educated and cared for by the service.

Name of Person Completing Form _____

Signature of Person Completing Form _____

Time and Date Form Completed _____

PLEASE TRACK ANY ADDITIONAL CHANGES TO THE FORM BY WRITING THE TIME AND DATE NEXT TO ANY AREAS THAT ARE DIFFERENT FROM THE TIME AND DATE LISTED ABOVE. THE SIGNATURE OF THE PARENT AND SIGNATURE OF PERSON MAKING THE CHANGES IS ALSO REQUIRED NEXT TO EACH CHANGE.

Child's full name _____

DOB and Age in Years/Months _____

Time and Date child subjected to **Trauma or Incident** Occurred or Injury Received

Time and Date of Apparent Onset of **Illness**

Circumstances leading to the **Incident, Injury or Trauma**

Nature of injury sustained:

Circumstances and symptoms surrounding any **Illness** which became apparent

Details of any person who **witnessed** an Incident, Injury, Trauma or Illness

Notifications (including attempted notifications)

Details of people contacted by the service in relation to any accident, injury, trauma or illness

	Full Name	Time and date	Successfully contacted Y or N
Parent/Authorised Nominees			
Supervisor			
Regulatory Authority officer (if applicable)			
Person who made contact			

Details of any action taken by the service in relation to any accident, injury, trauma or illness

Include the names of any individuals taking action

Details of any medication administered or first aid provided by the service

Include the names of any individuals administering medication or providing first aid

Time and Date that any Medical Personnel contacted

Name(s) and contact number of any Medical Personnel or Service contacted

Was the child transported by ambulance?

Yes

No

If known, details of any medication administered or first aid provided by any Medical Personnel or Service

Did the illness/incident require notification of Health Dpt/other recognised authorities?

Yes

No

If Yes, Please provide details of notification:

Does the illness/incident require the child to be excluded from care?

Yes

No

If Yes, please outline the recommended minimum exclusion period: _____

Please note that children requiring an exclusion period will not be allowed to resume their place at the service until a medical certificate is produced stating the child is fit to return.

Were all appropriate and relating policies and procedures followed when dealing with the illness/injury?

Yes

No

Name and details of policies and procedures followed

Parent’s acknowledgement and comments

Parent’s Name(s):	
I acknowledge I have been notified of my child’s incident/injury/trauma/illness. (Please circle)	
Parent’s Signature(s):	

Were you satisfied with our treatment of your child’s Incident, Injury, Trauma and Illness?

Yes No

Are you satisfied that all policies and procedures at the service have been appropriately followed?

Yes No

Is there any additional information or support you need?

If you feel our practices could be improved, please outline any suggestions below/any further comments

Notification of serious incidents and complaints

The Approved Provider will notify the regulatory authority within 24 hours of any serious incident at our service (s. 174). This includes an injury or trauma to, or illness of a child for which the attention of a medical practitioner was sought or ought reasonably to have been sought or the child attended, or ought reasonably to have attended a hospital.

If the attention of a medical practitioner was sought or the child attended hospital in connection with the injury, trauma or illness the incident is a 'serious one' and must be notified.

To decide if an injury, trauma or illness is a 'serious incident' when the child did not attend a medical practitioner or hospital, we will consider the following issues:

- Was more than basic first aid needed to manage the injury, trauma or illness?
- Should medical attention have been sought for the child?
- Should the child have attended a hospital or an equivalent facility?

Serious incidents include:

- head injuries
- fractures
- burns
- removal of fingers
- meningococcal infection
- anaphylactic reaction requiring hospitalisation
- witnessing violence or a frightening event
- epileptic seizures
- bronchiolitis
- whooping cough
- measles
- diarrhoea requiring hospitalisation
- asthma requiring hospitalisation
- sexual assault

A serious incident also includes:

- The death of a child.
- An incident at the service where the emergency services attended or should have attended.
- A child is missing.
- A child has been taken from the service without the authorisations required under the regulations.
- A child is mistakenly locked in or out of the service.

If our service only becomes aware that the incident was serious afterwards, we will notify the regulatory authority within 24 hours of becoming aware that the incident was serious.

We will notify the regulator using form [SI01 Notification of Serious Incident](#) .

The Approved Provider will also notify the regulatory authority in writing:

- Within 24 hours of any complaints alleging that the safety, health or wellbeing of a child is being compromised at the service.
- Within 7 days of any circumstances arising at the Service that pose a risk to the health, safety and wellbeing of a child.

Work Health and Safety (WHS) requirements

Serious injury or illness is a “notifiable incident” under the work, health and safety legislation.

Serious injury or illness means a person requires:

- Immediate treatment as an in-patient in a hospital.
- Immediate treatment for:
 - The amputation of any part of the body.
 - A serious head injury.
 - A serious eye injury.
 - A serious burn.
 - The separation of skin from an underlying tissue (such as de-gloving or scalping)
 - A spinal injury.
 - The loss of a bodily function.
 - Serious lacerations.
- Medical treatment within 48 hours of exposure to a substance.

A serious illness includes any infection to which the carrying out of work is a significant contributing factor, for example an infection that can be linked to providing treatment to a person or coming into contact with human blood or body substances.

A dangerous incident is also notifiable under the legislation. Dangerous incidents include:

- An uncontrolled escape, spillage or leakage of a substance.
- An uncontrolled implosion, explosion or fire.
- An uncontrolled escape of gas or steam.
- An uncontrolled escape of a pressurised substance.
- Electric shock.
- The fall or release from a height of any plant, substance or thing.
- The collapse or partial collapse of a structure.

The Aurukun Shire Council, Nominee or Supervisor must notify WorkCover by telephone or in writing (including by facsimile or email) as soon as possible after the injury, illness or incident. Records of the incident must be kept for at least 5 years from the date that the incident is notified. The Council, Nominee or Supervisor must ensure the site where the incident occurred is left undisturbed as much as possible until an inspector arrives or as directed by WorkCover.

Sources

Education and Care Services National Regulations 2011

National Quality Standard

Work Health and Safety Act 2011

Work Health & Safety Regulation 2011

Safe Work Australia Legislative Fact Sheets First Aiders

Safe Work Australia First Aid in the Workplace Draft Code of Practice (Draft)

Review

The policy will be reviewed annually.

The review will be conducted by:

- Council
- Management
- Employees
- Families
- Interested Parties

Infectious Diseases Policy

To be read with -

Immunisation and Disease Prevention Policy

Education and Care Services Regulation 2013 (Current 2018)

Regulation	66	Policies and procedures to be kept available –Act, s 244(2)(i)
	61	Children’s attendance record-Act, s 244(2)(1)
	26	Departure of children-Act, s 244(2)(c)
	23	Record of incident, injury, trauma and illness-Act, s 244(2)(c)

NQS

QA2	2.1.1	Each child’s health needs are supported.
	2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.

National Regulations

Regs	77	Health, hygiene and safe food practices
	85	Incident, injury, trauma and illness policies and procedures
	86	Notification to parents of incident, injury, trauma and illness
	87	Incident, injury, trauma and illness record
	88	Infectious diseases
	90	Medical conditions policy
	162	Health information to be kept in enrolment record

Aim

Immunisation is a simple, safe and effective way of protecting people against harmful diseases before they come into contact with them in the community. Immunisation not only protects individuals, but also others in the community, by reducing the spread of disease.

Related Policies

Educator and Management Policy

Enrolment Policy

Food Nutrition and Beverage Policy

Health, Hygiene and Safe Food Policy

Incident, Injury, Trauma and Illness Policy

Immunisation Policy

Medical Conditions Policy

Privacy and Confidentiality Policy

Who is affected by this policy?

Child

Parents

Family

Educators

Management

Visitors

Volunteers

Implementation

- The service will use the attached Recommended Minimum Periods of Exclusion to exclude children and educators and inform parents of exclusion and non-exclusion periods for infectious diseases. We will minimise the spread of potential infectious diseases between children, other children and educators by excluding children who may have an infectious disease or are too ill to attend the service and facilitating the prevention and effective management of acute illness in children.
- Notification of the child's parents or nominated contacts will occur immediately.
- All appropriate notifications to the local Public Health Unit are available under the 'Infectious Diseases requiring Notification to the local Public Health Unit and must occur within 24 hours.
- Children might be brought to care with symptoms or signs of illness or while in care suddenly develop an illness that has not been diagnosed by a doctor, and that might be potentially infectious or potentially life-threatening for the child. Symptoms may not clearly fit those listed in exclusion diseases making it difficult for the service to decide whether to accept or exclude the child from the service. Many illnesses, while not fitting exclusion criteria, can transmit disease to other children in care, and many non-exclusion diseases can make a child too ill to participate in normal care activities.

If an infectious disease arises at the service we will respond to any symptoms in the following manner -

- Isolate the child from other children.
- Ensure the child is comfortable and appropriately supervised by educators.
- Contact the child's parents or nominated emergency contact. If the child's parents are unavailable we will contact the next nominated person. We will inform the contact of the child's condition and ask for a parent or other authorised person to pick the child up as quickly as possible. Any person picking the child up from the service must be approved by the child's parents and be able to show identification.
- Ensure all bedding, towels and clothing which has been used by the child is disinfected. These items will be washed separately and if possible air dried in the sun.

- Ensure all toys used by the child are disinfected.
- Ensure all eating utensils used by the child are separated and sterilised.
- Provide information in the child's home languages to the best of our ability.
- Inform all service families and educators of the presence of an infectious disease.
- Ensure confidentiality of any personal health related information obtained by the service and educators in relation to any child or their family.
- If a child or educator has been unable to attend the Service because of an infectious illness the person must provide a doctors certificate which specifically states the child/educator is ok to return to the Service.

Infectious Diseases requiring Notification to the local Public Health Unit

Infectious Diseases only require notification from clinicians. A listed of diseases can be found on pages one and two of the following form –

http://www.health.qld.gov.au/ph/documents/cdb/notif_conditions_rpt.pdf

or follow index of -

http://www.nhmrc.gov.au/files_nhmrc/publications/attachments/ch55_staying_healthy_childcare_5th_edition_0.pdf

Obligations under Public Health Act 2005

The person in charge of a child care service has an obligation to reduce the spread of contagious conditions by first advising the child's parent that they suspect the child may have a prescribed contagious condition. If the child continues to attend the service, the Nominee or Supervisor consult the local Population Health Unit, then make an informed decision to direct the parent to remove the child until the child is no longer contagious. They may also (after consulting the local Population health Unit) direct the parent of an unvaccinated child to remove the child until the outbreak is over.

The following information must be included in the direction to a parent:

- The suspected contagious condition.
- The prescribed period for the condition.
- The circumstances in which the child may be readmitted to the service.

The prescribed contagious conditions (in the Public Health Regulation 2005) are diphtheria, enterovirus 71, gastroenteritis outbreaks, haemophilus influenza type b (Hib), hepatitis A, measles, meningococcal disease, pertussis (whooping cough), polio, rubella, tuberculosis, typhoid, paratyphoid and varicella (chickenpox).

The prescribed periods (exclusion periods) are listed in schedule 2A of the Regulation

<http://www.legislation.qld.gov.au/legisltn/current/p/pubhealr05.pdf>

Immunisation and Educators

The National Health and Medical Research Council (NHMRC) recommend that educators should be immunised against -

- Hepatitis A.
- Measles-Mumps-Rubella (MMR).

Educators born during or since 1966 who do not have vaccination records of two doses of MMR, or do not have antibodies for rubella, require vaccination.

- Varicella if they have not previously been infected with chickenpox.
- Pertussis. An adult booster dose is especially important for those educators caring for the youngest children who are not fully vaccinated.
- Hepatitis B if caring for unimmunised children with intellectual disabilities (although the risk is low).

Our service will:

- Regularly provide educators and staff with information about diseases that can be prevented by immunisation through in-service training sessions, fact sheets and the Staying Healthy in Childcare publication.
- Regularly advise educators and staff that some infectious diseases may injure an unborn child if the mother is infected while pregnant through in-service training sessions, fact sheets and the Staying Healthy in Childcare publication. These infections include chickenpox, cytomegalovirus and rubella (German measles)
- Ask new employees to confirm in writing that we have provided this information during their induction.
- Encourage all non-immune staff to be vaccinated.
- Advise female educators / staff who are not fully immunised to consider doing so before getting pregnant.
- Advise pregnant educators and staff to review the Staying Healthy in Childcare publication and consult their medical practitioner to consider the risks of continuing to work at the service.
- Ensure pregnant educators and staff follow good infection control and hygiene procedures.
- Consider restricting pregnant educators and staff to working only with toilet trained children.

Recommended Minimum Periods of Exclusion

National Health and Medical Research Council

Staying Healthy in Child Care. 5th edition, Commonwealth of Australia 2012.

Children who are unwell should not attend the service.

Definition of 'Contacts' will vary according to disease. Please refer to specific Fact Sheets for definition of 'Contacts'.

Amoebiasis (*Entamoeba histolytica*)

Exclude until there has not been a loose bowel motion for 24 hours.

Exclusion of Contacts - Not excluded.

Campylobacter

Exclude until there has not been a loose bowel motion for 24 hours.

Exclusion of Contacts - Not excluded.

Candidiasis (See 'Thrush')

Chickenpox (*Varicella*)

Exclude until all blisters have dried. This is usually at least 5 days after the rash first appeared in unimmunised children and less in immunised children. Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise, not excluded.

CMV (*Cytomegalovirus* infection)

Exclusion is NOT necessary.

Exclusion of Contacts - Not excluded.

Cryptosporidium infection

Exclude until there has not been a loose bowel motion for 24 hours.

Exclusion of Contacts – Not excluded.

Diarrhoea (No organism identified)

Exclude until there has not been a loose bowel motion for 24 hours.

Exclusion of Contacts - Not excluded.

Diphtheria

Exclude until medical certificate of recovery is received following at least 2 negative throat swabs, the first swab not less than 24 hours after finishing a course of antibiotics followed by another swab 48 hours later.

Exclude contacts that live in the same house until cleared to return by an appropriate health authority.

German measles (See 'Rubella')

Giardiasis

Exclude until there has not been a loose bowel motion for 24 hours.

Exclusion of Contacts - Not excluded.

Glandular fever (Mononucleosis, EBV infection)

Exclusion is NOT necessary.

Exclusion of Contacts - Not excluded.

Hand, foot and mouth disease

Exclude until all blisters have dried.

Exclusion of Contacts - Not excluded.

Haemophilus influenzae type b (Hib)

Exclude until the person has received appropriate antibiotic treatment for at least 4 days.

Exclusion of Contacts - Not excluded.

Head lice (Pediculosis)

Exclusion is NOT necessary if effective treatment is commenced prior to the next day at child care (ie the child doesn't need to be sent home immediately if head lice are detected).

Exclusion of Contacts - Not excluded.

Hepatitis A

Exclude until a medical certificate of recovery is received, but not before seven days after the onset of jaundice.

Exclusion of Contacts - Not excluded.

Hepatitis B

Exclusion is NOT necessary.
Exclusion of Contacts - Not excluded.

Hepatitis C

Exclusion is NOT necessary.
Exclusion of Contacts - Not excluded.

Herpes simplex (cold sores, fever blisters)

Exclusion is not necessary if the person is developmentally capable of maintaining hygiene practices to minimise the risk of transmission.

If the person is unable to comply with these practices they should be excluded until the sores are dry. Sores should be covered by a dressing where possible.

Exclusion of Contacts - Not excluded.

Human Immunodeficiency Virus (HIV/AIDS)

Exclusion is NOT necessary. If the person is severely immunocompromised, they will be vulnerable to other people's illnesses.

Exclusion of Contacts - Not excluded.

Hydatid disease

Exclusion is NOT necessary.
Exclusion of Contacts - Not excluded.

Impetigo (school sores)

Exclude until appropriate antibiotic treatment has commenced. Any sores on exposed skin should be covered with a watertight dressing.

Exclusion of Contacts - Not excluded.

Influenza and influenza-like illnesses

Exclude until well.
Exclusion of Contacts - Not excluded.

Legionnaires' disease

Exclusion is NOT necessary.
Exclusion of Contacts - Not excluded.

Leprosy

Exclude until approval to return has been given by an appropriate health authority.
Exclusion of Contacts - Not excluded.

Measles

Exclude for 4 days after the onset of the rash.
Immunised and immune contacts are not excluded. Non-immunised contacts of a case are to be excluded from child care until 14 days after the first day of appearance of rash in the last case, unless immunised within 72 hours of first contact during the infectious period with the first case.
All immunocompromised children should be excluded until 14 days after the first day of appearance of rash in the last case.

Meningitis (bacterial)

Exclude until well and has received appropriate antibiotics.
Exclusion of Contacts - Not excluded.

Meningitis (viral)

Exclude until well.
Exclusion of Contacts - Not excluded.

Meningococcal infection

Exclude until appropriate antibiotic treatment has been completed.
Exclusion of Contacts - Not excluded.

Molluscum contagiosum

Exclusion is NOT necessary.
Exclusion of Contacts - Not excluded.

Mumps

Exclude for nine days or until swelling goes down (whichever is sooner).
Exclusion of Contacts - Not excluded.

Norovirus

Exclude until there has not been a loose bowel motion or vomiting for 48 hours.
Exclusion of Contacts - Not excluded.

Parvovirus infection (fifth disease, erythema infectiosum, slapped cheek syndrome).

Exclusion is NOT necessary.
Exclusion of Contacts - Not excluded.

Pertussis (See 'Whooping Cough')

Respiratory Syncytial virus

Exclusion is NOT necessary.
Exclusion of Contacts - Not excluded.

Ringworm/tinea

Exclude until the day after appropriate antifungal treatment has commenced.
Exclusion of Contacts - Not excluded.

Roseola

Exclusion is NOT necessary.
Exclusion of Contacts - Not excluded.

Ross River virus

Exclusion is NOT necessary.
Exclusion of Contacts - Not excluded.

Rotavirus infection

Children are to be excluded from the service until there has not been a loose bowel motion or vomiting for 24 hours.
Exclusion of Contacts - Not excluded.

Rubella (German measles)

Exclude until fully recovered or for at least four days after the onset of the rash.
Exclusion of Contacts - Not excluded.

Salmonella infection

Exclude until there has not been a loose bowel motion for 24 hours.
Exclusion of Contacts - Not excluded.

Scabies

Exclude until the day after appropriate treatment has commenced.
Exclusion of Contacts - Not excluded.

Scarlet fever (See 'Streptococcal sore throat')

School sores (See 'Impetigo')

Shigella infection

Exclude until there has not been a loose bowel motion for 24 hours

Exclusion of Contacts - Not excluded.

Streptococcal sore throat (including scarlet fever)

Exclude until the person has received antibiotic treatment for at least 24 hours and feels well.

Exclusion of Contacts - Not excluded.

Thrush (candidiasis)

Exclusion is NOT necessary.

Exclusion of Contacts - Not excluded.

Toxoplasmosis

Exclusion is NOT necessary.

Exclusion of Contacts - Not excluded.

Tuberculosis (TB)

Exclude until medical certificate is produced from an appropriate health authority.

Exclusion of Contacts - Not excluded.

Typhoid, Paratyphoid

Exclude until medical certificate is produced from appropriate health authority

Contacts - Not excluded unless considered necessary by public health authorities.

Varicella See 'Chickenpox'

Viral gastroenteritis (viral diarrhoea)

Children are to be excluded until there has not been a loose bowel motion or vomiting for 24 hours.

Exclusion of Contacts - Not excluded.

Warts

Exclusion is NOT necessary.
Exclusion of Contacts - Not excluded.

Whooping cough (pertussis)

Exclude until five days after starting appropriate antibiotic treatment or for 21 days from the onset of coughing. Contacts that live in the same house as the case and have received less than three doses of pertussis vaccine are to be excluded from the service until they have had 5 days of an appropriate course of antibiotics. If antibiotics have not been taken, these contacts must be excluded for 21 days after their last exposure to the case while the person was infectious.

Worms

Exclude if loose bowel motions present. Exclusion of Contacts - Not excluded.

Sources

Education and Care Services National Regulations 2011

National Quality Standard

Department of Health and Aging, National Immunisation Program Schedule

NHMRC. Staying Healthy in Child Care Preventing infectious diseases in child care 5th edition

Public Health Act 2005

Public Health Regulation 2005

Public Health Act 2005 and Contagious Conditions in Child Care – Frequently Asked Questions

Review

The policy will be reviewed annually. The review will be conducted by:

- Council
- Management
- Employees
- Families
- Interested Parties

Lockdown Policy

Education and Care Services Regulation 2013 (Current 2018)

Regulation	66	Policies and procedures to be kept available –Act, s 244(2)(i)
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NQS

QA2	2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
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National Regulations

Reg	168(2)(e)	Policies and procedures in relation to emergency and evacuation
Reg	97	Emergency and evacuation procedures
Reg	98	Telephone or other communication equipment

Aim

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

Related Policies

Death of a Child Policy
Bushfire Policy
Child Protection Policy
Emergency Management and Evacuation Policy
Incident, Injury, Trauma and Illness Policy

Implementation

Examples of such critical incidents are:

- Death of a child at the service or on an excursion.
- Children/educators being taken hostage.
- A siege of service property.
- A disaster in the local community.
- Unusual amounts of media attention.
- Aggressive trespassers/community unrest.

Initial Notification

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

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

Alarm Procedure

- The service bell will sound every 5 seconds for a one minute period.
- The most senior person in charge will sound the bell and make the following announcement

- **"This is a LOCK DOWN"**
- **"This is not a fire drill"**
- **"Everyone is to move to the safe area, remain seated and to keep calm and quiet."**

Movement of Children and Educators

- All persons will move to the safe area.
- If possible, educators will make efforts to seal and lock classroom doors and windows.
- Children should remain under the desks or down low and out of sight during the lockdown period.
- If children are outside, educators should get them inside as quickly as possible even if they are not from their room.

Staff Responsibilities:

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

All Clear Signal

The All Clear Signal is as follows:

- The most senior person in charge will sound the service's bell (if applicable) or blow a whistle for 5 seconds.
- The most senior person in charge will then say, "The Lock Down has now ended, and everyone follow me and the educators in an orderly manner".

Sources

National Quality Standard

Education and Care Services National Regulations

Review

The policy will be reviewed annually. Review will be conducted by

- Council
- Management
- Employees
- Parents/Families
- Interested Parties

Medical Conditions Policy

Education and Care Services Regulation 2013 (Current 2018)

Regulation	66	Policies and procedures to be kept available –Act, s 244(2)(i)
	19	Authority to give medical attention- Act, s 244(2)(c)
	20	Medical attention – Act s 244(2) (c)
	42	First Aid Qualifications -Act, s 244 (2)(f)
	64	Health information to be kept in enrolment record -Act ,s 244 (2)(i)

NQS

QA2	2.1.1	Each child's health needs are supported.
	2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.
	2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.

National Regulations

Reg	90	Medical conditions policy
	90(1)(iv)	Medical Conditions Communication Plan
	91	Medical conditions policy to be provided to parents
	92	Medication record
	93	Administration of medication
	94	Exception to authorisation requirement— anaphylaxis or asthma emergency
	95	Procedure for administration of medication
	96	Self-administration of medication

EYLF

LO3	Children are happy, healthy, safe and connected to others.
	Educators promote continuity of children's personal health and hygiene by sharing ownership of routines and schedules with children, families and the community.
	Educators discuss health and safety issues with children and involve them in developing guidelines to keep the environment safe for all.

Aim

Koolkan Early Childhood Centre and all educators can effectively respond to and manage medical conditions including asthma, diabetes and anaphylaxis at the service to ensure the safety and wellbeing of children, staff and visitors.

Related Policies

Additional Needs Policy

Administration of First Aid Policy

Death of a Child Policy

Emergency Service Contact Policy

Emergency Management and Evacuation Policy

Enrolment Policy

Food Nutrition and Beverage Policy

Health, Hygiene and Safe Food Policy

HIV AIDS Policy

Immunisation and Disease Prevention Policy

Incident, Injury, Trauma and Illness Policy

Infectious Diseases Policy

Privacy and Confidentiality Policy

Implementation

Koolkan Early Childhood Centre will involve all educators, families and children in regular discussions about medical conditions and general health and wellbeing throughout our curriculum. The service will adhere to privacy and confidentiality procedures when dealing with individual health needs.

A copy of the Medical Conditions Policy must be provided to all educators and volunteers at the service. The Policy must also be provided to parents of children enrolled at the service including those whose child has been identified as having a specific health care need or allergy. Educators are also responsible for raising any concerns with a child's parents about any medical condition/suspected medical condition, or known allergens that pose a risk to the child.

A child with a known medical condition who is enrolled at the service, will not be able to attend the service without medication prescribed by their medical practitioner. In particular, no child who has been prescribed an adrenaline auto-injection device, insulin injection device or asthma inhaler is permitted to attend the service or its programs without the device.

Families are required to provide information about their child's health care needs, allergies, medical conditions and medication on the Enrolment Form and are responsible for updating the service about of these things, including any new medication, ceasing of medication, or changes to their child's prescription.

All educators and volunteers at the service must follow a child's Medical Management Plan in the event of an incident related to a child's specific health care need, allergy or medical condition.

Our service will implement the following communications plan to ensure that parents are reminded to advise of any changes which will impact the Medical Management Plan and Risk Minimisation Plan:

Add medical management communication plan. Provide information about how parents can inform the service about any changes and how the service will remind parents eg by newsletters, emails, notices sent home etc.

Information that must be provided in Enrolment Record

Koolkan Enrolment Form provides an opportunity for parents to help the service effectively meet their child's needs relating to any medical condition.

The enrolment record will include details of any:

- Specific health care needs or medical conditions of the child, including asthma, diabetes, allergies, and whether the child has been diagnosed at risk of anaphylaxis.
- Any Medical Management Plan provided by a child's parents and/or registered medical practitioner. This Plan should:
 - Have supporting documentation if appropriate.
 - Include a photo of the child.
 - If relevant, state what triggers the allergy or medical condition
 - First aid needed.
 - Contact details of the doctor who signed the plan.
 - State when the plan should be reviewed.

Copies of the plan should be kept with the child's medication and also accompany them on any excursions.

Where there is a Medical Management Plan, a risk minimisation plan must be developed and informed from the child's Medical Management Plan.

Note parents are responsible for updating their child's Medical Management Plan/providing a new plan as necessary and will be regularly reminded by the service as per the Medical Management Communications Plan.

Any new information will be attached to the Enrolment Form and kept on file at the service. Educators will ensure information that is displayed about a child's medical conditions is updated.

Identifying Children with Medical Conditions

Any information relating to a child's medical conditions will be shared with relevant educators, volunteers, the Nominee or Supervisor at the service. Educators will be briefed by the Nominee or Supervisor on the specific health needs of each child.

Koolkan Early Childhood Centre will implement the following communications plan to ensure that relevant educators, staff and volunteers are:

- Informed about the Medical Conditions Policy.
- Easily able to identify a child with medical conditions.
- Are aware of the requirements of any medical management plans and risk minimisation plans.
- Aware of the location of each child's medication.
- Updated on the child's treatment along with any regulatory changes that may affect practices for specific medical conditions.

Add medical management communication plan. Provide information about how educators will be informed about the policy and plans e.g. during inductions and at regular staff meetings.

Our service will display information about a child's medical management plan, risk minimisation plan, and the location of each child's medication in an area near a telephone that is visible and easily accessed by all educators e.g. food preparation or serving area to ensure all procedures are followed. We will ensure the display of information meets privacy guidelines and is not accessible to visitors or other families. We will explain to families why this is important for the safety of the child and obtain parental consent.

Where a child has been diagnosed at risk of anaphylaxis, a notice stating this must be displayed at the service so it is clearly visible from the main entrance. The privacy and confidentiality of the child will be maintained at all times and the public notice will not name the child.

Medical Conditions Risk Minimisation Plan

Using a child's Medical Management Plan, our service will develop a Medical Conditions Risk Minimisation Plan in consultation with a child's parents and medical professionals which will ensure that:

- Any risks are assessed and minimised.
- If relevant, practices and procedures for the safe handling of food, preparation, consumption and service of food for the child are developed and implemented (note we will follow all health, hygiene and safe food policies and procedures).
- All parents are notified of any known allergens that pose a risk to a child and how these risks will be minimised.
- A child does not attend the service without medication prescribed by their medical practitioner in relation to their specific medical condition.

Our service will provide support and information to all parents and other members of our community about resources and support for managing allergies, anaphylaxis asthma and diabetes.

Our service will routinely review each child's medication to ensure it hasn't expired.

Medical Conditions Risk Minimisation Plan: Anaphylaxis/Allergy Management

While not common, anaphylaxis is life threatening. Anaphylaxis is a severe allergic reaction to a substance. While prior exposure to allergens is needed for the development of true anaphylaxis, severe allergic reactions can occur when no documented history exists. We are aware that allergies are very specific to the individual and it is possible to have an allergy to any foreign substance.

Anaphylaxis is usually caused by a food allergy. Foods most commonly associated with anaphylaxis include peanuts, seafood, nuts and in children eggs and cow's milk. While developing the Medical Conditions Risk Minimisation Plan and to minimise the risk of exposure of children to foods that might trigger severe allergy or anaphylaxis in susceptible children, our service will:

- Not allow children to trade food, utensils or food containers.
- Prepare food in line with a child's medical management plan and family recommendations.
- Use non-food rewards with children, for example, stickers for appropriate behaviour.
- Consider whether it's necessary to change or restrict the use of food products in craft, science experiments and cooking classes so children with allergies can participate.

- Instruct educators on the need to prevent cross contamination.
- Request all parents not to send food with their children that contain highly allergenic elements even if their child does not have an allergy by, for example, placing a sign in the foyer or near the front door reminding families about this.
- Where a child is known to have a susceptibility to severe allergy or anaphylaxis to a particular food, the service will have a “allergy-awareness policy” for that food e.g. an “Allergy-Aware (Nut) Policy” which would exclude children or other individuals visiting the service from bringing any foods or products containing nuts or nut material such as :
 - Peanuts, brazil nuts, cashew nuts, hazelnuts, almonds, pecan nuts.
 - Any other type of tree or ground nuts, peanut oil or other nut based oil or cooking product, peanut or any nut sauce, peanut butter, hazelnut spread, marzipan.
 - Any other food which contains nuts such as chocolates, sweets, lollies, nougat, ice creams, cakes, biscuits, bread, drinks, satays, pre-prepared Asian or vegetarian foods
 - Foods with spices and seeds such as mustard, poppy, wheat and sesame seeds
 - Cosmetics, massage oils, body lotions, shampoos and creams such as Arachis oil that contain nut material.
- Be aware that a child may have a number of food allergies or there may be a number of children with different food allergies, and it may not be possible to have an allergy free policy for all those foods involved. Nut allergy is the most likely to cause severe reaction and will take precedence.
- If appropriate, seat a child with allergies at a different table if food is being served that he/she is allergic to. This will always be done in a sensitive manner so that the child does not feel excluded. If a child is very young, the family may be asked to provide their own high chair to further minimise the risk of cross infection.
- Hold non-allergic babies when they drink formula/milk or there is a child diagnosed at risk of anaphylaxis from a milk allergy.
- Ensure all children with food allergies only eat food and snacks that have been prepared for them at home where possible.
- Instruct food preparation staff and volunteers about measures necessary to prevent cross contamination between foods during the handling, preparation and serving of food, such as careful cleaning of food preparation areas and utensils.

- Closely supervise all children at meal and snack times and ensure food is eaten in specified areas. To minimise risk children will not be permitted to 'wander around' the service with food.
- Ensure meals prepared at the service do not contain ingredients such as milk, eggs or nuts.
- Consult risk minimisation plans when making food purchases and planning menus.

Allergic reactions and anaphylaxis are also commonly caused by:

- All types of animals, insects, spiders and reptiles.
- All drugs and medications, especially antibiotics and vaccines.
- Many homeopathic, naturopathic and vitamin preparations.
- Many species of plants, especially those with thorns and stings.
- Latex and rubber products.
- Band-Aids, Elastoplast and products containing rubber based adhesives.

Koolkan Early Childhood Centre will ensure that body lotions, shampoos and creams used on allergic children are approved by their parent.

Risk minimisation practices will be carried out to ensure that the service is to the best of our ability providing an environment that will not trigger an anaphylactic reaction. These practices will be documented and reflected upon, and potential risks reduced if possible.

The service will display an Australasian Society of Clinical Immunology and Allergy inc (ASCIA) generic poster called Action Plan for Anaphylaxis in a key location at the service, for example, in the children's room, the staff room or near the medication cabinet

<http://www.allergy.org.au/content/view/10/3/#r1>

Koolkan Early Childhood Centre will ensure that the auto-injection device kit is stored in a location that is known to all staff, including relief staff, easily accessible to adults (not locked away), inaccessible to children, and away from direct sources of heat.

Educators should be on the lookout for symptoms of an allergic reaction as they need to act rapidly if they do occur. If a child is displaying symptoms of an anaphylactic reaction our service will:

- Call an ambulance immediately by dialling **000** or the Aurukun Clinic **07 40606700**
- Ensure the first aid trained educator/educator with approved anaphylaxis management training provides appropriate first aid which may include the injection of an auto immune device EpiPen® in line with the steps outlined by the Australian Society of Clinical

Immunology and Allergy <http://allergy.org.au/health-professionals/anaphylaxis-resources/ascia-action-plan-for-anaphylaxis> and CPR if the child stops breathing.

- Contact the parent/guardian or the person to be notified in the event of illness if the parent/guardian cannot be contacted.

Medical Conditions Risk Minimisation Plan: Asthma Management

Asthma is a chronic lung disease that inflames and narrows the airways. While developing the Medical Conditions Risk Minimisation Plan our service will implement procedures where possible to minimise the exposure of susceptible children to the common triggers which can cause an asthma attack. These triggers include:

- Dust and pollution.
- Inhaled allergens, for example mould, pollen, pet hair.
- Changes in temperature and weather, heating and air conditioning.
- Emotional changes including laughing and stress.
- Activity and exercise.

Risk minimisation practices will be carried out to ensure that the service is to the best of our ability providing an environment that will not trigger an asthmatic reaction. These practices will be documented and reflected upon, and potential risks reduced if possible.

The service will display an Asthma chart called First Aid for Asthma Chart for under 12 years or Asthma First Aid in a key location at the service, for example, in the children's room, the staff room or near the medication cabinet <http://www.nationalasthma.org.au/uploads/content/22-NAC-First-Aid-for-Asthma-Chart-Kids-FINAL.pdf> or <http://asthmaaustralia.org.au/wp-content/uploads/2012/07/AA-Live-Well-with-Asthma-0512-WEB.pdf>

An asthma attack can become life threatening if not treated properly. If a child is displaying asthma symptoms, our service will:

- Ensure a first aid trained educator/educator with approved asthma management training immediately attends to the child. If the procedures outlined in the child's medical management plan do not alleviate the asthma symptoms, or the child does not have a medical management plan, the educator will provide appropriate first aid, which may include the steps outlined by Asthma Australia as follows:

1. Sit the child upright
 - Stay with the child and be calm and reassuring.
 2. Give 4 puffs of blue reliever puffer medication
 - Use a spacer if there is one.
 - Shake puffer.
 - Put 1 puff into spacer.
 - Take 4 breaths from spacer.
 - Repeat until 4 puffs have been taken.Shake, 1 puff, 4 breaths
 3. Wait 4 minutes
 - If there is no improvement, give 4 more puffs as above.
 4. If there is still no improvement call emergency assistance 000
 - Keep giving 4 puffs every 4 minutes until emergency assistance arrives.
- Contact the child's parent or authorised contact where the parent cannot be reached.

The service will ensure that an asthma First Aid Kit is stored in a location that is known to all staff, including relief staff, easily accessible to adults (not locked away), inaccessible to children, and at room temperature in dry areas. An Asthma First Aid kit should contain:

- Blue or grey reliever puffer.
- A spacer device that is compatible with the puffer
- A face mask compatible with the spacer for use by children under 5.
- 70% alcohol swabs for cleaning devices. Note puffers, spacers and face masks from the Kit must be thoroughly cleaned after each use to prevent cross contamination. To clean:
 - Remove canister from puffer and wash device (but not canister) in warm water with kitchen detergent.
 - Do not rinse or rub dry, allow devices to air dry.
 - When dry, wipe the mouth piece inside and outside with a 70% alcohol swab.
 - When completely dry, replace the canister and ensure puffer is working correctly.

Medical Conditions Risk Minimisation Plan: Diabetes

Diabetes is a chronic condition where the levels of glucose (sugar) in the blood are too high. Glucose levels are normally regulated by the hormone insulin.

The most common form of diabetes in children is type 1. The body's immune system attacks the insulin producing cells so insulin can no longer be made. People with type 1 diabetes need to have insulin daily and test their blood glucose several times a day, follow a healthy eating plan and participate in regular physical activity.

See <http://www.diabeteskidsandteens.com.au/whatisdiabetes.html> for an online presentation for children explaining how diabetes affects the body.

Type 2 diabetes is managed by regular physical activity and healthy eating. Over time type 2 diabetics may also require insulin.

While developing the Medical Conditions Risk Minimisation Plan our service will implement procedures where possible to ensure children with diabetes do not suffer any adverse effects from their condition while at the service. These include ensuring they do not suffer from hypoglycaemia (have a "hypo") which occurs when blood sugar levels are too low. Things that can cause a "hypo" include:

- A delayed or missed meal, or a meal with too little carbohydrate
- Extra strenuous or unplanned physical activity
- Too much insulin or medication for diabetes
- Vomiting

Children with Type 1 diabetes may also need to limit their intake of sweet foods. Our service will ensure information about the child's diet including the types and amounts of appropriate foods is part of the child's Medical Management Plan and that this is used to develop the Risk Minimisation Plan.

Our service will ensure our first aid trained educator is trained in the use of the insulin injection device (syringes, pens, pumps) used by children at our service with diabetes.

If a child is displaying symptoms of a "hypo" our service will:

- Ensure the first aid trained educator provides immediate first aid which will be outlined in the child's medical management plan and may include giving the child some quick acting and easily consumed carbohydrate.
- Call an ambulance by dialling 000 if the child does not respond to the first aid and CPR if the child stops breathing.

- Contact the parent/guardian or the person to be notified in the event of illness if the parent/guardian cannot be contacted.

Educator Training and Qualifications

The approved provider must ensure that at least one educator attending the service:

- Holds a current approved first aid qualification.
- Has undertaken current approved anaphylaxis management training.
- Has undertaken current approved emergency asthma management training.

If immediately prior to 1 January 2012 the education and care services law did not require that educators have:

- Anaphylaxis management training, the service will implement this by 1 January 2013.
- Asthma management training, the service will implement this by 1 January 2013.

Our staffing Arrangements Policy has more details about educator training and qualifications in this area.

Educators in our service recognise how serious anaphylaxis is and will undertake steps to minimise the possibility of occurrence. The service will maintain the following in relation to educator qualifications for anaphylaxis:

- All educators in all services whether or not they have a child diagnosed at risk of anaphylaxis undertakes training in the administration of the adrenaline auto-injection device and cardio- pulmonary resuscitation every 12 months.

Sources

Education and Care Services National Regulations 2011

Education and Care Services Regulation 2013 (current 2018)

National Quality Standard

Asthma Australia

National Asthma Organisation

Australasian Society of Clinical Immunology and Allergy www.allergy.org.au

Australian Diabetes Council

Review

The policy will be reviewed annually.

The review will be conducted by:

- Council
- Management
- Employees
- Families and Interested Parties

National Quality Framework Policy Education and Care Services Regulation 2013 (Current 2018)

Regulation	66	Policies and procedures to be kept available –Act, s 244(2)(i)
	19	Authority to give medical attention- Act, s 244(2)(c)
	20	Medical attention – Act s 244(2) (c)
	42	First Aid Qualifications -Act, s 244 (2)(f)
	64	Health information to be kept in enrolment record -Act ,s 244 (2)(i)

Aim

Koolkan Early Childhood Centre operates under the state legislation Education and Care Services Regulation 2013 and strives to implement the National Quality Framework (NQF) and is a Budget Based Funded (BBF) Service. We aim to provide the highest quality of education and care available across all areas.

Related Policies

Enrolment Policy

Educators Orientation Policy

Who is affected by this policy?

Educators

Families

Child

Management

Visitors

Implementation

Koolkan Early Childhood Centre participates in and values the National Quality Framework (NQF), including the National Quality Standard (NQS), the Early Years Learning Framework (EYLF) and the National Regulations – an Australian Government initiative linked to the funding of the Child Care Benefit for parents. This is conducted through the Australian Children’s Education and Care Quality Authority (ACECQA) and the state licensing department through scheduled site assessment visits against the State Education and Care Services Regulations 2013 (current 2018) and where appropriate, spontaneous visits.

The NQS provides standards of quality practices for care provided in our Service as well as guidance and support from the Service’s self-evaluation through our Quality Improvement Plan (QIP). The system also allows educators to continually improve practices by identifying the quality aspects of care the Service is already providing and assisting the Service in developing goals for further improvement through our QIP. The Service is required to complete and submit a comprehensive QIP every twelve months or as requested by our funding bodies.

The Service will ensure that all educators and management are informed about current practices and requirements in the NQF process by attending appropriate in-service/training, accessing any other publications and information about the accreditation process that may be of benefit – including those published by ACECQA. Educators will involve parents, families and management in each stage to seek their input and views into practices and care in our Service – this includes having parent input into policy reviews, parent meetings and providing updates in newsletters about the Service’s current stage in the process

The seven Standards under the NQS are –

1. Educational program and practice
2. Children’s health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Leadership and service management

The Ratings are as follows –

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

We will access regular updates on the ACECQA website – www.cecqa.gov.au

Sources

National Quality Standard

Early Years Learning Framework

Education and Care Services National Regulations 2011

Review The policy will be reviewed annually.

The review will be conducted by: Council, Management, Employees, Families and Interested Parties

Orientation for Children Policy

Education and Care Services Regulation 2013 (Current 2018)

Regulation	66	Policies and procedures to be kept available –Act, s 244(2)(i)
	61	Children’s Attendance records- Act, s 244(2)(i)
	62	Child enrolment records – Act s 244(2) (i)
	63	Authorisations to be kept in enrolment record -Act, s 244 (2)(i)
	64	Health information to be kept in enrolment record -Act ,s 244 (2)(i)
	59	Access for parents- Act, s 244 (2)(g)

NQF

QA6	6.1.1	There is an effective enrolment and orientation process for families.
	6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities

National Regulations

Regs	177	Prescribed enrolment and other documents to be kept by approved provider
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Aim

To provide children and families with an orientation procedure that allows the child and family to transition to their child being in care, transition to a new room within the service or transitioning to school.

Related Policies

Enrolment Policy

Family Law and Access Policy

Parental Interaction and Involvement in the Service Policy

Physical Environment (Workplace Safety, Learning and Administration) Policy

Relationships with Children Policy

Staffing Arrangements Policy

Unenrolled Children Policy

Who is affected by this policy?

Children

Families

Educators

Implementation

We believe orientation is an important process where educators are able to get important information about the new child's needs and those of the family. This process helps to make the transition from home to care as smooth as possible with the aim to maintain continuity between home and the service, which helps the child adjust to the new setting.

The Nominee or Supervisor will arrange for the new child to attend the service (together with parents/s) to visit and meet the staff, and familiarise with the environment. The children may participate in the activities if they so desire. A number of young children prefer to just watch, rather than do. Positive interactions at this time (between parents, educators and the child) are important for the children to build positive attitudes to the service environment. Educators are aware that some children respond to new experiences faster than others and will adapt to the situation.

At this time, the daily timetable and program will be discussed, as well as routines and any special requirements for the child that may need to be accommodated. Parent/s will also be encouraged to send any special comfort items (teddy etc) to help the child in the initial settling in period. Parents will also be invited to ring and check on their child at any time if there are any concerns.

Part of this orientation visit is also to explain/collect the required documentation for the child (enrolment form, birth certificate, immunisation record and medicare number etc). Staff will also explain modes of fee payment and communication (newsletters, pockets, communication box etc), what the child will need, the importance of labelling personal items and also show the parent library where they can access the service's policies and other resources.

Educators will also discuss how best to tailor the child's settling in period – with some parents choosing to gradually build up to a full day so the child is reassured that the parents will return to collect them. Educators will encourage parents to say goodbye when dropping off – and reassured that if the child remains distressed over a period of time, that educators will contact them. Parents are able to stay as long as needed to reassure their child, but sometimes it's easier for the educator to settle the child if the parents come earlier on collection to spend time with their child – rather than do this at drop off time.

Parents will be kept informed about how their child is settling in on collection and are welcome to discuss any aspects with the Nominated Supervisor at a convenient time.

Information on the service's child orientation policy will be available in different languages when required.

Transition

The service aims to arrange for room transitions when a vacancy occurs or at the beginning of a new year. As each room has different challenges and expectations, children will only be transitioned when they are ready in all aspects of their development. The opportunity to transition between groups / rooms at the service is based on many factors other than just age. When the child becomes of the age to attend the Pre-prep program at the school, the service will work with the parents and the school to prepare the child for school entry.

Transition from one room to another

Change is harder for some children than others, however by making this transition as smooth as possible for children and families, we are helping build the child's success. Separation can evoke children's deep feelings which can trigger restlessness, frustration etc.

Implementation

As to minimise any distress that the transfer may cause;

- Think about the transition ahead of time. Lay the groundwork for a new teacher to get to know their child by sharing information and insights you have gained.
- Talk to families about how their child handles change and the strategies they use to help their child cope with change
- Plan to have the child and family visit the new group more than once if possible.
- Invite the new teacher to visit the child in their room numerous times.
- Talk about change, starting from 2 weeks before the transition.
- Don't talk about the transition in terms of concern or sorrow.
- Talk about their new teacher every day in general conversation.
- Celebrate the child's last day in the room with a special snack or by signing a special song you have made together.
- Be sure to say goodbye.

Transition to school

When a child first attends school, there is a great change for that child and for their family. We believe that the child's parents are the most important link in this transition.

- The better the transition between home and school, the better the education: that's the message of recent research.
- The Service will always talk about starting school in a positive manner that will reinforce a healthy attitude toward the transition.
- If possible, information on local schools will be made available to parents.
- Toward the end of each year an excursion is arranged to visit the local school so as to familiarise the children with the school environment.

- Parents with children who are of eligible age to commence school in the following year will be notified of the excursion and the enrolment requirements.
- Information regarding school readiness is discussed from October the year before school.

Sources

Education and care Services Regulation 2013 (Current 2018)

Education and Care Services National Regulations

National Quality Standard

Review

The policy will be reviewed annually.

Review will be conducted by:

- Council
- Management
- Employees
- Families
- Interested Parties.

Parental Interaction and Involvement in the Service Policy

Education and Care Services Regulation 2013 (Current 2018)

Regulation	66	Policies and procedures to be kept available –Act, s 244(2)(i)
	61	Children’s Attendance records- Act, s 244(2)(i)
	62	Child enrolment records – Act s 244(2) (i)
	63	Authorisations to be kept in enrolment record -Act, s 244 (2)(i)
	64	Health information to be kept in enrolment record -Act ,s 244 (2)(i)
	59	Access for parents- Act, s 244 (2)(g)

NQF

QA6	6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.
	6.1.3	Current information about the service is available to families
	6.2.1	The expertise of families is recognised and they share in decision making about their child’s learning and wellbeing.
	6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing.
	6.3.4	The services builds relationships and engages with their local community.
QA7	7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.

National Regulations

Regs	157	Access For Parents
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Aim

Communications between family members and the Service are considered crucial for a child to reach their full development. Therefore, we aim to provide an environment where there is a strong emphasis on family/Service communication to allow consistency and continuity between the home and the Service environment. By encouraging family members to be involved in the service, we aim to provide a service that best meets the needs of our community.

Related Policies

Educator and Management Policy
Enrolment Policy
Family Law and Access Policy
Fees Policy
Orientation for Children Policy

Who is affected by this policy?

Children
Families
Educators

Implementation

Parent Communication

Koolkan Early Childhood Centre aims to provide as many outlets as possible for family/service communication. These include:

- Face to face.
- A monthly newsletter which will be sent home with children.
- A communications book in the service's foyer.
- A notice board displaying upcoming events and notices.
- Regular Centre based community events.

Parent Grievances

Any parent/caregiver with a concern or complain in relation to the running of our Service either in administration or child interaction should do the following:

- Voice their complaint or concern with the Nominee, Supervisor or the Aurukun Shire Council as the approved provider.
- Be assisted to write their complaint or concern, to prompt a written response. Unless they have chosen to remain anonymous.
- Parents can speak to any educator or member of staff about a specific complaint or concern. Educators or staff will put in steps to address your concern or complaint as quickly as possible. However, educators and staff do reserve the right to have the complaint put in writing.
- If a service-wide problem has been brought to our attention all families and educators will be informed of the contents of your complaint but not your name.

- The service will use the Grievance Procedure/Register to ensure that the grievance is followed through and sufficiently investigated.

Parental and Family Involvement

- Families are welcome to visit at any time of the day.
- Families are encouraged to make suggestions and offer critique on our program, philosophy, management and food menu.
- Families are encouraged to share aspects of their culture with the educators and children as well as appropriate experiences.
- Families are invited to participate in the service's daily routine by helping out with activities such as craft, the preparation of morning tea, special activities and afternoon tea.
- Minutes of regular educator/parents meetings will be kept aside for either side to make suggestions.

Open Doors

O

Our Service can be accessed at any time for parental inspection.

P

Please come and see how we help your child develop and grow.

E

Entry by you any time shows that we are happy for you to see our practices at any time of the day.

N

Never leave your child in a Service unless you feel 100% competent in their ability to provide for your child.

D

Don't hesitate to ask us any questions about your child, their development or our Service philosophy.

O

Our Service is proud of the quality of care we provide.

O

Our educators are qualified, trained, experienced and talented.

R

Rather than take our word for this

S

See for yourself!

Parent Survey Template

Parent Questionnaire

Dear Parent

We wish to provide your child/ren with the highest level of care. In order to do this, we would like your opinion on how you feel Koolkan Early Childhood Centre is being run and how our programs and our philosophy is helping your child develop. It would help us if you provided us with your thoughts on what our Service's strengths and weaknesses are so we can work to improve these.

Attached is a questionnaire which asks your opinion of some important educational issues. It would help us if you could answer these as honestly as possible. Your responses will be kept private and confidential.

Please return completed survey by _____

Thank you for your participation.

Nominee or Supervisor.

Parent Survey

	Strongly Agree	Agree	Disagree	Don't Know
1. I feel welcomed in the Service.				
2. The Service takes my concerns seriously.				
3. The Service provides helpful information.				
4. I feel as though I can talk to the educators about my child's progress.				
5. The Service values my help and interest.				
6. Teachers provide a challenging and stimulating environment for my child.				
7. Teachers care if my child is not doing as well as he/she can.				
8. The Service has a safe and secure environment.				
9. The Service is always looking for ways to improve what it does.				
10. The educators regularly praise children.				
11. The children are the Service's main focus.				
12. I share in the education of my child.				
13. I receive adequate notice of Service events.				
14. Newsletters are regular and informative.				
15. The Service's aims are to improve the quality of learning and teaching.				
What do you see as the strengths of the Service?				
How do you see the Service could be improved?				
In what ways would you like to be more involved in the Service?				
What other comments would you like to make (if any)				

Thank you for taking the time to respond to these questions.

This form should be returned to the office by _____

Sources

Education and Care Services Regulation 2013 (current 2018)

National Quality Standard

Education and Care Services National Regulations

Administration, Hand with Care. (1987). *Sebastian, Patricia*. AE Press: Melbourne.

Review

The policy will be reviewed annually. Review will be conducted by

- Council
- Management
- Employees
- Parents/Families
- Interested Parties

Photography Policy

Education and Care Services Regulation 2013 (Current 2018)

Regulation	66	Policies and procedures to be kept available –Act, s 244(2)(i)
	61	Children’s Attendance records- Act, s 244(2)(i)
	62	Child enrolment records – Act s 244(2) (i)
	63	Authorisations to be kept in enrolment record -Act, s 244 (2)(i)
	64	Health information to be kept in enrolment record -Act ,s 244 (2)(i)
	59	Access for parents- Act, s 244 (2)(g)

NQS

QA4	4.2.1	Professional standards guide practice, interactions and relationships.
QA5	5.2.3	The dignity and the rights of every child are maintained at all times

EYLF

LO1	1.1	Children feel safe, secure, and supported
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Aim To ensure the privacy of children and families is respected when any individual who is not a staff member or educator is taking photographs within the service.

Related Policies

- Child Protection Policy
- Educator and Management Policy
- Enrolment Policy
- Parental Interaction and Involvement in the Service Policy
- Privacy and Confidentiality Policy
- Social Networking Usage Policy

Who is affected by this policy?

- Child
- Families
- Educators
- Management

Implementation

For Parents and Family Members In relation to any parent or family member who is visiting the service with the intention to take photographs the service will ensure:

- All families are notified in advance of when, why and by whom photographs may be taken in the Service.
- All families are given the opportunity to object to their child being involved in any photographs, and that these wishes are respected.
- Any parent or family member may only photograph their own child unless given permission by another child's parent.

Koolkan Early Childhood Centre accepts that families may want to display photographs of their own child on the internet; however we do not condone the display of photographs taken of children from other families.

Koolkan Early Childhood Centre will respect the wishes of all families who do not wish their child to be photographed and will be responsible for ensuring that the child is not photographed while in attendance at the Service. This may mean however, that the child may be removed from group situations where photos will be taken.

If a parent has given permission for their child to be photographed by anyone other than a staff member or educator, the Service does not accept responsibility for the distribution or use of any photograph taken.

For any other Individual

The Service does not allow any other individual visiting the service to take photographs of any child without written permission from the child's parent or authorised nominee. An example of such an individual may be a School Photographer.

Sources

Education and care Regulation 2013 (current 2018)

National Quality Standard

Early Years Learning Framework

Review

The policy will be reviewed annually.

The review will be conducted by:

- Council
- Management
- Employees
- Families
- Interested Parties

Physical Activity Promotion Policy

Regulation	66	Policies and procedures to be kept available –Act, s 244(2)(i)
	61	Children’s Attendance records- Act, s 244(2)(i)
	62	Child enrolment records – Act s 244(2) (i)
	9	Development of educational programs -Act ,s 244(2)(b)
	11	Documentation about Educational Programs -Act ,s 244 (2)(b)
	13	Information about educational programs to be given to parents -Act , s 244(2)(b)
	59	Access for parents- Act, s 244 (2)(g)

NQS

QA2	2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.
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EYLF

LO3	Children become strong in their social and emotional wellbeing
	Children take increasing responsibility for their own health and physical wellbeing

Aim

To provide children with a physically active program that is developmentally appropriate.

Related Policies

Additional Needs Policy

Physical Environment (Workplace Safety, Learning and Administration) Policy

Relationships with Children Policy

Who is affected by this policy?

Children

Families

Educators

Management

Implementation

Koolkan Early Childhood Centre will implement the Get Up & Grow, Healthy Eating for Physical Activity for Early Childhood program. A copy of the program can be found at the below web address:

[http://www.health.gov.au/internet/main/publishing.nsf/Content/EDFEDB588460BCE3CA25762B00232A13/\\$File/gug-directorscoord.pdf](http://www.health.gov.au/internet/main/publishing.nsf/Content/EDFEDB588460BCE3CA25762B00232A13/$File/gug-directorscoord.pdf)

In line with this, our service will implement the following promotion of physical activity as per the age and development stage of each child in attendance:

- For healthy development in infants (birth to 1 year), physical activity – particularly supervised floor-based play in safe environments – should be encouraged from birth.
- Toddlers (1 to 3 years) and pre-schoolers (3 to 5 years) should be physically active every day for at least three hours, spread throughout the day.
- Children younger than two years of age should not spend any time watching television or using other electronic media (DVDs, computer and other electronic games).
- For children two to five years of age, sitting and watching television and the use of other electronic media (DVDs, computer and other electronic games) should be limited to less than one hour per day.
- Infants, toddlers and pre-schoolers should not be sedentary, restrained or kept inactive for more than one hour at a time – with the exception of sleeping.

Educator's Will:

- Encourage children to participate in physical activities through programming and spontaneous experiences.
- Encourage and support children to undertake and participate in new or unfamiliar physical activities.
- Participate in physical activity with the children.
- Show enthusiasm for participation in physical activity and organise play spaces to ensure the safety and wellbeing of all individuals in the environment.
- Set up and plan for physical play activities and equipment and where appropriate encourage the children to help with the set-up.
- Listen to children's suggestions on what physical activities they would like to participate in and where appropriate incorporate them into the program.
- Set up indoor and outdoor areas in a manner that promotes and encourages safe physical play for all age groups and developmental abilities represented in the service.
- Actively encourage children to accept and respect each other's range of physical abilities.
- Consult with families and resource agencies on providing physical experiences that reflect diverse backgrounds and abilities.
- Role model appropriate footwear and clothing for physical activity.
- Will ensure a balance of active and sedentary activities throughout the child's day and minimize sedentary behaviours unless the child is tired or ill.

The service will support the children in:

- Learning to use increasingly complex motor skills and movement patterns in order to combine gross and fine movement and balance skills, spatial awareness and problem-solving skills.
- The development of their physical skill set by providing regular opportunities for outdoor play.
- The development of their physical skill set by talking with children about how the human body and how important physical activity is for an individual's health and wellbeing.
- The development of their physical skill set by providing experiences for the children that draw on elements of dance, dramatic play and creative movement.
- The development of their physical skill set by providing babies with encouragement and safe areas to practice rolling over, sitting, crawling, standing and walking.

Sources

Education and Care Services National Regulations 2011

Education and Care Services Regulation 2013 (current 2018)

National Quality Standard

Get up and Grow, Health Eating and Physical Activity for Early Childhood

Review

The policy will be reviewed annually.

Review will be conducted by:

- Council
- Management
- Employees
- Families
- Interested Parties

Physical Environment (Workplace Safety, Learning and Administration) Policy- Safety Checks, Cleaning, Water Safety, Manual Handling

Education and Care Services Regulation 2013 (current 2018)

Regulation	66	Policies and procedures to be kept available –Act, s 244(2)(i)
	61	Children’s Attendance records- Act, s 244(2)(i)
	27	Premises, furniture and equipment to be safe, clean and in good repair – Act s 244(2) (d)and (e).
	9	Development of educational programs -Act ,s 244(2)(b)
	11	Documentation about Educational Programs -Act, s 244 (2)(b)
	13	Information about educational programs to be given to parents -Act, s 244(2)(b)
	29	General requirements for indoor space - Act, s 244 (2)(e)
	33	General requirements for outdoor space - Act, s 244 (2)(e)

NQS

QA2	2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
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QA3	3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.
	3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
	3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.
	3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.
	3.2.2	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.

QA6	6.1.1	There is an effective enrolment and orientation process for families.
	6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.
	6.1.3	Current information about the service is available to families.
	6.2.1	The expertise of families is recognised and they share in decision making about their child’s learning and wellbeing.
	6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing.
	6.3.1	Links with relevant community and support agencies are established and maintained.

6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
6.3.3	Access to inclusion and support assistance is facilitated.
6.3.4	The service builds relationships and engages with their local community.

National Regulations

Regs	182	Tobacco, drug and alcohol free environment
	156	Relationships in groups
	103	Premises, furniture and equipment to be safe, clean and in good repair
	104	Fencing and security
	105	Furniture, materials and equipment
	106	Laundry and hygiene facilities
	107	Space requirements—indoor
	108	Space requirements—outdoor space
	109	Toilet and hygiene facilities
	110	Ventilation and natural light
	111	Administrative space
	112	Nappy change facilities
	113	Outdoor space—natural environment
	114	Outdoor space—shade
	115	Premises designed to facilitate supervision
	116	Assessments of family day care residences and approved family day care venues
	117	Glass (additional requirement for family day care)
	73	Educational programs
	74	Documenting of child assessments or evaluations for delivery of educational program
	75	Information about the educational program to be kept available
	76	Information about educational program to be given to parents
	80	Weekly menu
	86	Notification to parents of incident, injury, trauma and illness
	99	Children leaving the education and care service premises
	102	Authorisation for excursions
	111	Administrative space (centre-based services)
	168(2)(k)	Policies and procedures are required in relation to enrolment and orientation
	171	Policies and procedures to be kept available

EYLF

LO2	Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
	Children respond to diversity with respect
	Children become socially responsible and show respect for the environment

LO4	Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
	Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating
	Children transfer and adapt what they have learned from one context to another
	Children resource their own learning through connecting with people, place, technologies and natural and processed materials

Aim

To provide a physical environment that is safe, appealing, constructive, well-maintained and welcoming to all individuals who use it.

Related Policies

Additional Needs Policy
Animal and Pet Policy
Administration of Authorised Medication Policy
Bushfire Policy
Chemical Spills
Continuity of Education and Care Policy
Emergency Management and Evacuation
Enrolment Policy
Health, Hygiene and Safe Food Policy
Incident, Injury, Trauma and Illness Policy
Orientation for Children Policy
Relationships with Children Policy
Sandpit Policy
Sleep, Rest, Relaxation and Clothing Policy
Staffing Arrangements Policy
Technology Usage Policy
Tobacco, Drug and Alcohol Policy

Who is affected by this policy?

Children
Families
Educators
Management

Implementation

In relation to our physical environment, the service will:

- Provide an environment that fosters children’s learning, development and safety and the safety of others in the environment by:
 - Providing appropriately sized furniture and equipment in both the indoor and outdoor settings for the age ranges represented in the service.
 - Providing challenges in relation to indoor and outdoor elements in the environment to encourage appropriate challenges and risk taking as per each child’s developmental level.
 - Providing an environment that is well organised so children, educators and others in the environment can generally move around without having to disrupt other children’s activities.
 - Incorporating any specific requirements of children with additional needs as seamlessly as possible.
 - Incorporating soft fall material into our environment and placing any climbing play equipment, swings or slides on soft fall materials.
 - Undertaking regular risk assessments of the service’s environment to ensure that risk is minimised at all times.
 - Providing an environment that allows children in various moods to exist in the same space (e.g. quiet play areas and loud play areas).
 - Providing experiences for children to interact with nature by including natural elements (e.g. plants, trees, gardens, rock, mud or water) in our outdoor environment.
 - Providing adequate and ongoing training for new and existing educators and volunteers in relation to the children’s learning and relevant safety considerations.
 - As part of our sun protection strategy, providing adequate shading as per the recommendations of recognised authorities.
 - Establishing the environment to allow children to be appropriately supervised at all times.
 - Fencing the area in order to provide safety.
 - Engaging the children in a wide variety of indoor and outdoor experiences.
 - Enabling the children to access appropriate furniture, resources, materials, toys and equipment. These resources will be adequate in number for the amount of children attending our service and be developmentally appropriate.
 - Providing an environment where children can explore, solve problems, create, construct and engage in critical thinking that is developmentally appropriate for the ages represented in the service.
 - Providing an environment that allows children to engage in activities independently or work in small groups and access resources independently.

- Providing an environment that encourages large and small group and independent activities.
- Providing an environment that incorporates commercial, natural, recycled, home-made and real resources that can be used in a variety of ways to encourage children's learning.
- Providing adequate and accessible hand-washing, toileting, eating and sleeping facilities as per the amount of children attending our service. In relation to toileting and hand-washing, these will be accessible from both our indoor and outdoor environments.
- If children attending the service use nappies, the service will provide adequate and appropriate hygienic facilities for nappy changing. If children at the service are under 3 years of age, there will be at least 1 properly constructed nappy changing bench. The nappy change facility are designed, located and maintained to ensure that children cannot access them without being directly supervised.
- Establishing an environment that incorporates natural and artificial lighting, appropriate ventilation, heating and cooling and fresh air.
- Provide appropriate areas for food preparation.
- Provide quiet areas where children can sleep or rest.
- Providing a separate indoor space for children who are under two years of age.
- Providing a space for administrative functions, consultation with children's parents and for private conversations to take place.
- Ensuring children's safety by ensuring that power points not in use have safety caps, all double adaptors and power-boards are out of reach of children and all electrical cords are secured.
- Discussing with children the safety aspects of using toys and equipment. When circumstances allow, we will involve the children in setting these rules.
- Communicating with families about the latest available safety information and making them information available to families.
- Compiling details of maintenance logs and records of building and equipment.
- Ensuring all equipment, including resources, equipment, car seats, booster seats etc meets relevant Australian Standards and educators are trained in correct maintenance and assembly.

Arrangements for Laundering of Soiled Items

- The laundering of soiled clothes and linen is completed at the service; soiled laundry is hygienically stored in a sealed container, until such a time as it is removed from the room and taken to the laundry. Items returned to a child's home for laundering will have soiling removed and will be stored securely and not placed in the child's bag in contact with personal items.

Choosing Appropriate Resources and Equipment

- The service will maintain an up to date inventory/registry of equipment at the service.
- The Aurukun Shire Council will be ultimately responsible for any purchases of equipment.
- Educators will compile a list for the Approved Provider of equipment which needs maintenance on a prioritised basis, twice annually.

- Resources and equipment will be chosen to reflect the cultural diversity of the service's community and the cultural diversity of contemporary Australia, including the incorporation of the Aboriginal and Torres Strait Islander community.
- The service will actively seek the input of parents/guardians regarding toys and equipment at the service.
- All new equipment will be checked against Australian Safety Standards.
- Children will be carefully introduced to new toys & pieces of equipment and taught how to use and care for them appropriately.
- Equipment that should only be used under supervision will be stored in a safe place pursuant to the relevant policies.
- The use of pools and toys or equipment which involves the use of water will be used under the direct supervision of educators. All equipment will be emptied of water when not in use, and stored in such a manner that it cannot collect water.
- Children will only use a trampoline whilst under the direct supervision of an adult educator.
- Equipment will be checked regularly by the educators to ensure it is in a clean and safe condition.
- The Approved Provider will advise the educator and parents about the purchase of new equipment and ensure a risk assessment is carried out.
- All equipment purchased for the service will be within budget limitations.

Rearranging, Adding or Removing Furniture

- Plans will be kept regarding the arrangement of the rooms and outdoor spaces. These plans will show how the service aims to create inviting learning spaces.
- The service will keep a record of any changes that is made to the physical environment of the service, such as rearranging of rooms etc.
- The service will document the links between the arrangements and choice of resources and equipment and the children's learning.

On-going Maintenance

- Koolkan Early Childhood Centre will consistently reflect on its environment and put in place a plan to ensure that the environment continuously reflects our ideology of providing an environment that is safe, stimulating and engaging for all who interact with it.
- The Nominee or Supervisor will put together an ongoing prioritised maintenance plan for the service at the beginning of each year. This will then be implemented throughout the year in accordance with any relevant policies.
- It is the responsibility of the Approved Provider to ensure a Building Safety Checklist of the service is completed annually and its grounds bi-annually and ensure any works deemed necessary are done to Australian standards. The Approved Provide will also

- ensure that the service and its grounds comply with Local Government and BCA regulations in regards to fire ventilation, natural and artificial lighting and safety glass.
- Should the service undertake major renovations, management plans will be put in place to ensure that the safety of educators, children, families and others at the service is not compromised?

The Children's Groupings

Our service groups the children throughout the day in rooms according to their age and/or developmental stage. Within that space, there are different areas where the children can explore . For example, each room allows for a quiet play space, such as our book corner and a loud/physical play space such as the block area. Our outdoor environment also allows for children to choose different experiences in the environment. Our outdoor table and chairs allows for children to engage in quiet activities while our climbing equipment and sandpit allows for children to engage in physical activities.

In order for children to interact with the children and educators from other rooms in the service, in the morning we have open play time, where all children attending the service are outside together.

Safety Checks

A daily inspection of the premises will be undertaken before children begin to arrive. This inspection will include the:

- Perimeters
- Fences
- Gates
- Paths
- Buildings
- All rooms accessible by children
- Fixed equipment.

This must to be done in order to remove any dangerous objects in the grounds ranging from sharps, faeces to poisonous flora and fauna.

In the event of a sharp object being found (for example a syringe) educators will wear gloves and use tongs to pick up the object and place it in a sealable plastic container to be disposed of as per the recommendations of our local council.

Similarly, trees in the grounds must be checked regularly for overhanging, dead or dangerous looking branches as well as check for any infestations or nests.

In regard to non-fixed play equipment in the service grounds it can be no more than one metre high and will not obstruct the sightlines of supervisory educators?

The service will also regularly have pest inspections carried out by an accreditation pest control company. Documentation of these inspections will be kept and any findings from the pest control check will be carried out in line with the recommendation of the pest control company.

The Indoor and Outdoor Daily Safety Checklists will be used as the procedure to conduct these safety checks. A record of these will be kept by the service. Any required maintenance will immediately be reported by the Nominee or Supervisor to the relevant council department who will make the appropriate arrangements to have repairs carried out.

Checklist: Outdoor

- **Building maintenance** – regularly maintain and check for hazards, check building is in a safe, clean and hygienic condition. Records of any damages and subsequent repairs are kept.
- **Doors** – have finger jam protectors.
- **Dust mites, pet allergens** – regular dusting and vacuuming.
- **Fence** off securely and effectively all sides of outdoor play areas from roads, water hazards, and driveways. Maintain fences have correct height. Install childproof self-locking devices on gates.
- **Garbage** – safe and prompt disposal. Use lidded secure bins that prevent child access and maintain in a clean and safe condition. Encourage recycling.
- **Garden** and renovation debris removed. Regularly trim branches and bushes.
- **Garages and sheds** - keep locked.
- **Heating, cooling, ventilation, lighting** – comfortable, safe, maintained, guarded and are kept out of reach of children.
- **Hygienic**, regularly cleaned and maintained conditions protect against vermin, bacteria, mildew, lead, asbestos and other dust allergens.
- **Non-slip** floors, stairs, steps, grounds and nonporous indoor floors for easy cleaning.
- **Renovation** dangers e.g. lead, asbestos, holes and excavations – reduce risks.
- **Pesticide** residue - dangerous chemicals should not be used to remove vermin.
- **Safety glass** is installed according to the Australian Standards on all glass doors and windows accessible to children, and safety decals on both sliding doors and plate glass doors at child and adult eye level.
- **Security** - minimising unauthorised access with appropriate fencing and locks.
- **Spills** – clean away as they occur.
- **Under Service access** (including buildings on stilts and footings) – lock or block access.
- **Window fly screens** securely fitted, maintained and permanent.

Checklist – Indoor

- **Access for children and adults with disability** - ensure safe access into, within and out of the Service, security, toilet and washing facilities, and check for hazards for wheelchairs and people with impaired sight, hearing or mobility.
- **Barriers** - age appropriate, child proof, self-locking barriers to balconies, stairways, kitchen, bathroom, laundry, front and back garden.
- **Children at risk** – maintain extra security and supervision for children at special risk.
- **Choking hazards** e.g. small toy parts, beads, nuts, blind and curtain cords, plastic bags, sandwich bags and balloons.
- **Decorations and children’s artwork** – do not place near ceiling fans, air conditioners or heaters. Avoid use of tacks, pins, and staples.
- **Emergency evacuation** – develop an evacuation plan and emergency contact numbers display, inform families, and practice evacuation procedures.
- **Fire** – fire blanket, extinguisher, fire exits, smoke detectors, electrical safety switch.
- **First aid** kit with approved contents is maintained and accessible. Ensure First Aid certificates are current for relevant educators.
- **Furniture and nursery equipment** - stable, maintained and meets safety standards.
- **Guard and make inaccessible to Children:** heaters, coolers, fireplaces, stoves, microwaves, power points, and office equipment. Ensure heaters are away from children’s cots.
- **Hazardous indoor and outdoor plants** identify, remove or make inaccessible to children.
- **Heaters** – ensure that children cannot come in contact with hot surfaces. It is preferable to use heating where combustion products are ducted outside. If gas heating is used ensure there is adequate ventilation while the heater is operating.
- **Hot water** - ensure the hot water supply is regulated so as to keep it below the temperature at which a child can be scalded (the current KidSafe recommendation is below 43.5°C).
- **Machinery, tools and equipment** – ensure all engine operated or other hazardous equipment, tool or machinery are stored securely and are inaccessible to children.
- **Noise** – reduce excessive exposure.
- **Non-slip, non-porous** floors, stairs.
- **Pets and animals** – inform families of pets being kept on premises and plans to obtain new pets. Ensure pets are vaccinated, wormed, don’t have fleas, clean, and healthy. Exclude dogs from children’s play areas. Keep children-pet interactions minimal and supervise interaction times.
- **Record details** and notify parents of any child accident.
- **Safe play rules and adequate play spaces:** discourage running indoors and safe furniture layout to avoid collisions.

- **Safety glass used and installed** according to Australian Standards, and Australian Building Codes on all glass doors and windows accessible to children, **safety decals** on sliding doors and plate glass doors at child and adult eye level.
- **Security** – ensure all entry doors are locked at all times and place bells on doors.
- **Smoke free environment** in all areas.
- **Educators personal items** – ensure educators’ personal items such as bags, sharp instruments, toiletries and medicines are kept secure and are inaccessible to children.
- **Stairways**, ramps, corridors, hallway, external balcony must be enclosed to prevent a child falling.
- **Store in locked cabinet** any unsafe items, e.g. chemicals, medicines, razors, knives and electrical equipment.
- **Supervision and visibility of children** – ensure children are visible and supervised at all times. High risk areas are children in high chairs, playpens and play areas, on change tables, and in nappy change and toilet areas. Have at least two educators on premises at all times with vision of each other and the children, have two educators present or in view when changing nappies or washing children.
- **Toys** – meet safety standards, age appropriate, maintained, and non-toxic.

Cleaning of Buildings, Premises, Furniture and Equipment

General Cleaning

Koolkan Early Childhood Centre will use structured cleaning schedules to ensure that all cleaning is carried out regularly and thoroughly. Educators will clean the service at the end of each day and throughout the day as the need arises. Accidents and spills will be cleaned up as quickly as possible to ensure that the service always maintains a high level of cleanliness and hygiene.

When purchasing, storing and/or using any dangerous chemicals, substances, medicines or equipment, our service will:

- Select and make use of the least hazardous substance or equipment.
- Only purchase and make use of substances which have child resistant lids or caps. Educators will ensure that such lids or caps are properly fixed at all times.
- Adhere at all times to manufacturer’s advice and instructions when using products to clean furniture and equipment at the service.
- Store all dangerous chemicals, substances and medicines in their original containers provided by the manufacturer. All labels and/or use by dates should be kept intact at all times. Any substance found to be stored in a different container than originally provided, or with destroyed labels and/or unknown use by dates where appropriate will not be used under any circumstances. Containers should be disposed of correctly following local council guidelines, and not reused under any circumstances.

- All dangerous chemicals, substances and equipment must be stored in a locked place or facility which is labelled, secure and inaccessible to children. These materials may include, but are not limited to, all cleaning materials, detergents, poisonous or dangerous substances, dangerous tools and equipment including those with sharp and razor edges and toiletries.
- Educators should follow the instructions of manufacturers, particularly of any product which may need to be stored in a refrigerated environment pursuant to the aforementioned directives.
- Particularly dangerous and hazardous materials such as pesticides, herbicides, petroleum, kerosene, solvents and equipment which is operated by an engine or hazardous to children, will be stored in the laundry in the childsafe cupboard. The facility must have a bonded floor and be inaccessible to children and clearly labelled as storing dangerous substances and/or equipment. Such facilities should be separate from children's play or outdoor environments.
- Any substances that need to be refrigerated must be stored in a labelled, child resistant container, preferably in a separate compartment or in a part of the refrigerator inaccessible to children.
- All hazardous chemicals must be supplied with a Safety Data Sheet (SDS) formerly called a Material Data Safety Sheet. Our service will adhere to the manufacturer's instructions for use, storage, and first aid instructions recorded on the SDS.
- The Service will keep a register of all hazardous chemicals, substances and equipment used at the Service. Information recorded should include where they are stored, their use, any risks, and first aid instructions and the current SDS. The register will be readily accessible.
- Appropriate personal protective clothing should be worn pursuant to the manufacturer's instructions when using and disposing of hazardous substances or equipment.
- Seek medical advice immediately if poisoning or potentially hazardous ingestion, inhaled, skin or eye exposure has occurred, or call the Poisons Information Line on 131126, or call an Ambulance on 000.
- In the case of any child or educator becoming injured by a chemical, substance or equipment, the service will initiate our emergency, medical and first aid procedures, notify the appropriate authority that administers workplace health and safety immediately and any other person or authority as required by regulations or guidelines.
- In any major emergency involving a hazardous chemical or equipment, a hazardous gas or a fire or explosion hazard, call the emergency services, dial 000 and notify the appropriate authority that administers workplace health and safety and any other person or authority as required by regulations or guidelines.
- The Poison Safety Checklist will be used in order to ensure we are consistently meeting requirements.

Minimising Potentially Dangerous Substances

Koolkan Early Childhood Centre also implements the concept of minimising the use of potentially dangerous substances. Ordinary detergents will be used to help removed dirt from surfaces. Colour-coded sponges (e.g., pink for the kitchen, yellow for the bathroom) will be used in order to not cross-contaminate areas. Different rubber gloves will also be used in each room then hung out to dry and air. Before returning to the children educators will wash and dry hands.

Disinfectants

Disinfectants are usually unnecessary as very few germs can survive exposure to fresh air and natural light. In an outbreak situation, public health units may specify the use of a particular disinfectant. In this situation, for the disinfectant to work effectively, there still needs to be thorough cleaning using a detergent beforehand.

Essentially, there is no ideal disinfectant. Disinfectants cannot kill germs if the surface is not clean. It is more important to ensure surfaces have been cleaned with detergent and warm water than to use a disinfectant. To kill germs, any disinfectant needs:

- A clean surface to be able to get to the germ.
- To be able to act against those particular germs.
- To be of the right concentrate on.
- Enough time to kill the germs, this is at least 10 minutes.

Even when all of these conditions are met a disinfectant will not kill all the germs present.

Detergents

Proper cleaning with detergent and warm water, followed by rinsing then drying and airing time kills most germs from surfaces as they are unable to multiply in a clean environment. Cleaning equipment should be stored and taken care of so it can dry between uses and not multiply germs itself.

Poison Safety Checklist

Week beginning: _____

Checklist	Yes	No	Action required
Have all chemical products been checked to determine if they need to be stored in a lockable cupboard?			
Have all chemical products been checked to determine if they require disposal (out of date or no longer required)?			
Are all chemicals labelled correctly?			
Are food and chemicals stored separately?			
Are all Material Data Forms available for all chemicals in the Service and placed with the chemical?			
SDS Register available?			
SDS Register Current?			
Are containers for soiled nappies securely covered and the contents inaccessible to children?			
Are low toxicity products used whenever possible?			
If any handbags contain medication, are they stored safely?			
Is the Poisons Information Centre number available at every phone? (13 11 26)			
Is there any paint flaking of the walls that may contain lead?			
Have all poisonous plants been removed from the Service's premises?			
Have families been provided with information on poison safety?			
Have chemical storage areas been labelled with chemicals stored here signs?			
Medication is stored in locked containers/cupboard?			

Educators Name: _____

Educators Signature: _____

Cleaning Schedule

	Wash DAILY plus when visibly soiled	Wash WEEKLY plus When visibly soiled
Bathrooms. Wash tap handles, toilet seats, toilet handles and door knobs. Check the bathroom during the day and clean if Obviously soiled.	✓	
Toys and objects put in the mouth	✓	
Surfaces the children have frequent contact with, for example, bench tops, taps, cots and tables.	✓	
Mattress covers and linen , if each child does not use the same mattress cover every day.	✓	
Door knobs	✓	
Floors.	✓	
Low shelves.		✓

Other surfaces often touched by children		✓
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Special areas for Cleaning - nappy change area

Nappy change areas need to be cleaned after each use with detergent and warm water. If faecal matter spills onto the area wipe down with detergent and warm water and leave to dry. At the end of each day wash with warm water and leave to dry in fresh air and sun if possible.

Clothing

Educators clothing should be wash daily. Educators should wear aprons or something similar to cover clothing that cannot frequently be washed. Educators should also have a change of clothes available in case of accidents. Dress-up and play clothes should be washed once a week in hot water and detergent.

Toy Cleaning

Educators will regularly clean the children’s equipment and toys. Toys, especially in the rooms of the younger children, are to be washed daily so as to avoid the spread of disease. Educators will wash a toy immediately if it has been sneezed on, mouthed, and soiled or if it has been discarded after play by a child who has been unwell. The service will have washable toys for the younger children.

Refer to the following toy cleaning schedule for toys on display in the children’s rooms.

Recommended cleaning materials:

Please use child friendly cleaners such as Bicarb, vinegar diluted 1:10 in water, tea tree, lavender or eucalyptus oil diluted 5 drops to 500ml water, lemon juice or plain water. Please rinse in water after cleaning.

Other items that may be necessary include a sponge cloth, an old toothbrush or cotton wool.

General:

- Most toys can be washed with normal dishwashing liquid, rinsing with clean water.
- Get into corners with a toothbrush. Please dry well.
- Leaving items such as LEGO and construction blocks to drain on a clean tea-towel overnight is ideal.

Wooden Toys:

- Should be wiped over with a damp cloth – please do not immerse in water.

Play Dough

Service will reduce the risk of the spread of disease when playing with play dough by:

- Encouraging hand washing before and after using play dough.

- Storing the play dough in a sealed container in the refrigerator between uses.
- Making a new batch of play dough each week.
- If there is an outbreak of vomiting and/or diarrhoea, discarding the playdough at the end of each day during the outbreak.

Rattles and Baby Toys:

- Must not be immersed in water as it can get inside, rendering the toy useless.
- Wipe thoroughly with hot water or a cloth with diluted vinegar.

Ride-on Vehicles and Outdoor Toys:

- Must be cleaned.
- Please take care not leave them exposed to the elements as this reduces their lifespan.

Puzzles and Games:

- Wooden puzzles as per 'Wooden Toys' above.
- Cardboard should be wiped over with a slightly damp cloth.

Packaging:

Please help us by:

- Packing small pieces in bags provided. This makes them easier to count when returned.
- Using elastic bands to contain similar items (like railway tracks).
- Completing puzzles before returning where practical.
- Alerting Volunteers to plastic bags which may be deteriorating.

Sun Protection

Queensland has the highest rate of skin cancer in the world. Of all new cancers diagnosed in Australia each year, 80 per cent are skin cancers. Given that children in childcare are there during peak ultraviolet radiation (UVR) times throughout the day, early childhood settings play a major role in both minimising children's UVR exposure and providing an environment where policies and procedures can positively influence long-term behaviour.

Skin damage, including skin cancer, is the result of cumulative exposure to the sun. Research shows that sunburn contributes to skin cancer and other forms of skin damage such as sunspots, blemishes and premature ageing. Most skin damage and skin cancer is therefore preventable.

Ultraviolet radiation (UVR) levels are highest during the hours that children are at childcare settings.

As children will spend a portion of their day outdoors, we are committed to protecting them from harmful effects of the sun.

With this in mind, the service realises the need to protect children's skin and educate them about SunSmart behaviour, thus reducing the risk of skin damage from exposure to the sun.

The service will:

- Provide ongoing education that promotes personal responsibility for skin cancer prevention and early detection.
- Provide environments that support SunSmart practices.
- Create awareness of the need to re-schedule work commitments and outdoor activities to support SunSmart practices.

Procedures

The purpose of this SunSmart Policy is to ensure that all children attending our establishment are protected from the harmful effects of the sun throughout the year.

Our service will:

- Inform parents of the SunSmart Policy when they enrol their child.
- Maintain trees and undercover areas to promote playing in shade
- Planting trees.
- Ensure that wherever practicable, outdoor activities take place before 10am and after 3pm.
- Provide a SunSmart education program for children and provide parents with up-to-date SunSmart information through newsletters and parent meetings.
- Encourage all staff to act as positive role models for children in all aspects of SunSmart behaviour by:
 - Wearing broad-brimmed or legionnaire styled hats and appropriate clothing for all outdoor activities.
 - Using SPF 30+ broad-spectrum, water resistant sunscreen.
 - Seeking shade whenever possible.
- Ensure that children not wearing hats play in the shaded areas.
- Supply or organise the purchase of communal sunscreen.
- Review the SunSmart Policy annually.

Staff will:

- Practise SunSmart behaviour, as described above.
- Enforce a 'no hat, no play' rule.
- Supervise children's application of sunscreen (SPF 30+ 20 mins prior to outdoor activity).
- Direct children to play in shaded areas where possible.

Our expectations

- Parents will act as positive role models by practising SunSmart behaviour.

Delivery and Collection of Children

The following procedure must be adhered to at all times to ensure the safety of the children.

Arrival:

- All children must be signed **IN** by their parent or responsible adult as nominated in their enrolment forms in order for parents to be eligible for Childcare Benefit. This also assists educators in the event of evacuation of the service. **This is the parent/caregivers responsibility.**
- To ensure each child is cared for at all times, a educators member will greet and receive the child at all times.
- A locker should be made available to children and their families. A sign is posted above the lockers nominating a locker for each child.

Departure:

- The Nominee or Supervisor are to ensure that the Authorised Nominee pick-up list for each child is kept up to date.
- No child will be released into the care of any persons not known to educators. If educators do not know the person by appearance, the person must be able to produce some form of photo identification to prove that they are an Authorised Nominee as listed on the child's enrolment forms.
- Parents must give prior notice where the person collecting the child is someone other than those mentioned on the enrolment form, e.g. in an emergency situation. The person nominated by the parent must be able to produce some form of identification.
- Children are not to be released into the care of persons not authorised to collect the child, e.g. court orders concerning custody and access.
- Parents must give prior notice of any variation in the persons picking up the child. If notice is not given, and educators cannot contact the parent, the child must not be released into the care of that person.
- If the person collecting the child appears to be intoxicated, or under the influence of drugs, and educators feel that the person is unfit to take responsibility for the child, the educators are to bring the matter to the person's attention before releasing the child into their care.

- Wherever possible, such discussion is to take place without the child being present. Educators are to suggest that they contact another parent or Authorised Nominee from the enrolment form, inform them of the situation and request they collect the child as soon as possible. If the person refuses to allow the child to be collected by another Authorised Nominee, educators are to inform the police of the circumstances, the person's name and vehicle registration number.
- Educators cannot prevent a parent from collecting a child, but do have a moral obligation to persuade a parent to seek alternative arrangements if they feel the parent is in an unfit state to accept responsibility for the child.
- All children must be signed **OUT** by a parent or Authorised Nominee in order for parents to be eligible for Childcare Benefit. This also assists educators in knowing who has left the Service
- At the end of each day educators must check all beds and the premises including outdoors and indoors to ensure that no child remains on the premises after the service closes.
- Children may leave the premises in the event of an emergency, including medical emergencies.
- Children being taken home on the bus must have a parent/legal guardian sign in the morning the address the child will be taken to in the afternoon. Koolkan staff on the bus will sign children into the care of an adult on arrival at the chosen address.

Individuals visiting our service must also sign in when they arrive at the service, and sign out when they leave. Details of absences during the day must also be recorded.

Water Safety

To stop accidents and illnesses relating to swimming pools, wading pools, water troughs and other water situations our service will:

- Remove any items or objects that could be used to climb into the fenced area of a pool, trough, or water storage unit e.g. chairs, bins, bikes, any overhanging trees.
- Make sure no child swims in any water without:
 - Written permission from family member to learn water safety and swimming.
 - Appropriate educators/child ratios in place
 - Having sufficient numbers of educators present who have first aid or recognised water safety and rescue procedures.
- At all times children near water are closely supervised. A child will never be left unattended near any water, and two educators must supervise if children are using a paddling pool/water trough.
- Display a Cardiopulmonary Resuscitation (CPR) guide near any water.
- Ensure that all water containers, e.g. pond's, spas, nappy buckets, bathtubs are covered or made inaccessible to children and also make sure children's play areas are safely fenced off from water hazards such as rivers, dams, creeks, lakes, irrigation channels, wells etc.
- Immediately empty all wading pools/water troughs etc. after every use, storage should prevent the collection of water e.g. upright/inverted, also check grounds after rain or watering and empty water that has collected in holes or containers.
- Ensure wading/water trough are hygienically cleaned, disinfected and chlorinated appropriately:

Kitchens

- Children must not gain access to any harmful substance, equipment or amenity
- The kitchen has a door, half-gate or other barrier to prevent unsupervised entry by children into the kitchen.
- The preparation of bottles for children under the age of 2 years is both safe and hygienic at all times and separate from nappy change area.

Inspection and testing of electrical equipment

Koolkan Early Childhood Centre must ensure that electrical equipment is regularly inspected and tested by a competent person if the electrical equipment is supplied with electricity through an electrical socket and used in conditions where it could be damaged, including exposure to moisture, heat, vibration, mechanical damage, corrosive chemicals or dust. A record of the testing, which may be a tag attached to the equipment tested, must be kept until the equipment is next tested or disposed of and must specify:

- the name of the tester
- the date and outcome of the testing
- the date on which the next testing must be carried out.

Maintenance of Fire Equipment

All fire equipment at our centre will be maintained as per the legal standards. Our equipment will be checked as required as per the timeframes below.

Key	
Inspection Procedure of Fire Safety Installations (F.S.I)	<ol style="list-style-type: none">1. Inspect for obvious visual faults.2. Inspect for faults and witness test of F.S.I by a competent person3. Inspect for faults where possible and accept logbook details of F.S.I4. Check Building file for details of any extra requirements.
Required Record of Keeping Fire Safety Installations (F.S.I)	<p>L = log book required</p> <p>R = record of maintenance required</p>

	<p>T = Metal tag on F.S.I or service details/service label</p> <p>(Y) = Weekly test may be omitted refer AS 1851-2005</p>
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Fire Fighting Equipment

Special Fire Service	Inspection Procedures for FSI	Required Record Keeping for FSI	Maintenance Schedule							Annual Survey of Installation	Maintenance Standard or Building Preference
			Wk	Mth	3Mth	6Mth	12Mth	3Yr	5yr		
Fire Mains	1					Y	Y	Y			1851-Section 2 & 4
Fire Hydrants (including internal & external hydrants, boosters connection/s and water storage tanks)	2	L-T				Y	Y		Y	Y	1851-Section 4
Fire Pumpsets	2	L-T	(Y)	Y		Y	Y		Y	Y	1852 – Section 3
Fire Hose Reels	2	R-T				Y	Y			Y	1851-Section 14
Fire Extinguishers (Portable)	2	R-T				Y	Y		Y	Y	1851-Section 15

External agencies will be employed to assist the centre with this maintenance if no currently employed staff or educators are qualified to complete the maintenance checks.

Back Care and Manual Handling

Remember:

- Manual handling means any activity requiring the use of force exerted by the person to lift, lower, push, pull, carry or otherwise move, hold or restrain any person or object.
- Manual handling injuries may be caused by the above activities listed above. Injuries can include back strains, similar strains and sprains in parts of the body such as the neck, arm, shoulder and knee.
- Manual handling injuries also encompass overuse injuries or, as a result of falling during manual handling, bruising or laceration.

Recommendations:

- As working with children is physically demanding, staff are encouraged to maintain a level of physical fitness to carry out their responsibilities.
- In addition, regular exercise is recommended but anyone with neck, back or muscular problems should see a doctor before exercising.
- To help prevent injuries, there are legal requirements for manual handling in the workplace.

The employer, in consultation with staff/educators will:

- Provide you annually with training in Manual Handling and Back Care.
- Display in the staff room written information regarding manual handling and any updates as required.
- Make sure that equipment and containers are designed and maintained to be, as far as workable, safe and without risk to health and safety when manually handled.
- Make sure that the work practices involving manual handling and the work environment are designed to be, as far as workable, consistent with safe manual handling activities.
- Identify, assess and control all risks associated with manual handling in each workplace.
- Clearly mark any equipment which requires more than one person to lift or move it.

Principles of Preventing Manual Handling Injuries

1. Eliminate or reduce the amount of manual handling.
2. Reduce the amount of bending, forward reaching, and twisting, in all tasks.
3. Reduce worker fatigue.
4. Keep all equipment in good working order.
5. Keep the workplace environment safe.

To help prevent manual handling injuries:

- Kneel down rather than bend down. For example, helping a child to put their shoes on.
- Sit down rather than bend. For example, if a child needs comforting, sit down on the floor and encourage the child to sit on your lap.
- Sit in an appropriate sized chair or on the floor. A suitable chair allows an adult to sit with upper legs horizontal to hips and feet flat on the floor.
- Carry children only when necessary.

The correct way to carry a child is with one arm under the child's buttocks and the other arm supporting the child's back. At the same time, hold the child facing you, as close to your body as possible.

Adults should try to avoid carrying a child on their hip because this can strain the back.

- When lifting awkward loads, be careful to lift with a balanced and comfortable posture.
- Minimise the need to reach above shoulder level.

If necessary use a step ladder.

- Avoid extended reaching forward. For example, leaning into low equipment boxes.
- Share the load if the equipment is heavy, long or awkward.
- To lift a child out of a cot, lean against the cot and raise the child as close as possible to your body. Do not stretch over and lift.
- When sliding, pulling or pushing equipment that is not easy to move, e.g. trestles or gym mats, ask for help and organise a team lift.
- Where possible, rearrange surroundings to meet the needs of both children and adults. Remember these needs when buying furniture and equipment or upgrading facilities.
- Use equipment and furniture that can be moved around as safely and easily as possible.
- To complete lengthy writing tasks, e.g. program planning, sit at an appropriate adult sized chair at an adult sized table.
- Larger children to climb up steps/ladder provided to change table.

Avoid Twisting when Lifting

Many injuries result from twisting while lifting. To avoid this:

- Move equipment when children are not around.
- Rearrange storage so that it is easier and safer to replace and remove items.
- Lift only within the limits of your strength.
- Use beds and equipment that are easy to move.
- Make sure you can see where you are going when carrying equipment or children.
- Be especially careful when lifting a child with special needs.

Avoid Accidents with Careful Housekeeping

Good housekeeping means fewer accidents. Check that:

- The floors and other walking surfaces are uncluttered, even and non-slippery.
- The workplace is tidy.
- There is adequate space to perform each task.
- Equipment is maintained regularly.
- Lighting is adequate.

How to Lift Safely

1. Place your feet in a stride position.
2. Keep your breastbone as elevated as possible.
3. Bend your knees.
4. Brace your stomach muscles.
5. Hold the object close to your centre of gravity, i.e. around your navel.
6. Move your feet not your spine.
7. Prepare to move in a forward-facing direction.
8. Ask for help when it is not possible to lift on your own.

How to Organise a Team Lift

1. Ask a colleague who is willing and able to help.
Ideally the colleague should be fairly well matched with you in size and strength.
2. Agree on a plan of action.
A coordinated movement during a lift is important.
3. Timing is important for co-ordination.
One person should act as a team leader and 'call' the lift.

How to Assess the Correct Storage and Shelving Height

Correct storage and shelving height is important to prevent slips, falls and strains:

To check the height at which it is safest for each individual to work, stand with feet together and hands by sides:

- The best height range for handling loads is around waist level.
- The acceptable height for lifting is any point between the individual's knuckle and shoulder.
- **Seldom-used objects** can be stored at the shoulder-to-raised arm height (use ladders to avoid stretching).
- **Avoid storing objects** at a level between an individual's knuckles and the floor.
- **Mechanical aids such as ladders and trolleys should be used where possible** to avoid lifting.

Sources

Australian Standards 1851-2005 “Maintenance of Fire Protection Systems and Equipment”
Education and Care Services National Regulations 2011
National Quality Standard
Workplace Health and Safety Act 2011
Workplace Health and Safety Regulation 2011
Cancer Council QLD Sample Sun Protection Policy

Review

The policy will be reviewed annually.

Review will be conducted by:

- Council
- Management
- Employees
- Families
- Interested Parties

Policy and Procedure Review Policy

Aim

As a part of our commitment to the National Quality Framework (NQF), our service will annually review our policies and procedures to ensure excellence and compliance. Our review processes also provides an important opportunity for families to offer their valuable input into the practices at the service and how best to meet the needs of each child being educated and cared for.

Education and Care Services Regulation 2013 (Current 2018)

Division 5 Part 6	66	Policies and Procedures to be kept available -Act,s 244(2)(i)
	67	Notification of change to policies or procedures-Act, s 244(2)(i)

NQS

QA4	4.2	Educators, co-ordinators and educators are respectful and ethical.
	4.2.1	Professional standards guide practice, interactions and relationships.
	4.2.2	Educators, co-ordinators and educators work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.
	4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.
QA7	7.2.3	An effective self-assessment and quality improvement process is in place.
	7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.
	7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.

National Regulations

Regs	31	Condition on service approval - quality improvement plan
	55-56	Quality improvement plans
	168	Education and care service must have policies and procedures
	170	Policies and procedures to be followed
	171	Policies and procedures to be kept available
	172	Notification of change to policies or procedures affecting ability of family to utilise service

Related Policies

All Policies used by the Service

Who is affected by this policy?

Child

Educators

Families

Management

Implementation

- All policies and procedures will be made available to families during the enrolment and orientation period for their child.
- Educators will notify families of how to access policies and procedures and where they are located in the service.
- Our educators will ensure that all policies and procedures are reviewed annually or more often if required. This gives both families and educators opportunities to suggest elements that need to be improved.
- For educators and management this will occur:
 - At educators meetings.
 - At the policy review points.
 - Aurukun Shire Council meetings.
- For families this will occur:
 - Family Notice boards at the sign in desk
 - Via newsletters.
 - At the policy review point.
 - At parent/educators meeting.
- However, at any time of the year educators and family members are invited to enquire and have input into the policies and procedures.
- All policies will be signed, sourced and dated at each review and educators will continuously seek out relevant information to provide the best possible environment.
- All stakeholders at the service must be informed of any changes to policies. This will occur in writing and be provided to families, educators, management, the committee and any other relevant individuals.
- The service will ensure that parents of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have a significant impact on—
 - (a) the service's provision of education and care to any child enrolled at the service; or
 - (b) the family's ability to utilise the service

Sources

Education and Care Services National Regulations 2011

Education and care Services Regulation 2013 (current 2018)

National Quality Standard

Review

The policy will be reviewed annually.

The review will be conducted by:

- Council
- Management
- Employees
- Families
- Interested Parties

Privacy and Confidentiality Policy

Education and Care Services Regulation 2013 (Current 2018)

Division 5 Part 6	66	Policies and Procedures to be kept available -Act,s 244(2)(i)
	67	Notification of change to policies or procedures-Act, s 244(2)(i)

NQS

QA4	4.2.1	Professional standards guide practice, interactions and relationships.
	4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.
QA5	5.2.3	The dignity and the rights of every child are maintained at all times.
QA6	6.1	Respectful supportive relationships are developed and maintained.
QA7	7.1.1	Appropriate governance arrangements are in place to manage the service.

National Regulations

Regs	181	Confidentiality of records kept by approved provider
	181-184	Confidentiality and storage of records

Aim

This policy is to address the issues of privacy and confidentiality of children, educators, volunteer workers and parents using the service. It aims to protect the privacy and confidentiality by ensuring that all records and information about individual children, families, educators and management are kept in a secure place and are only accessed by or disclosed to those people who need the information to fulfil their responsibilities at the service or have a legal right to know.

Related Policies

Educator and Management Policy

Enrolment Policy

Family Law and Access Policy

Medical Conditions Policy

Record Keeping and Retention Policy

Social Networking Usage Policy

Who is affected by this policy?

Child

Families

Educators

Management

Implementation

National Privacy Principles

NPP 1: Collection

Describes what an organisation should do when collecting personal information, including what they can collect, collecting from third parties and, generally, what they should tell individuals about the collection.

NPP 2: Use and disclosure

Outlines how organisations may use and disclose individuals' personal information. If certain conditions are met, an organisation does not always need an individual's consent to use and disclose personal information. There are rules about direct marketing.

NPPs 3 & 4: Information quality and security

An organisation must take steps to ensure the personal information it holds is accurate and up-to-date, and is kept secure from unauthorised use or access.

NPP 5: Openness

An organisation must have a policy on how it manages personal information, and make it available to anyone who asks for it.

NPP 6: Access and correction

Gives individuals a general right of access to their personal information, and the right to have that information corrected if it is inaccurate, incomplete or out-of-date.

NPP 7: Identifiers

Generally prevents an organisation from adopting an Australian Government identifier for an individual (e.g. Medicare numbers) as its own.

NPP 8: Anonymity

Where possible, organisations must give individuals the opportunity to do business with them without the individual having to identify themselves.

NPP 9: Trans-border data flows

Outlines how organisations should protect personal information that they transfer outside Australia.

NPP 10: Sensitive information

Sensitive information includes information such as health, racial or ethnic background, or criminal record. Higher standards apply to the handling of sensitive information.

Service Privacy Guidelines

- Personal information will only be collected in so far as it relates to the service's activities and functions, and in line with relevant legislation. (National Privacy Principle 1.1 - Privacy Act 1988.)
- Collection of personal information will be lawful, fair, reasonable and unobtrusive. (National Privacy Principle 1.2 - Privacy Act 1988.)
- Individuals who provide personal information will be advised of: the name and contact details of the service; the fact that they are able to gain access to their information; why the information is collected; the organisations to which the information may be disclosed; any law that requires the particular information to be collected; and the main consequences for not providing the required information. (National Privacy Principle 1.3 – Privacy Act 1988).
- The use or disclosure of personal information will only be for its original collected purpose, unless the individual consents or unless it is needed to prevent a health threat, or is required or authorised under law. (National Privacy Principle 2.1 – Privacy Act 1988).

- The service will take steps to ensure the personal information collected, used or disclosed, is accurate, complete and up to date. Parents will be required to update their enrolment details annually, or whenever they experience a change in circumstances. Computer records will be updated as soon as new information is provided. (National Privacy Principle 3 – Privacy Act 1988).
- Personal information will be kept in a secure and confidential way, and destroyed by shredding or incineration, when no longer needed. (National Privacy Principle 4 – Privacy Act 1988).
- Individuals will be provided with access to their personal information and may request that their information be up-dated or changed where it is not current or correct. (National Privacy Principle 6 – Privacy Act 1988).
- Individuals wishing to access their personal information must make arrange an appropriate time for this to occur. The Nominee or Supervisor will protect the security of the information by checking the identity of the applicant, and ensuring someone is with them while they access the information to ensure the information is not changed or removed without the Co-ordinator/Supervisor’s knowledge.
- The Nominee or Supervisor will deal with privacy complaints promptly and in a consistent manner, following the Service’s Grievance Procedures. Where the aggrieved person is dissatisfied after meeting with the Aurukun Shire Council and going through the grievance process, they may appeal in writing to “The Director of Complaints, Office of the Federal Privacy Commission, GPO Box 5218, Sydney NSW 1042, or phone the Commissioner’s Hotline on 1300 363 992. (Privacy Act 1988). www.privacy.gov.au
- The Nominee, Supervisor and all employees of Koolkan Early Childcare Centre is provided with clear written guidelines detailing:
 - What information is to be kept confidential and why.
 - What confidential information they may have access to in order to fulfil their responsibilities and how this information may be accessed.
 - Who has a legal right to know what information?
 - Where and how the confidential information should be stored.
- The Nominee, Supervisor and staff of Koolkan Early Childcare Centre are obligated to maintain Confidentiality as employees of the Aurukun Shire Council.
- Every enrolling parent/guardian is provided with clear information about:
 - What personal information is kept, and why.
 - Any legal authority to collect personal information.
 - Third parties to whom the service discloses such information as a usual practice.

- Confidential conversations that educators have with parents, or staff will be conducted in a quiet area away from other children, parents and educators. Such conversations are to be recorded and stored in a confidential folder.
- Personnel forms and employee information will be stored securely. (Workplace Relations Act 1996).
- Applicants, students or volunteers will be informed that their personal information is being kept, for what reason, for how long, and how it will be destroyed at the end of the time period.
- Applicants will be asked for their consent before their references are checked. Unsuccessful applicants will be advised of when and how their personal information will be destroyed.
- Information about educators will only be accessed by the Nominee, Supervisor or Administration staff at the Aurukun Shire Council (Workplace Relations Act 1996).
- All matters discussed at committee meetings will be treated as confidential (Privacy Act 1988).
- No staff members or educators may give information or evidence on matters relating to children and/or their families to anyone other than the responsible parent/guardian, unless prior written approval by the responsible parent/guardian is obtained. Exceptions may apply regarding information about children when subpoenaed to appear before a court of law. Notwithstanding these requirements, confidential information may be exchanged in the normal course of work with other educators at the Service and may be given to the Nominee or Supervisor, when this is reasonably needed for the proper operation of the Service and the wellbeing of users and educators (Privacy Act 1988).
- Reports, notes and observations about children must be accurate and free from biased comments and negative labelling of children.
- Educators will protect the privacy and confidentiality of other educators by not relating personal information about another educator to anyone either within or outside the Service.
- Students/people on work experience/volunteers will not make educators/children or families at the Service, an object for discussion outside of the Service (e.g. college, school, home etc.), nor will they at any time use family names in recorded or tutorial information.
- Students/people on work experience/volunteers will only use information gained from the Service upon receiving written approval from the Service to use and/or divulge such information, and will never use or divulge the names of persons.

Sources

National Quality Standard

Education and Care Services National Regulation

Privacy Act 1988

Information Privacy Principles as stipulated in the Privacy Act 1988

United Nations Convention of the Rights of a Child

Freedom of Information Act 1989

Review

The policy will be reviewed annually.

The review will be conducted by:

- Council
- Management
- Employees
- Families
- Interested Parties

Record Keeping and Retention Policy

Education and Care Services Regulation 2013 (Current 2018)

Division 5 Part 6	66	Policies and Procedures to be kept available -Act,s 244(2)(i)
	67	Notification of change to policies or procedures-Act, s 244(2)(i)
Division 4	39	Qualifications for QEC approved services other than school aged care services-Act , s 244(2)(f)
	41	Prescribed circumstances for certain unqualified persons- Act s 117(1)22
Division 1	11	Documentation about Educational Programs-Act, s 244(2)(b)
	12	Documentation about Educational programs to be kept available -Act, s 244(2)(b)
Division 2	23	Record of incident, injury, trauma and illness-Act,s 244(2)(c)
Division 5 Part 6	61	Children’s Attendance Records-Act , s 244 (20(i)
	62	Child enrolment records-Act, s 244(20(i)
	70	Duration of time for keeping records-Act,s 128

NQS

QA4	4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.
	4.2.1	Professional standards guide practice, interactions and relationships.
	4.2.2	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships
	4.2.3	Interactions convey mutual respect, equity and recognition of each other’s strengths and skills

QA7	7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.
	7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.
	7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints

National Regulations

Regs	55	Quality improvement plans
	125	Application of Division 4
	126	Centre-based services – general educator qualifications
	158	Children’s attendance record is to be kept by approved provider
	161	Authorisations to be kept in enrolment record
	162	Health information to be kept in enrolment record
	167	Record of service’s compliance
	173	Prescribed information to be displayed
	177	Prescribed enrolment and other documents to be kept by approved provider
	180	Evidence of prescribed insurance
	181	Confidentiality of records kept by approved provider
	183	Storage of records and other documents
	184	Storage of records after service approval transferred

Aim

To ensure that our service maintains appropriate records in line with our regulatory requirements.

Related Policies

Additional Needs Policy
Administration of Authorised Medication Policy
Enrolment Policy
HIV AIDS Policy
Immunisation and Disease Prevention Policy
Infectious Diseases Policy
Medical Conditions Policy
Privacy and Confidentiality Policy
Staffing Arrangements Policy

Who is affected by this policy?

Children
Families
Educators

Implementation

Records to be Kept in Relation to Staff

The following records must be kept in relation to the service's Nominated Supervisors:

- The full name, address and date of birth.
- Evidence of any relevant qualifications held by the Nominated Supervisor.
- If applicable, evidence that the Nominated Supervisor is actively working towards that qualification. If this is the case, the following must be recorded:
 - Proof of enrolment.
 - Documentary evidence that the Nominated Supervisor has commenced the course, is making satisfactory progress towards the completion of the course, is meeting the requirements of maintaining the enrolment.
 - For Nominated Supervisors who are working towards the completion of a Diploma level education and care qualification, proof that they hold an approved Certificate III level education and care qualification or has completed the units of study in an approved Certificate III level education and care qualification determined by ACECQA.
- Evidence of any approved training (including first aid training) completed by the Supervisor.
- A Working with Children Check.

The following records must be kept in relation to other staff members:

- The full name, address and date of birth.
- Evidence of any relevant qualifications.
- If applicable, evidence that the staff member is actively working towards that qualification. If this is the case, the following must be recorded:
 - Proof of enrolment.
 - Documentary evidence that the staff member has commenced the course, is making satisfactory progress towards the completion of the course, is meeting the requirements of maintaining the enrolment.
 - For staff members who are working towards the completion of a Diploma level education and care qualification, proof that they hold an approved Certificate III level education and care qualification or has completed the units of study in an approved Certificate III level education and care qualification determined by ACECQA.
- Evidence of any approved training (including first aid training) completed by the staff member.
- If applicable, a Working with Children Check.

The following records must be kept in relation to the Educational Leader:

- The name of the educator who is designated at this role.

The following records must be kept in relation to Students and Volunteers:

- The full name, address and date of birth of each student or volunteer.
- The Approved Provider must also keep a record for each day on which the student or volunteer participates in the service, the date and hours of participation.

The following records must be kept in relation to the Responsible Person:

- The staff record must include the name of the responsible person at the centre-based service for each time that children are being educated and cared for by the service.

The following records will be kept in relation to educators working directly with children:

- The name of each educator.
- The hours that each educator works directly with children. Please note that a staff roster or time sheet is sufficient record of this.

The following records will be kept in relation to access to early childhood teacher/s:

- The approved provider of a centre-based service that provides education and care to fewer than 25 children preschool age or under must ensure that a record is kept of the following:
 - The period that an early childhood teacher is working with the service in accordance with the time frames set out in the Staffing Arrangements Policy.
 - The periods that the early childhood teacher is working directly with children and not working directly with children.
- The approved provider of a centre-based service that provides education and care to 25 or more children preschool age or under must ensure that a record is kept of the period that an early childhood teacher is in attendance at the service.

Records Relating to Enrolled Children

Documentation relating to child assessments or evaluations for delivery of the education program, including:

- Assessments of the child's developmental needs, interest's experiences and participation in the education program.
- Assessments of the child's progress against the outcomes of the educational program.
- **An Incident, Injury, Trauma and Illness Record** (within Incident, Injury, Trauma and Illness Policy), including:

Details of any incident in relation to a child or injury receive by a child or trauma to which a child has been subject while being educated and care for by the service.

The following must be included:

- The name and age of the child.
- The circumstances leading to the incident, injury or trauma.
- The time and date the incident occurred, the injury that was received or the child was subjected to the trauma.

Details of any illness which becomes apparent while the child is being educated and care for by the service. The following must be included:

- The name and age of the child.
- The relevant circumstances surrounding the child becoming ill and any apparent symptoms.
- The time and date of the apparent onset of the illness.

Details of the action taken by the service in relation to any incident, injury, trauma or illness which a child has suffered while being educated and cared for by the service. The following must be included:

- Any medication administered or first aid provided.
- Any medical personnel contacted.
- Details of any person who witness the incident, injury or trauma.
- The name of any person who the education and care service notified or attempted to notify of any incident, injury trauma or illness a child has suffered at the service and the time and date of the notification and notification attempts.
- The name and signature of the person making an entry in the record and the time and date that the entry was made.
- This record must be recorded as soon as is practicable, but not later than 24 hours after the incident, injury, trauma or onset of illness occurred.

A medication record which includes the following:

- The name of the child.
- The authorisation to administer medication (including self-administration is applicable) signed by a parent or a person named in the child's enrolment record as authorised to content to administration of medication.
- The name of the medication to be administered.
- The time and date the medication was last administered.
- The time and date or the circumstance under which the medication should be next administered.
- The dosage of the medication to be administered.
- The manner in which the medication is to be administered.

If the medication is administered to the child:

- The dosage that was administered.

- The manner in which the medication was administered.
- The name and signature of the person who administered the medication.
- If another individual is required to check the dosage, the name and signature of that person.

A record of attendance for enrolled children, including:

- The full name of each child attending the service.
- The date and time each child arrives and departs.
- The signature of the person who delivers the child to the education and care service premises and the signature of the nominated supervisor or an education.

Child enrolment records which include the following:

- The full name, date of birth and address of the child.
- The name, address and contact details of:
 - Each known parent of the child
 - Any person who is to be notified of any emergency involving the child if any parent of the child cannot be immediately contacted
 - Any person who is an authorised nominee
 - Any person who is authorised to consent to medical treatment of, or to authorise administration of medication to the child.
 - Any person who is authorised to authorise an educator to take the child outside the education and care service premises.
- Details of any court orders, parenting orders or parenting plans provided to the approved provider relating to powers, duties, responsibilities or authorities of any person in relation to the child or access to the child.
- Details of any other court orders provided to the approved provider relating to the child's residence or the child's contact with a parent or other person.
- Gender of the child
- Language used in the child's home
- Cultural background of the child and parents (if applicable)
- Any special considerations for the child (e.g. cultural, religious, dietary requirements or additional needs)
- Authorisations signed by a parent or a person named in the enrolment record as authorised to consent to the medical treatment of the or nominated supervisor to seek:
 - Medical treatment for the child from a registered medical practitioner, hospital or ambulance service.
 - Transportation of the child by any ambulance service.
 - Authorisation to take the child on regular outings.
 - The name, address and telephone number or the child's registered medical practitioner or medical service.
- The child's Medicare number if available.

- Details of any specific healthcare needs of the child including any medication conditions or allergies including whether the child has been diagnosed as at risk of anaphylaxis, including details of any medical management plan.
- Details of any dietary restrictions for the child
- The immunisation status of the child
- A notation that states that a staff member or approved provider has sighted a child's health record.

A record of the services compliance with the law, including:

Details of any amendments of the service approval made by the Regulatory Authority including:

- The reason stated by the Regulatory Authority for the amendment.
- The date on which the amendment took, or takes, effect
- The date (if any) that the amendment ceases to have effect.
- Details of any suspension of the service (other than a voluntary suspension) including:
- The reason stated by the Regulatory Authority for the suspension.
- The date on which the suspension took, or takes, effect.
- The date that the suspension ends.

Details of any compliance direction or compliance notice issued to the approved provider in respect of the service, including:

- The reason stated by the Regulatory Authority for issuing the direction or notice
- The steps specified in the direction or notice.
- The date by which the steps specified must be taken.
- This information must not include any information that identifies any person other than the approved provider.
- A record of certified supervisors placed in day to day charge of the education and care service.

The approved provider must ensure that the documents referred to above in relation to a child enrolled at the service are made available to a parent of the child on request. In line with this, if a parent's access to the kind of information referred to in this documentation is limited by an order of a court, the approved provider must refer to the court order in relation to the release of information concerning the child to that parent.

The record of compliance referred to above must be available for access on request by any person.

Length of Time Records must be Kept

Our service will keep records for the following periods:

- If the record relates to an incident, illness, injury or trauma suffered by a child while being educated and cared for by the service, until the child is aged 25 years.

- If the record relates to an incident, illness, injury or trauma suffered by a child that may have occurred following an incident while being educated and cared for by the service, until the child is aged 25 years.
- If the record relates to the death of a child while being educated and cared for by the service or that may have occurred as a result of an incident while being educated and cared for, until the end of 7 years after the death.
- If the case of any other record relating to a child enrolled at the education and care service. Until 3 years after the last date on which the child was educated and cared for by the service.
- If the record relates to the Approved Provider, until the end of 3 years after the last date on which the approved provider operated the education and care service.
- If the record relates to the Nominee, Supervisor or staff member of an education and care service, until the end of 3 years after the last date of service.
- In the case of any other record, 3 years after the date on which the record was made.

Storage of Records

Records made by our service will be stored in a safe and secure location for the relevant time periods as set out above and only made accessible to relevant individuals.

Location of records: Administration office at Koolkan. Records are periodically transferred to Cairns for archiving and can be made available on request.

If a service is transferred under the law, documents relating to a child must not be transferred without the express consent of the child's parents.

Confidentiality and Storage of Records

The approved provider will ensure that information kept in a record is not divulged or communicated through direct or indirect means to another person other than:

- The extent necessary for the education and care or medical treatment of the child to whom the information relates.
- A parent of the child to whom the information relates, except in the case of information kept in a staff record.
- The Regulatory Authority or an authorised officer.
- As expressly authorised, permitted or required to be given by or under any Act or law.
- With the written consent of the person who provided the information.

Sources

Privacy Act 1988

Education and Care Services National Regulations 2011

National Quality Standard

Review

The policy will be reviewed annually.

Review will be conducted by:

- Council
- Management
- Employees
- Families
- Interested Parties

Relationships with Children Policy

Education and Care Services Regulation 2013 (Current 2018)

Division 5	57	Interactions with QEC service children-Act,s 244(2)(g)
	58	Relationships in groups-Act, s 244(2)(i)
	59	Access for parents -Act , s 244(2)(g)
Division 5 Part 6	66	Policies and Procedures to be kept available -Act,s 244(2)(i)
	67	Notification of change to policies or procedures-Act, s 244(2)(i)

NQS

QA5	5.1.1	Interactions with each child are warm, responsive and build trusting relationships.
	5.1.2	Each child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
	5.1.3	Each child is supported to feel secure, confident and included.
	5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.
	5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
	5.2.3	The dignity and the rights of every child are maintained at all times.

National Regulations

Regs	155	Interactions with children
	156	Relationships in groups

EYLF

LO1	Children feel safe, secure, and supported.
	Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.
	Children develop knowledgeable and confident self-identities.
	Children learn to interact in relation to others with care, empathy and respect.
LO2	Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.
	Children respond to diversity with respect.
	Children become aware of fairness.
	Children become socially responsible and show respect for the environment.

Aim

Koolkan Early Childhood Centre aims to ensure that all educators form positive relationships with children that make them feel safe and supported in the Service. Educators will encourage positive relationships between children and their peers as well as with educators and volunteers at the Service.

Related Policies

Additional Needs Policy
Continuity of Education and Care Policy
Enrolment Policy
Orientation for Children Policy
Physical Activity Promotion Policy

Implementation

Interactions with Children

Koolkan Early Childhood Centre's statement of philosophy will guide our interactions with children as follows:

In order to maintain positive interactions with children our service ensures the following:

- A relaxed and happy atmosphere for children.
- Mealtimes which are relaxed and unhurried, with educators taking the time to sit and talk with children.
- Children are encouraged to initiate conversations about their experiences, to express their ideas and feelings, share humour and seek assistance as they take on new challenges and become independent.
- Children's efforts to communicate are acknowledged, educators sustaining conversations about their interests in a positive manner.
- Educators encourage children to have their own opinions, ideas and comments, acknowledging children so they feel valued.
- Predictable personal-care routines allow small children to practice their verbal and non-verbal communication skills.
- Routines include planned and spontaneous experiences, organised to maximise opportunity for meaningful conversations between children and staff.
- Small grouping of children allows equal opportunity to engage in quality conversations. Grouping arrangements foster primary attachment relationships to support the development of trusting relationships between educators and children.
- Our statement of philosophy and policy on interactions with children is visible.
- Educators participate in children's play using children's cues to guide involvement.
- Educators use their interactions with children to support the maintenance of home languages and learning English as an additional language.
- Educators evaluate observations to extend children's thinking and learning.
- The histories, cultures, languages, traditions, child rearing practices and lifestyle choices of families using the service are recognised and valued in our daily practices and routines.
- Information from families collected during enrolment will assist educators to gain insight into their home life and develop relationships with children's families

Group Relationships

In order to encourage respectful and positive relationships between children and their peers and educators our service will adhere to the following practices:

- Children are encouraged to interact with their peers, respond positively to their ideas, negotiate roles and relationships, contribute to shared play, and develop friendships.
- Children participate in group projects that involve research, planning, problem solving and shared decision making.
- Educators model strategies for children to initiate interactions and participate in group play and social activities and assist them when they have trouble understanding or communicating with each other.
- Children are provided opportunities for peer scaffolding.
- A sense of community is promoted in the service.
- Children's shared interests provide a foundation to plan collaborative learning opportunities.
- Educators pre-empt potential conflicts or challenging behaviours by monitoring children's play and supporting interactions where there is conflict.
- The program and routines of the service will include regular opportunities for children to engage in social play and group experiences.

Behaviour Guidance

The behaviour guidance we provide children with will be guided by the following practices:

- Koolkan Early Childhood Centre will encourage children to engage in cooperative and pro-social behaviour and express their feelings and responses to others' behaviour confidently and constructively, including challenging the behaviour of other children when it is disrespectful or unfair.
- Our educators will support children to explore different identities and points of view and to communicate effectively when resolving disagreements with others.
- Our educators will discuss emotions, feelings and issues of inclusion and fairness, bias and prejudice and the consequences of their actions and the reasons for this as well as the appropriate rules.
- Our educators will encourage children to listen to other children's ideas, consider alternate behaviour and cooperate in problem solving situations.
- Our educators will listen empathetically to children when they express their emotions, reassure them that it is normal to experience positive and negative emotions and guide children to remove themselves from situations where they are experiencing frustration, anger or fear.
- Our educators will support children to negotiate their rights and rights of others and intervene sensitively when children experience difficulty in resolving a disagreement.
- Our educators will work with each child's family and, where applicable, their school, to ensure that a consistent approach is used to support children with diagnosed behavioural or social difficulties.
- Our service will gather information from families about their children's social skills and relationship preferences and record this information in the child's file. Our educators will

use this information to engage children in experiences that support children to develop and practice their social and shared decision-making skills.

- Our service will collaborate with schools and other professionals or support agencies that work with children who have diagnosed behavioural or social difficulties to develop plans for the inclusion of these specific children. These will be kept in the individual child's file.
- Our service will ensure that children are being allowed to make choices and experience the consequences of these choices when there is no risk of physical or emotional harm to the child or anyone else.
- Our service will ensure that children are being acknowledged when they make positive choices in managing their behaviour.
- Our educators will use positive language, gestures, facial expressions and tone of voice when redirecting or discussing children's behaviour with them. They will also remain calm, gentle, patient and reassuring even when children strongly express distress, frustration or anger.
- Our educators will guide all children's behaviour in ways that are focused on preserving and promoting children's self-esteem as well as supporting children to develop skills to self-regulate their behaviour.
- Our educators will speak in comforting tones and hold babies to soothe them when they are distressed.
- Our educators will also respond positively to babies' and toddlers' exploratory behaviour.
- Our service will have in place strategies to enable educators to encourage positive behaviour in children while minimising negative behaviour. Strategies to manage situations when a child's behaviour is particularly challenging and when families have different expectations from the service in relation to guiding children's behaviour.
- Our service will support educators to enhance their skills and knowledge in relation to guiding children's behaviour.

Inclusion

Australia is a pluralistic society regardless of specific regional variations in cultural profiles. In order to reduce bias and ensure that no child is excluded our service will abide by the following practices:

- Promote and value cultural diversity and equity for all children, families and educators from diverse cultural and linguistic backgrounds.
- Recognise that children and adults from all cultures have similar needs and that each person is unique and valuable.
- Develop a positive self-concept for each child and adult in the group by exploring the cultural backgrounds of each family and child.
- Endeavour to provide a foundation that instills in each child a sense of self identity, dignity and tolerance for all people.
- Increase the knowledge and understanding each child has about his or her own cultural ethnic heritage in partnership with their family, educators and community and other children in the Service.
- Explore family compositions, customs and lifestyles of children and families in many cultures.

- Provide support for children under the care of social services to develop a sense of heritage and belonging.
- Avoid common stereotypes and recognize individual differences within a cultural or ethnic group.
- Assist wherever possible families who are new to our community to transition to a new and different culture.
- Assist staff to develop an awareness of their own beliefs, attitudes, cultural backgrounds, including their relationship with the larger society, how this influences their own background prejudices and their points of view.
- Educators will accept that all children can learn and that differences in lifestyles and languages does not mean ignorance.
- Educators will be actively involved in the development of appropriate resources, support and implement an anti-bias, cross cultural program throughout the Service environment which is reflective of all families/children.
- Educators will support the delivery of anti-bias concepts in the program and attend regular training courses as required. Such resources will be integrated into the daily program and be made available to families.
- Educators will reflect on the service's philosophy and ensure that practices and attitude concur with the philosophy. Casual workers or visitors to the service are made aware of these practices and the core values being promoted.
- Music, language, dance and creative arts will help children to develop ease with and have a respect for physical, racial, religious and cultural differences.
- Our service will encourage children to develop autonomy, independence, competency, confidence and pride.
- Our service will provide all children with accurate and appropriate material that provides information about their own and other's disabilities and cultures.
- Our service will not isolate a child for any reason other than illness, accident or a prearranged appointment with parental consent.

Supporting Children through Difficult Situations

When a child, family, educator or the service as a whole experiences a stressful or traumatic situation such as a bushfire, car accident, domestic violence, sudden illness or death, crime or violent situation it is important to provide appropriate support so they can recover from the ordeal. A child's reaction to a stressful or traumatic situation will depend on factors such as their age, stage of development and impact of the event on people around them. A child may react in ways that you don't expect and sometimes will act normally at first but be wary of a delayed reaction. Some reactions include:

- Physical symptoms such as stomach aches and headaches.
- Physically lashing out with little or no warning.
- Being anxious or clingy.

- Suffering from separation anxiety.
- Having sleeping problems or nightmares.
- Re-living the experience through drawing or play.
- Losing interest in activities.
- Loss of self-confidence.
- Regressing to “babyish” activities.

Our educators will talk with a child about the event to bring any issues out into the open. The ways our educators will approach this are:

- Reassuring the child that they are safe, but only if they really are.
- Talking to the child about what happened in a way that they will understand and without going into frightening or graphic detail.
- Ensuring the child hasn’t jumped to conclusions. Some children will think they are to blame in a tragic event; our educators will make sure they know this isn’t so.
- Talking about the event with appropriate people (for example, all children if the event has affected the whole service or the children that have been affected) and letting everyone have their say including children.
- Talking to the children about how people react to stressful or traumatic situations and that the feelings they are feelings are normal.

Coping Mechanisms

Some strategies that our educators will use to help children cope in these situations are:

- Giving children a sense of control of their environment and life. Letting the child make minor decisions, such as what to eat for lunch, what to wear or what toy to play with will make the child feel more in control.
- Allowing the children plenty of time to play and to do physical exercise; this will help the child burn off stress chemicals and allow for more sleep.
- Helping the children physically relax with story times and cuddles.
- Limiting stimulants like chocolate, lollies etc.

It is important to remember how you respond to the stressful or traumatic event will affect your child’s response. Children look to their families and educators to find ways to deal with a situation they probably don’t understand. Children need their family members (and other adults who are close to them) to help them understand the situation and their emotions and also offer comfort and support. If adults are distressed about a situation it is important for them to seek help for themselves.

At the service, we wish to help in whatever way we can if your family has undergone a tragedy, the Nominee or Supervisor is available to speak confidentially and support all parties through the situation.

Should it be required, the Nominee or Supervisor will liaise with the appropriate authorities, such as the Department of Education and Children’s Services, and follow any recommendations made by these authorities.

Bullying

Recent research demonstrates that aggressive behaviour and bullying inclinations begin in some children as early as two years old, which highlights the importance of children's services educators in effectively responding to children who bully. In order to overcome bullying in our service, educators will be aware of the following information and maintain the following practices:

Our educators will be aware of the following characteristics in children who bully -

- Children of all backgrounds can bully.
- Preconceived notions of children who bully should be avoided.
- The child who bullies may also be the victim of bullying.
- The child who bullies will often think that they are innocent, and that the child being bullied is somehow deserving of this negative experience.

Our educators will be aware of the following characteristics of victims of bullying -

- Children of all backgrounds can fall victim to bullying.
- Preconceived notions of children who fall victim to bullying should be avoided.
- Boys are victims of bullying more than girls.
- Victims may have low self-esteem, lack of confidence, lack social skills or be viewed as unpopular.
- It is important to remember that victims are often sensitive and easily hurt, and feel incapable of preventing such negative experiences.

Our educators will implement the following strategies to overcome bullying -

- Our educators will practice all-encompassing and socially inclusive care.
- Daily programs will recognise, value and reflect the social and cultural diversity of our community.
- Our educators will role model and actively encourage appropriate behaviours.
- Our educators will form a close relationship with family members in order to work cooperatively to overcome instances of bullying.
- Our educators will empower children through allocating responsibilities that will make them feel valued.
- Our educators will help children deal with their anger. This includes offering alternative dispute resolution techniques that are socially acceptable.

- Our educators will seek the support of children’s services professionals when it is necessary.
- Our educators will respond promptly to children’s aggressive or bullying behaviour.

Biting

All individuals involved in the care of a child need to recognise that at times, some children, for a variety of reasons, attempt to bite other children.

Some reasons a child may bite are:

- Infants – Experimental, Sensory Pleasure, Teething.
- Toddlers – Frustration, fatigue, attention seeking, confined spaces.
- Older Children – Aggression, deliberate.

In the event of a biting incident, educators will abide by the following procedure:

- Check for broken skin.
- Clean all bites, regardless of whether the skin is broken or not.
- Apply a cold compress to the bitten area.
- If medical attention is required, an incident report will be completed and the child’s family will be notified immediately.
- If the biter is a known infectious disease carrier, or can be seen to have facial herpes and the victim’s skin is broken, the Nominee or Supervisor will convey this information to the family.
- Should the behaviour continue, our educators will work in conjunction with families and, if necessary, external agencies, to develop a Behaviour Guidance plan for the child who is biting.
- Monitor the behaviour of the child who has bitten and use distraction techniques to prevent the child reaching the point where the child feels the need to bite.

Sources

**National Quality Standard
Education and Care Services National Regulations 2011
Early Years Learning Framework**

Review

The policy will be reviewed annually.

Review will be conducted by:

- Council
- Management
- Employees
- Families
- Interested Parties

Sand Pit Policy

Education and Care Services Regulation 2013 (Current 2018)

Division 5 Part 6	66	Policies and Procedures to be kept available -Act,s 244(2)(i)
	32	General Requirements for outdoor space-Act, s 244(2)(e)

NQS

QA2	2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
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National Regulations

Regs	168	Child safe environment policies and procedures
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Aim

To ensure sand pits are clean and safe for all users.

Related Policies

Occupational Health and Safety Policy

Implementation

In order to ensure our sand pit is always a safe and hygienic place for children to play and learn we will:

- Construct sandpits so that they have adequate drainage.
- Ensure sand is of a depth that can be easily raked over before each use and during the day.
- Rake sand pits at regular intervals each day and remove any dangerous or foreign matter such as animal or human faeces and urine which could cause illness or infection in children or educators.

- Wash the sandpit regularly with tap water if it is not regularly washed by the rain
- Remove toys from the sandpit at the end of each day.
- Regularly sanitise sand by raking salt thoroughly through the sand.
- Carefully remove and dispose of any contaminated sand.
- Change sand at least annually but preferably every 6 months.
- Use sand that is appropriate for use in sandpits and meets state regulations.
- Cover sand pits when they are not in use.
- Ensure children wash their hands with soap and water after playing in the sandpit.

If sand is contaminated by animal or human faeces, blood or other body fluids remove all children from the sandpit and then:

- Use a shovel and dispose of the contaminated sand in a plastic bag. Educators will wear suitable protective clothing.
- Wash remaining sand thoroughly with water then rake salt through the sand at intervals during the day and leave exposed to the sun.
- Change sand completely if it is contaminated extensively.

Sources

Education and Care Services National Regulations 2011

Early Years Learning Framework

National Quality Standard

Workplace Health and Safety Act 1995 (Qld)

Workplace Health and Safety Regulation 2008 (Qld)

Public Health Act 2005 (Qld)

Public Health Regulations 2005 (Qld)

Child Care (Child Care Centres) Regulation 1991 (Qld)

National Health and Medical Research Council: Preventing Infectious Diseases in Childcare 2005

Health and Safety in Family Day Care 2003 UNSW

Review

The policy will be reviewed annually by:

- Council
- Management

- Employees
- Families
- Interested Parties

Sleep, Rest, Relaxation and Clothing Policy

Education and Care Services Regulation 2013 (Current 2018)

Division 5 Part 6	66	Policies and Procedures to be kept available -Act,s 244(2)(i)
	67	Notification of change to policies or procedures-Act, s 244(2)(i)
Division 2	16	Sleep and Rest -Act s 244(20(c)

NQS

QA2	2.1.2	Each child's comfort is provided for and there are appropriate opportunities to each child's need for sleep, rest and relaxation.
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National Regulations

Regs	81	Sleep and Rest
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EYLF

LO3	Children recognise and communicate their bodily needs (for example, thirst, hunger, rest, comfort, physical activity).
	Educators engage children in experiences, conversations and routines that promote healthy lifestyles and good nutrition.
	Educators consider the pace of the day within the context of the community.
	Educators provide a range of active and restful experiences throughout the day and support children to make appropriate decisions regarding participation.

Aim

This policy is based on recommendations from SIDS & Kids. If a family's beliefs and practices conflict with SIDS & Kids, the service will only endorse an alternative practice unless the service is provided with written advice from a registered medical practitioner. In meeting the service's duty of care, it is a requirement that all educators implement and adhere to this policy.

Koolkan Early Childhood Centre believes in a short period of rest each day for every child to ensure their growth and development. We will aim to respect and cater for each child's specific needs.

Related Policies

Additional Needs Policy

Death of a Child Policy

Medical Conditions Policy

Physical Environment Policy

Staffing Arrangement Policy **Implementation**

The Approved Provider will ensure that the Nominee or Supervisor (who is responsible for ensuring all staff members, educators and volunteers) must implement the following requirements –

- The service will provide a quiet and restful environment for sleep and rest periods that is within hearing and observation range for educators to closely monitor children.
- We recognise the differences between each child and family's preferences in relation to routines for rest, sleep and clothing. These needs will be met provided they are within the service's requirements.
- We respect the need for rest, sleep and clothing requirements to be aligned with each child's social and cultural background and personal preferences.
- We will communicate daily with parents about their child's routines that are in place at the service and at the child's home.
- Educators will work with children to help them learn about their need for rest and comfort. Children will be encouraged to communicate their needs where possible.
- Educators negotiate the need for sleep and rest with children.
- Children who do not require sleep or rest will be provided with appropriate and quiet play activities.
- Children will be encouraged to make appropriate decisions about their participation throughout their time at the service.

- Each child will be supplied with clean, appropriate spare clothes when necessary.
- Children will be grouped in a way that minimises overcrowding.
- The privacy needs of each child will be respected during dressing and undressing times.

Safe resting for babies (birth to 24 months)

- Babies will be placed on their back to rest.
- If a medical condition exists that prevents a child from being placed on their back, the alternative resting practice must be directed in writing by the child's registered medical practitioner.
- If older babies turn over during their sleep, allow them to find their own sleeping position, but always lay them on their back when first placing them to rest.
- At no time will a baby's face be covered with bed linen.
- To prevent a baby from wriggling down under bed linen, they will be placed with their feet closest to the bottom end of the cot.
- Quilts and duvets will not be used as bed linen. Pillows, soft toys, lamb's wool and cot bumpers will not be used.
- Light bedding is the preferred option, which must be tucked in to prevent the baby from pulling bed linen over their head.
- Sleeping bags with a fitted neck and arm holes are an alternative option to bed linen and encourage a baby to rest on their back. Sleeping bags should not have a hood.
- Calm relaxing music will be played.
- Dummies will be provided but they will not be attached to chains.

Safe resting practices for toddlers (18months – 3 years).

- Toddlers will be placed on their back to rest, unless otherwise directed in writing by the child's medical practitioner.
- If toddlers turn over during their sleep, allow them to find their own sleeping position, but always lay them on their back when first placing them to rest.
- At no time will a toddler's face be covered with bed linen.
- If using a cot, toddlers will be placed with their feet closest to the bottom end of the cot to prevent them from wriggling down under bed linen.
- Quilts and duvets will not be used to cover toddlers in a cot or on a mattress. Pillows, soft toys, lamb's wool and cot bumpers will not be used.
- Light bedding is the preferred option, which must be tucked in to prevent the toddler from pulling bed linen over their face.
- Sleeping bags with a fitted neck and arm holes are an alternative option to bed linen and encourage a toddler to rest on their back. If parents request to continue using the sleeping bag option when the toddler rests on a mattress, then the service will comply.
- Quiet experiences may be offered to those toddlers who do not fall asleep.
- Calm relaxing music will be played.

Safe resting practices for children (3-5yrs)

- Preschool children will be placed on their back to rest. If they turn over during their sleep, allow them to find their own sleeping position but always ask them to lay on their back when first placing them to rest.
- At no time will a 3-5 year olds face be covered with bed linen when they are sleeping.
- Light bedding is the preferred option.
- Quiet experiences may be offered to 3-5 year old children who do not fall asleep.
- Calm relaxing music will be played.

Supervision of resting children

- All children who are resting will be supervised by educators ensuring ratios are upheld at all times.
- All children who have fallen asleep in the service will be monitored regularly with specific attention to breathing patterns. All babies will be monitored every 10 minutes.

Settling children for rest

Carers will comfort children when required. We will sit with children to encourage rest and sleep as this will form safe and secure relationships.

Beds, Cot and Sleeping Areas Checks

Every 4 weeks the service will conduct a safety check of the resting environments, equipment and/or aids by following the Bedding and Cot room Audit.

Cots

All cots meet Australian Standards for Cots and be labelled AS/NZS 2172:2010 or AS/NZS 2195:2010. Cot mattresses should be in good condition, clean, firm, flat and must fit the cot base with no more than a 25mm gap between the mattress and the sides of the cot.

Prams and strollers are not to be used for children to sleep or rest in.

Hygiene practices, please refer to cleaning schedules

- Cots and mattresses protective covers are cleaned with soap and water are visibly soiled and as per cleaning schedule which is displayed in rooms.
- Each child has their own bed linen. Children's bed linen will be washed at the end of care during the week or at the end of week, whichever comes first.

Rest environment

Please refer to the Physical Environment Policy for information regarding the appropriate sleep and rest environment for children.

Sleepwear

Educators monitor the temperature of the rest environment and address children's clothing needs. Children will not have hoods and cords from clothing as per our clothing policy.

Communicating with families

Rest strategies and practices are outlined in the Family Handbook, enrolment forms, newsletters, posters and brochures. Information regarding SIDS & Kids Safe Sleeping Practices will be displayed on noticeboards and given to all new enrolments.

Children's Clothing

- Children should be clothed in an appropriate manner which will allow them to explore and play freely and not restrict them using equipment while at play
- Clothing should also allow easy access for toileting i.e. elasticised trousers, track pants – rather than buttons, zips, belts etc.
- Children will be encouraged by educators to use aprons for messy play and art experiences to protect their clothing. For this reason it is important to not send the children in their best clothes.
- Children should be appropriately protected from the sun during outdoor play - please refer to sun safety policy for further directives on hats and clothing.
- Child clothing should accommodate weather conditions. I.e. be loose and cool in summer to prevent overheating and warm enough for cold weather – including outdoor play. At all times staff will monitor children to ensure they are appropriately dressed for all weather, play experiences, rest and sleep routines.
- Children should have appropriate footwear that enables them to play comfortably and not cause safety concerns. I.e. thongs, clogs or backless shoes have a trip factor and do not allow children to use equipment safely.
- Comfortable and non-restrictive clothing is important at sleep time to promote your child's comfort at this time of the day.
- Clean and appropriate Koolkan clothing will be made available to children. These play clothes are laundered at the end of the day when children are changed back into their own clothing to go home.
- All clothing and belongings must be clearly labelled with the child's name.

Sources

Education and Care Services National Regulations 2011

Early Years Learning Framework

Occupational Health and Safety Act 2000

Occupational Health and Safety Regulations 2001

Australian Bureau of Statistics (ABS). (2003). SIDS in Australia 1981-2000: A statistical overview.

Australian/New Zealand Standard AS/NZS 2172:2010, Cots for household use—Safety requirements

**Australian/New Zealand Standard AS/NZS 2195:2010, Folding cots—Safety requirements
SIDS & Kids. Wrapping babies.**

SIDS & Kids. (2005a). Fast facts: Past, present & future.

SIDS & Kids. (2005b). SIDS & Kids: Safe sleeping in child care kit.

SIDS & Kids. (2005c). SIDS & Kids: Safe sleeping – Lullabies aren't the only things you'll need to know to put your baby to sleep.

SIDS & Kids. (2005e). Wrapping infants.

SIDS & Kids (2006a). Information statement: Baby's head shape.

SIDS & Kids. (2006b). Sudden Unexpected Death in Infants (SUDI) frequently asked questions: SIDS & Kids: Safe sleeping in child care kit.

United Nations Conventions on the Rights of a Child

Review

The policy will be reviewed annually.

The review will be conducted by:

- Council
- Management
- Employees
- Families
- Interested Parties

Social Networking Usage Policy

Education and Care Services Regulation 2013 (Current 2018)

Division 5 Part 6	66	Policies and Procedures to be kept available -Act,s 244(2)(i)
	67	Notification of change to policies or procedures-Act, s 244(2)(i)

NQS

QA4	4.2.1	Professional standards guide practice, interactions and relationships.
	4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills
QA5	5.2.3	The dignity and the rights of every child are maintained at all times
QA6	6.1	Respectful supportive relationships are developed and maintained
QA7	7.1.1	Appropriate governance arrangements are in place to manage the service

National Regulations

Regs	181	Confidentiality of records kept by approved provider
	181-184	Confidentiality and storage of records

Aim

To ensure that our service, children, educators or families are not compromised on any form of social networking or related website.

Related Policies

Educator and Management Policy
Privacy and Confidentiality Policy
Technology Usage Policy

Who is affected by this policy?

Child
Educators
Families
Management

Implementation

A social networking website can be defined as a website used to socialise or communicate. These include but are not limited to Facebook, MySpace and Twitter (including usage on any device such as the internet, mobile telephone or tablet).

- Our stance on social networking websites is that they are for personal use only and should not be accessed while the staff member is at work.
- Educators who can access a social networking site via their mobile phones are not to do so during their shifts at the service and are not to use their camera or video phones to take photos/pictures while at the service.
- No information about what happens at the service should be posted on a social networking website, nor should any photos taken at the service or on an excursion, be put on a social networking website. If an educator does put photos of a child or children enrolled at the service on a social networking website, families will immediately be contacted. If possible, the social networking website will be contacted to delete the photos. The educator will face an inquiry into their actions and possibly face termination of employment.
- Please be aware that social networking websites are not a private means of communication but can be accessed by the public, therefore, it is important not to share private information about service families or other educators on social networking websites. Should you do so, the staff member will face an inquiry into the situation by the Nominee or Supervisor and any involved party. Depending on the severity of the situation educators/may face possible termination of employment.
- Should harassment of any kind take place on a social networking site, such as, but not limited to, sexual or verbal harassment, educators/staff will face an inquiry into their actions and depending on the severity of the situation face possible termination of employment.
- Should a family member related to the service harass an educator via a social networking website, the Nominee or Supervisor will conduct an inquiry into their actions and depending on the severity of the situation they may face possible termination of their child's place at our service.
- This policy also complies with state and national laws regarding social networking websites. Should a staff member break the law on a social networking website, such as, but not limited to, defamation, the service will contact the police and other relevant authorities.

Sources

National Quality Standard

Education and Care Services National Regulations

Education and care regulations 2013 (Current 2018)

Review

The policy will be reviewed annually.

The review will be conducted by:

- Council
- Management
- Employees
- Families
- Interested Parties

Staffing Arrangements Policy

Education and Care Services Regulation 2013 (Current 2018)

Division 5 Part 6	66	Policies and Procedures to be kept available -Act,s 244(2)(i)
	67	Notification of change to policies or procedures-Act, s 244(2)(i)

NQS

QA4	4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.
QA7	7.1.1	Appropriate Governance arrangements are in place to manage the service.

National Regulations

Regulations numbered 240 and higher are state or transitional regulations

Reg	122	Educators must be working directly with children to be included in ratios
	123	Educator to child ratios—centre-based services
	126	Centre-based services—general educator qualifications
	130	Requirement for early childhood teacher—centre-based services—fewer than 25 approved places
	131	Requirement for early childhood teacher—centre-based services—25 or more approved places but fewer than 25 children
	132	Requirement for early childhood teacher— centre-based services—25 to 59 children
	133	Requirement for early childhood teacher—centre-based services—60 to 80 children
	134	Requirement for early childhood teacher—centre-based services—more than 80 children
	135	Early childhood teacher illness or absence
	136	First aid qualifications

150	Staff record must include name of responsible person at service each time children being educated and cared for by the service.
173(2)(c)	Offence not to clearly display name of responsible person in the main entrance
240	Qualifications for educators—centre-based service applies until 31.12.15 Applies to Regulation 126
241	Persons taken to hold an approved early childhood teaching qualification
242	Persons taken to be early childhood teachers applies from 1.1.14 to 1.1.16 Applies to Regulation 130-134
243	Persons taken to hold an approved diploma level education and care qualification
244	Persons taken to hold an approved certificate III level education and care Qualification
245	Person taken to hold approved first aid qualification. Applies until 31.12.12 or qualification expires.
246	Anaphylaxis training
247	Asthma management training
298	Educator to child ratio—children over preschool age Applies to Regulation 123
299	General qualification requirements for educators—children over preschool age Applies to Regulation 126
300	Educator to child ratios—children aged 15 months to 24 months Applies to Regulation 123 until 31.3.12 or 31.12.17
301	Educator to child ratios—children aged over 24 months to 13 years Applies to Regulation 123 until 31.12.15
302	General qualifications for educators—centre-based services Applies to Regulation 126 until 31.12.13
303	Early childhood teacher—fewer than 60 children Applies to Regulation 130-132 which do not apply before 1.1.14
304	Early childhood teacher—60 or more children Applies to Regulation 133(1)(a) and 134(1)(a) which do not apply before 1.1.14 Applies to Regulation 133(1)(b) and 134(1)(b) which do not apply before 1.1.20
310	Educator to child ratios
311	Additional staff members or volunteers Applies to Regulation 310
312	Qualifications for educators Applies to Regulation 310
314	Educator to child ratios when educator or early childhood teacher on rest pause Applies to Regulation 31.12.19
315	Access to or attendance of early childhood teacher on rest pause Applies to Regulation 31.12.19
316	Educator to child ratios when educator or early childhood teacher absent for 5 minutes or less Applies until 31.12.19
317	Access to or attendance of early childhood teacher absent for 5 minutes or less Applies until 31.12.19

Aim

To ensure that our education and care service is at all times compliant in relation to staff/child ratios and qualified educators.

Related Policies

Excursion Policy

Transportation policy

Child Protection Policy

Continuity of Education and Care Policy

Educator and Management Policy

National Quality Framework Policy

Who is affected by this policy?

Children

Families

Educators

Management

Implementation

Koolkan Early Childhood Centre will maintain compliance to the following:

- Our service will nominate a qualified and experienced educator, co-ordinator or other individual as the service's Educational Leader. This person is responsible to lead the development and implementation of the service's educational programs.
- Our service will ensure that any educator that is under eighteen years of age does not work alone at the service and is supervised at all times by an educator who is over eighteen.
- We will only include educators in the educators to child ratio who are working directly with the children.

Koolkan Early Childhood Centre will maintain compliance to the following in relation to the everyday practicalities of service's operations:

- Educator's rostering and routines will at all times make sure enough educators are available for the adequate supervision of children.
- Supervising educators give their attention to the children and not to any other duties.
- At no time will students or volunteers be included in the ratio of adults supervising children.
- A Nominee or Supervisor will be on the premises at all times when children are being educated or cared for.
- There will be more than one educator present when children are in attendance. No child will at any time be in the care of a sole educator.
- Students and volunteers will never be left alone with a child or a group of children.
- In any situation where adequate supervision of children is threatened, any educators on a meal-break must be prepared to return to duty to supply adequate supervision.
- The Approved Provider, Nominee or Supervisor will ensure that regulations in relation to the supervision of children are adhered to.

- Educators supervising outdoors, should position themselves to see as much of the play area as possible.
- One educator should be positioned close to the climbing frame as often as possible.
- Any water activity should be closely supervised by one educator at all times.
- Except for necessary discussions or concerns regarding children or matters relating to the Centre, educators will not congregate together outside.
- When children are resting or sleeping they will be supervised.
- Babies will be checked every 10 minutes during sleep and this will be noted on their day sheet records.
- During hand washing and/or toilet times children will be supervised in the bathroom area.
- Toddlers and children undergoing toilet training will not be left unsupervised in the bathroom.
- No child is to be left unattended at the table when eating.
- Rosters will be designed and implemented to ensure that children receive continuity of care.
- Our service will, when possible and to the best of our ability, make use of a regular pool of relief staff.

Supervision of Services

Koolkan Early Childhood Centre will have at least one “responsible person” present at all times when caring for and educating children. A responsible person is:

- An approved provider
- The service Nominated or ‘Managing Supervisor’
- The ‘Managing Supervisor’ is in charge of the daily running of the service.

If more than one person at the Service is a “responsible person”, we will develop a roster to ensure at least one is present whenever children are present.

The name of the responsible person will be clearly displayed in the main entrance of the service.

Educator to Child Ratios Schedule 3 Educator to Child Ratios-General

Our educator to child ratios will always meet the minimum requirements as stated below:

- For children aged from birth to 24 months, 1 educator to 4 children.
- Birth to 3 years 1:5
- 15 months to 3 years 1:5
- 2years to 3 years 1:6
- 2.5 years to 3 years 1:8
- 3 years to 12 years 1:12
- School age children 1:15

Educator Qualifications

Educators will hold or be actively working towards qualification requirements for a centre-based service educating and caring for children 5 years of age or under.

All educators are required to meet the relevant educator to child ratio for the centre-based service must hold or be actively working towards :

- An approved certificate III level education and care qualification.
- An approved diploma level education and care qualification or equivalent.

This requirement does not apply to an educator if the educator is at least 18 years and has been engaged at the education and care service for not more than 3 months.

From 1 of January 2014:

- At least 50% of educators who are required to meet relevant educator to child ratios for the service must have or be actively working towards at least an approved diploma level education and care qualification.
- All other educators who are required to meet the relevant educator to child ratios for the service must have or be actively working towards at least an approved certificate III level education and care qualification.
- If the service is required to have an Early Childhood Teacher in attendance, this teacher is to be counted as meeting the Diploma component mentioned above.

Other Educators Qualifications:

First Aid Qualifications

The approved provider must ensure that at least one educator attending the service:

- Holds a current approved first aid qualification.
- Has undertaken current approved anaphylaxis management training.
- Has undertaken current approved emergency asthma management training.

Child Protection

The Approved Provider of an education and care service must ensure that the Nominee, Supervisor educators and other staff members who work with children are advised of the current child protection law and any obligations they may have under the law.

Working With Children Check (Blue Card)

- The Approved Provider must ensure that the Nominee or Supervisor has reviewed a person's blue card before the person is engaged as an educator or permitted to volunteer. Some exemptions apply. Further information is available at <http://www.ccypcg.qld.gov.au/bluecard/>

Sources

Education and Care Services National Regulations 2011
National Quality Standard
Commission for Children and Young People and Child Guardian

Review The policy will be reviewed annually.

Review will be conducted by:

- Council
- Management
- Employees
- Families
- Interested Parties

Reviewed: 31/3/2018

Date for next review: 31/3/2019

Technology Usage Policy

Education and Care Services Regulation 2013 (Current 2018)

Division 5 Part 6	66	Policies and Procedures to be kept available -Act,s 244(2)(i)
	67	Notification of change to policies or procedures-Act, s 244(2)(i)

NQS

QA1	1.1.1	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
QA4	4.2.1	Professional standards guide practice, interactions and relationships.

National Regulations

Regs	73	Educational programs
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EYLF

LO5	Children use information and communication technologies to access information, investigate ideas and represent their thinking
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Aim

Koolkan Early Childhood Centre will provide an extension to the daily program assisting in developing the social, physical, emotional, cognitive, language and creative potential of each child.

Related Policies

Enrolment Policy

Education, Curriculum and Learning Policy

Social Networking Usage Policy

Implementation

Computer and Related Technology Usage

- Computers at the service may only be used for work relevant to the operations and activities of the service. Examples of these activities include administration, research, programming and professional development.
- If relevant to the children's learning, child appropriate websites may be accessed. However, children will only access the computers when directly supervised by appropriate educators.
- Similarly, music, videos etc may be streamed from the computer if it is relevant to the children's learning or relevant to research or professional development undertaken by educators. However, streaming of this kind will only take place from websites where this can legally take place such as iTunes or YouTube or ABC for kids.
- If an educator has brought in their own laptop to complete work, educators will follow the premise that what they are doing whilst on their laptop is relevant to their job roles at the service.
- For those educators who can access the internet from their mobile phone, it is preferred that educators do not access the internet (whether they are using the service's Wi-Fi or their personal data plans) via their mobile phones but rather use the service's computers for work relating to their job role.

- Any educators found to be using the computers inappropriately will face an enquiry by management and other relevant parties to decide a course of action based on the severity of their misconduct.
- This policy is also incorporative of state and federal laws regarding computer usage. Should an educator or other relevant individual use the service's computers in a way that breaks a law, the service will take the appropriate required action (eg. reporting to the police). Furthermore, staff members will face an enquiry held by the Aurukun Shire Council and other relevant parties to assess whether this conduct will affect their role within the service's operations.

Television and DVD Player Usage

The T.V will be an additional tool to enhance curriculum activities, not a substitution.

Guidelines for use would be:

- To assist in expanding the content of the daily program and current affairs.
- Be suitable to the needs and development levels of each child watching.
- Content should be linked to children's interests and the programs intentional teaching focus.
- Long Day Care and free activity times can be assisted when inclement weather keeps children indoors.

Programs must be carefully selected with suitable content. Programs depicting violence e.g. graphic news reports should not be shown. Children are to view '**G**' rated videos only.

Educators will sit with the children to monitor and discuss any aspects of the video or television program they are viewing.

Sources

National Quality Standard
Early Years Learning Framework

Review

The policy will be reviewed annually.

The review will be conducted by:

- Council
- Management
- Employees

- Parents
- Interested Parties.

Tobacco, Drug and Alcohol Policy

Education and Care Services Regulation 2013 (Current 2018)

Division 2	17	Alcohol, illicit drugs and tobacco free environment -Act, s 244(2)(c)
Division 5 Part 6	66	Policies and Procedures to be kept available -Act,s 244(2)(i)
	67	Notification of change to policies or procedures-Act, s 244(2)(i)

NQS

QA2	2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
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National Regulations

Reg	82	Tobacco, drug and alcohol free environment
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Aim

To ensure children are not subjected to the dangers associated with tobacco, e cigarettes, drugs and alcohol, we will maintain a harm free environment where no individual staff member is affected by alcohol or drugs.

Related Policies

Health, Hygiene and Safe Food Policy

Relationships with Children Policy

Implementation

Koolkan Early Childhood Centre is strictly tobacco, drug and alcohol free.

In order to keep children, educators, families and visitors free from the dangers of drugs, alcohol, tobacco smoke and other smoke including e cigarettes, including illegal substances, the following rules apply -

The consumption of tobacco, drugs and alcohol is prohibited in all areas of the service including -

- Inside.
- Outside in the playground.
- In any areas within view of the service during operational hours.

Smoking and the consumption of alcohol is also prohibited -

- On incursions or excursions at any point during the event.
- While travelling with a child.
 - At educator meetings.
 - At parent meetings.
 - At any social activity, whether in work hours or not, where the children and staff are involved.

Under no circumstances will any person attend the service if they are affected by alcohol or drugs, including prescription medication, if in any way the consumption of these items impairs an individual's capacity to supervise, educate or care for children.

The service will have No Smoking signs displayed.

Sources

Education and Care Services National Regulations 2011

Education and Care Services Regulation 2013 (current 2018)

National Quality Standard

Early Years Learning Framework

WORKPLACE HEALTH AND SAFETY ACT 1995

Workplace Health and Safety Regulation 2008

Review

The policy will be reviewed annually.

The review will be conducted by:

- Council
- Management

- Employees
- Families
- Interested Parties

Transportation Policy

See A024 ASC Policy

Unenrolled Children Policy

Education and Care Services Regulation 2013 (Current 2018)

Division 5 Part 6	66	Policies and Procedures to be kept available -Act,s 244(2)(i)
	67	Notification of change to policies or procedures-Act, s 244(2)(i)

Aim

To ensure that educators and the service are only responsible for children who are enrolled at our service to meet our legal requirements and child/staff ratios.

Related Policies

Child Protection Policy
 Enrolment Policy
 Excursion Policy
 Family Law and Access Policy
 Orientation for Children Policy
 Relationships with Children Policy
 Staffing Arrangements Policy

Who is affected by this policy?

Child
 Educators
 Families
 Management

Implementation

- On occasion, children who are not enrolled at our service may be present at the service. These children may be staff members school age children when the staff have no care for their own children during the school holidays when the service is open for working parents.
- Another example of this is when families come to pick up an enrolled child and they bring their other children with them.
- At times like this, the children who are not enrolled at the service are the responsibility of the adult that brought them to the service.
- We ask these adults to keep unenrolled children off any equipment at the service, and for the child to be accompanied by the adult at all times.
- Unenrolled older school children must not pick up/carry around any enrolled children at the service. Older school children can only enter the service with their responsible adult.
- Should a child who is not enrolled at the service attend an excursion with the service, they may only attend should the adult to staff ratio not be compromised for enrolled children.
- Any child that is enrolled at the service on a temporary basis will be included in the staff/child ratios.

Sources

**Education and Care Services National Regulations
Education and Care Regulation 2013 (current 2018)
National Quality Standard**

Review

The policy will be reviewed annually.

The review will be conducted by:

- Council
- Management
- Employees
- Families
- Interested Parties

Work Health and Safety Policy

Education and Care Services Regulation 2013 (Current 2018)

Division 5 Part 6	66	Policies and Procedures to be kept available -Act,s 244(2)(i)
	67	Notification of change to policies or procedures-Act, s 244(2)(i)

NQS

QA2	2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
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National Regulations

Regs	168	Policies and procedures are required in relation to health and safety
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Aim

We aim to do everything possible to protect the health, safety and welfare of all educators and other people who may be affected by our operation including our children and their families.

Implementation

Duty of Care

The Approved Provider, Nominee and Supervisor will ensure all reasonable steps are taken to maintain the health and safety of all children, staff, volunteers and any other people impacted by the service operations. This includes identifying and eliminating or reducing all reasonably foreseeable hazards and providing appropriate training and instruction. Our educators, staff and volunteers will also ensure they take reasonable care for their own health and safety and that their conduct does not adversely affect the health and safety of other people.

Consultation, Cooperation and Coordination

Koolkan Early Childhood Centre will share information about health and safety matters with educators, staff, and volunteers and encourage them to express their views or raise issues. We will involve our Health and Safety Representative in the consultations (if applicable).

Koolkan Early Childhood Centre will consult with educators, staff, and volunteers when:

- Identifying hazards and assessing risks arising from work
- Proposing changes that may affect the health and safety of workers
- Carrying out activities prescribed by the Work Health and Safety Regulation.

Our service will also consult with educators, staff, and volunteers when making decisions about:

- Ways to eliminate or minimise risks
- The adequacy of their facilities
- Consultation procedures
- Resolving health and safety issues
- Monitoring their health and safety or the safety of workplace conditions
- How to provide health and safety information and training.

Consultation with our educators, staff, volunteers and health and safety representatives (if applicable see below) means:

- Relevant work health and safety information is shared
- They have a reasonable chance to express their views
- They are given a reasonable opportunity to contribute to the decision making process
- Their views are taken into account
- They are advised of the outcome of the consultation in a timely manner.

Our educators, staff, and volunteers are entitled to:

- Elect a health and safety representative
- Request the formation of a health and safety committee
- Cease unsafe work
- Have health and safety issues resolved in accordance with an agreed issue resolution procedure
- Not be discriminated against for raising health and safety issues.

Health and safety representatives

Our educators and staff can elect Health and Safety Representatives (HSRs). If a request is made for a HSR, our Approved Provider/Nominated Supervisor will:

- Commence negotiations with workers about the number of HSRs and any deputy HSRs, and which workers will be represented by the HSRs (in groups called work groups) within 14 days.
- Give all educators and staff the chance to nominate as a HSR and to vote in an election if there is more than 1 candidate.
- Notify workers of the outcome of the negotiations as soon as possible.

The Approved Provider/Nominated Supervisor must keep a current list of all HSRs and deputy HSRs and display a copy at the workplace. The list must also be given to Workplace Health and Safety Queensland.

A HSR can:

- Inspect the workplace of their work group
- Accompany a workplace health and safety inspector during an inspection
- Be present at an interview with a worker that the HSR represents (with their consent) and the Approved Provider/Nominated Supervisor or an inspector about health and safety issues
- Request a health and safety committee be established
- Monitor compliance measures by the Approved Provider/Nominated Supervisor
- Represent the work group in health and safety matters
- Investigate complaints from members of the work group
- Inquire into any risk to the health or safety of workers in the work group
- Request the assistance of any person, including a union, whenever necessary.
- Issue Provisional Improvement Notices in the form and manner prescribed in the legislation (these Notices must be adhered to and displayed)
- Direct workers to cease unsafe work where the HSR considers there is a serious health and safety risk if consultations the Approved Provider/Nominated Supervisor do not resolve the issue.

Koolkan Early Childhood Centre will ensure HSRs and deputy HSRs:

- Are never prevented from carrying out any of their duties
- Are able to give people assisting them access to the workplace
- Can take paid leave to attend to their health and safety duties
- Can take paid leave to attend an initial work health and safety course or annual refresher training approved by the regulator within 3 months of their request to attend. We will pay the course costs and reasonable expenses
- Can access any resources, facilities and assistance that they reasonable require to undertake their duties.

HSRs or Deputy HSRs are elected for 3 years unless they leave the work group, are disqualified, resign or the majority of workers they represent agree they should not represent them. They are not personally liable for anything done, or not done, in good faith while carrying out their role.

Health and Safety Committees

A Health and Safety Committee (HSC) can facilitate cooperation between the Approved Provider and educators, staff and volunteers in developing and implementing measures to ensure health and safety at our service.

At least 5 of our educators, staff, and volunteers, can request the establishment of a HSC. We will establish a HSC within 2 months of a request. We can also establish a HSC without a request. At least half the members of a HSC won't have been nominated by the Approved Provider /Nominated Supervisor. A HSR can consent to be a member of the committee.

Koolkan Early Childhood Centre will ensure:

- A HSC has access to any information related to workplace hazards and the health and safety of workers, except for personal or medical information which would identify individual workers.
- A HSC meets at least once every three months or at any reasonable time at the request of at least half of the committee members
- HSC members are able to take paid leave to comply with their health and safety duties.

Notification of Death, Serious Injury or Illness

The Approved Provider/Nominated Supervisor must notify Workplace Health and Safety Queensland as soon as they become aware of a death, or a serious injury or illness that results in:

- Immediate treatment as an in-patient in a hospital, or
- Immediate treatment for:
 - the amputation of any part of the body
 - a serious head injury
 - a serious eye injury
 - a serious burn
 - the separation of skin from an underlying tissue (such as degloving or scalping)
 - a spinal injury
 - the loss of a bodily function
 - serious lacerations or
- Medical treatment within 48 hours of exposure to a substance.

A serious illness is:

- Any infection to which the carrying out of work is a significant contributing factor, including any infection that is reliably attributable to carrying out work:
 - With micro-organisms
 - That involves providing treatment to a person
 - That involves contact with human blood or body substances, or
 - Involves handling or contact with animals, animal hides, skins, wool or hair, animal carcasses or animal waste products.

A dangerous incident is also notifiable under the legislation. Dangerous incidents include:

- An uncontrolled escape, spillage or leakage of a substance
- An uncontrolled implosion, explosion or fire
- An uncontrolled escape of gas or steam
- An uncontrolled escape of a pressurised substance
- Electric shock
- The fall or release from a height of any plant, substance or thing
- The collapse, overturning, failure or malfunction of, or damage to, any plant that is required to be authorised for use in accordance with the regulations
- The collapse or partial collapse of a structure
- The collapse or failure of an excavation or of any shoring supporting an excavation
- The inrush of water, mud or gas in workings, in an underground excavation or tunnel

The approved provider or nominated supervisor must notify the regulator by telephone or in writing (including by facsimile or email) as soon as possible after the injury, illness or incident. If notified by telephone, the regulator may require a written notice of the incident within 48 hours. Records of the incident must be kept for at least 5 years from the date that the incident is notified. The approved provider/nominated supervisor must ensure the site where the incident occurred is left undisturbed as much as possible until an inspector arrives or as directed by the regulator.

Source

Education and Care Services National Regulations 2011

National Quality Standard

Work Health and Safety Act 2011

Work Health and Safety Regulation 2011

Review

The policy will be reviewed annually.

The review will be conducted by: Council, Management, Employees, Families and Interested Parties

Behaviour Management Policy

Education and Care Services Regulation 2013 (Current 2018)

Regulation	57	(a) Encourages each child to express themselves and their opinions
		(b) Allows each child to undertake experiences that develop self-reliance and self-esteem; and
		(c) Maintains at all times the dignity and rights of each child; and
		(d) Gives each child positive guidance and encouragement toward acceptable behaviour; and
		(e) Has regard to the family and cultural values, age and physical and intellectual development and abilities of each child being educated and cared for by the service.

Aim: - Koolkan Early Childhood Centre aims to ensure all children and families come to a safe place (Aak- Min in Wik). Negative behaviour is unacceptable and children will be supported to learn positive ways to interact.

We offer a play based programme which is suited to each child's age and individual needs. The different age groups will be separated into age appropriate rooms if enough staff are available. Mixed age groups will be run 1 adult to five children if there are smaller staff numbers.

Children are given plenty of time to practice skills in real life and in play settings. We focus on social skills, and respect and value each other's differences and cultural backgrounds. We are patient and interact positively with each child.

We believe that educators need to be consistent at all times to create a safe, fun, caring, secure environment for children and model appropriate behaviour.

We understand that children in Aurukun lead complex lives and are still learning how to communicate and behave appropriately and may feel upset, angry and frustrated at times. Some children may need more support than others to learn these skills.

We understand that the children's home language is WIK and the children may be learning English for the first time when they attend Koolkan Early Childhood Centre. Support and guidance will be given in both Languages to assist children to understand and manage their behaviour.

It is important to communicate with parents to promote learning positive behaviour with children.

Who is effected by this Policy?

Children, Educators, Visitors and families.

Implementation: - All staff to train in Behaviour Management during their Cert 3 studies and to read and implement this policy.

Acceptable Behaviour	Unacceptable Behaviour
<ul style="list-style-type: none"> • Respecting and caring for others • Sharing and turn taking • Being polite • Helping • Listening • Participating in activities • Valuing other people’s property including something made or built • Walking inside the building. • Appropriate language supported in both Wik and English. 	<ul style="list-style-type: none"> • Hitting, kicking, pushing and pinching • Biting and spitting • Swearing • Bullying • Speaking unkindly, rudely, teasing • Disrupting other people’s learning • Throwing, sand, toys, etc • Playing with sharp objects • Climbing fences or in a dangerous manner • Damaging property and equipment. • Running inside the building.
To promote acceptable behaviour we will:	To minimise unacceptable behaviour we will:
<ul style="list-style-type: none"> • Model appropriate behaviour • Have fun and be positive • Be consistent in our approach to behaviour management • Support the individual child and their specific learning needs • Help children recognise and manage their feeling • Make learning relevant and manageable for all children. • Support children in both WIK and English comprehension. 	<ul style="list-style-type: none"> • Give positive feedback for acceptable behaviour • Encourage children to say “Stop I don’t Like it” and mention the action • Discuss with child/ren regarding the incident • Discuss child’s unacceptable behaviour and implement consequences • Redirect child’s disruptive behaviour • Discuss with parents and caregivers any concerns about their child’s behaviour to promote a team approach. Including referrals and Individual learning Plans.

We will continually supervise and talk with all children about what to do to manage behaviour. WE will use bi-lingual staff to support the children in their home language of WIK and as they learn English at Koolkan Early Childhood Centre.

Sources:-

National Quality Standard
Education and care services Regulation 2013 (current 2018)

Review will be conducted by- Council, Management, Employees, families and interested parties.

Last reviewed: 31/3/2018

Date for next review: 31/3/2019

Interaction with Children Policy

Education and Care Services Regulation 2013 (Current 2018)

Regulation	57	(a)Encourages each child to express themselves and their opinions
		(b) Allows each child to undertake experiences that develop self-reliance and self-esteem; and
		(c) Maintains at all times the dignity and rights of each child; and
		(d)Gives each child positive guidance and encouragement toward acceptable behaviour; and
		(e) Has regard to the family and cultural values, age and physical and intellectual development and abilities of each child being educated and cared for by the service.

Aim: - Koolkan Early Childhood Centre aims to ensure all children and families come to a safe place (Aak- Min in Wik). Interaction with Children will be supported in both Wik and English and children will be supported to learn positive ways to interact.

Educators at Koolkan Early Childhood Centre will;

- be responsive to children’s age appropriate behaviour, their strengths, interests, abilities
- provide opportunities to become self-reliant and develop self-esteem,
- uphold children’s dignity, rights, and agency
- provide positive guidance and support towards acceptable behaviour
- promote a safe, secure and nurturing environment;
- be culturally appropriate and responsive;
- be based in fairness, acceptance and empathy with respect for cultural and linguistic rights.

Implementation:-

The Child

Get to know the child. Develop a positive relationship with them. Understand their stage of development, their needs and skills. Delight in the children’s achievements and reflect this in documentation portfolios. Talk to parents .

The Environment

Plan and set up learning experiences that have enough resources and space for children to engage in activities comfortably and to be able to move easily between them. Define areas. Children are active learners and need a balance of active and quiet activities to avoid conflict. Provide enough learning experiences to interest all children. Ensure multiples of equipment to allow imitation and manipulation of equipment while children associate together. Assist children who require additional support to become involved in flexible open ended learning centres.

Routine Changes

Give sufficient notice when a change in activity is imminent. This also includes tidy up time, food times, nappy changes and movement between indoors and outdoors. Adult educators will create routines that limit waiting times and assist children to have a positive experience. Educators will prepare for transition times.

Role Modelling

Children should be presented with positive models of acceptable behaviour. Educator actions and interactions communicate important learned behaviour through their body language, actions and voice level. Children imitate what they see and hear. If we wish to provide a peaceful and cooperative environment for children to grow and to learn, then we must demonstrate this in our actions and voice. Do use both Wik and English to communicate but avoid using loud voices, when voice levels are soft and calm, we can encourage the children to use their voices in a similar way. It is better to get down to the children's level and speak softly. Adults need to model appropriate expression of their feelings. Children observe the way educators interact with each other and parents as well. When a child is playing inappropriately join in and model appropriate play. Aim to provide good behaviour for children to imitate.

Indirect Guidance

Indirect guidance comes from well-planned, developmentally appropriate programs and environment. Planned, multiple and sufficient materials need to be provided so children can play and imitate each other and associate together. Educators will reflect on previous learning centres and plan to intervene early on and create a positive outcome.

Educators are to use their knowledge of the children and position themselves to assist children with their challenges throughout the days play. Educators are aware of the supervision points and scan and plan child focused play experiences. Educators listen and move closer to play where children are demonstrating they need additional support.

Direct Guidance

Educators will interact with children (using both Wik and English) providing clear alternatives to help children to develop the ability to make decisions for themselves.

Each learning experience must have clear limits, and the children are assisted to learn these rules for group living. E.g. Dough stays on the dough table, sand stays low. Each educator will consistently teach and positively reinforces these limits.

Educators will focus their attention on children to assist their learning outcomes.

Educators will positively guide, gently distract or move a child to interact positively during play experiences.

Verbal Guidance

Language used by caregivers is positive, clear and appropriate to the development of a child and should leave no doubt as to what is required. Both Wik and English must be used to assist children to understand what is expected of them.

Educators will encourage children's developing language by speaking clearly and frequently to individual children and listening to their responses in both Wik and English.

Educators will encourage courteous words such as excuse me, thank you, please and sorry to show respect between children and between educators and the children.

Educators will try to ensure all children are communicated with or interacted with as equally as possible.

Educators will demonstrate positive verbal interactions by actively teaching and guiding behaviour by using positive statements. Examples in both Wik and English include :-

- Walk Inside (to redirect running).
- Feet on the floor (to redirect climbing on the tables).
- We sit at the table to eat (to redirect children when eating).
- We keep the play dough/ puzzles/ paint on the table(to redirect children when using equipment)
- We keep the sand low (to redirect children who are throwing sand).
- We dig with the spades (to redirect children who are using spades as guns or spears).
- We climb on the climbing equipment (to redirect children who are climbing on the fence).

Emotional Guidance

Approval is essential to build the circle of security and allows children to develop a positive self-concept. Positive interactions and approval can be conveyed in many ways, such as friendly words and smiles, holding and hugging and by encouraging a child's efforts to achieve. Expressing approval of children attending Koolkan Early Childhood Centre through child focused work practices and reinforcing positive behaviours will ensure children feel good about themselves and know what is expected of them. Reminding children of expected positive behaviours builds a child's positive identity. Educators will provide affection and support, comforting children when they cry and reassuring them when fearful.

Educators will greet all children warmly on arrival and departure and include both children and families in further interactions and conversations. Educators will share learning experiences through the documentation in child portfolios.

Related Policies

Behaviour Management Policy
Education, Curriculum and Learning Policy
Relationship with Children Policy.

Sources

National Quality Standards
Education and Care Regulation 2013 (current 2018)
Early Years Learning Framework

Review

This policy will be reviewed annually.

Review will be conducted by- Council, Management, Employees, Families and Interested parties.

Providing a Child Safe environment

This policy should be read in conjunction with Koolkan Child Protection Policy

Education and care services Regulation 2013 (Current 2018)

Division1 Educational Program	9	Development of educational Program-Act, s 244(2)(b)
Division 2 Safety, health and wellbeing of children	14	Health, hygiene and safe food practices –Act, s 244(2)(c)
	19	Authority to give medical attention-Act, s 244(2)(c)
	63	Authorisations to be kept in enrolment record-Act, s 244(2)(i)
	66	Policies and procedures to be kept available –Act, s 244(2)(i)
	122	Children must be protected from harm and hazards.

Education and Care Services National Law and Regulations: S165& S167 an R 168

Link to National Quality Standard: 2.3

Aim

Koolkan Early Childhood Centre recognises the importance of providing a safe environment for all children at our service. All children have the right to experience quality education and care in an environment that safeguards and promotes their health and safety.

Related policies

Child Protection Policy

Health Hygiene and Safe Food policy

Who is affected by this policy?

Children, Parents, Educators, Management, Council, Visitors and Volunteers.

Implementation

Koolkan Early Childhood Service Educators

- Ensure all blue cards are current.
- . Ensure that children are adequately supervised at all times;
- . Organise rooms and environments to minimise risks to children;

- . Monitor and minimise hazards and safety risks in the environment;
- Implement our Child Protection and our Incidents, Injury, Trauma, Illness Policies; and
- Take every reasonable precaution to protect children being educated and cared for by the service from harm and from any hazard likely to cause injury

Supervision

- . Ensure that sufficient numbers of educators are employed to provide adequate supervision of children at all times; and
- If staffing is short for a day the number of children will be restricted to meet the correct adult child ratio for that day. Aurukun shire council policies will be followed to notify stakeholders.
- Adopt policies and procedures to protect children from harm and from any hazard likely to cause injury.

Educators will:

- Adequately supervise children within their room/group at all times; and
- Inform the Supervisor whenever supervision is inadequate within their room to ensure the health and safety of all children.

The Supervisor will:

- Organise rooms and groupings to enable adequate supervision of children and so to minimise the risk to children; and
- Organise repairs and maintenance to equipment and environments in a timely manner.
- Ensure visual safety checks are completed daily.

The Supervisor will:

- Conduct a risk assessment of the service environment on a quarterly basis to determine any risks to children's health and safety;
- Analyse and evaluate the risks associated with identified hazards;
- Determine appropriate ways to eliminate or control identified hazards; and
- Review risk assessments after any serious incident report is made to the Department of Education and Training

Educators and staff will:

- Report any risks or hazards within the service to the Supervisor as soon as possible.

Child Protection

- Aurukun Shire Council, Supervisor and Educators and Staff will comply with the requirements of the service's child protection policy to ensure the minimisation of children's risk to harm.

Sources

Guide to the National Quality Standard (3) ACECQA (2011)
 Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2011
 Education and care Services s Regulations 2013 (current 2018)

Review

The policy will be reviewed annually.

Review will be conducted by Council, Management, Employees, Families

Reviewed 16/3/18

Date for next review 31/3/2019

Sun Protection Policy

Education and care services Regulation 2013 (Current 2018)

Division1 Educational Program	9	Development of educational Program-Act, s 244(2)(b)
Division 2 Safety, health and wellbeing of children	14	Health, hygiene and safe food practices –Act, s 244(2)(c)
	19	Authority to give medical attention-Act, s 244(2)(c)
	63	Authorisations to be kept in enrolment record-Act, s 244(2)(i)
	66	Policies and procedures to be kept available –Act, s 244(2)(i)

Koolkan Early Childhood Centre has a duty of care to ensure that all attending the service are protected from skin damage caused by harmful ultraviolet rays of the sun throughout the year but with particular emphasis between mid-September and mid-April.

Aim

Australia has the highest rate of skin cancer in the world recent evidence shows that overexposure to Ultraviolet radiation during childhood contributes to an increased risk of developing skin cancer later in life. Vitamin D is formed in the skin with exposure to the sun's ultraviolet rays and is needed to absorb calcium.

Implementation

Practices Managing the Physical environment:

- During high UV periods, from mid-September to mid-April, all sun protection strategies will be used with special care being taken at peak UV times of day from 10 am to 2 pm
- From mid-September to mid-April staff will utilise the shaded areas of the outdoor environment for play and plan outdoor experiences before 10am and after 2pm.
- The service will consider the availability of shade when planning and programming for outdoor experiences or excursions.
- Outdoor equipment that is not fixed will be placed in shaded areas of the outdoor environment where possible.
- Outdoor equipment that is fixed will be monitored for usability during the day by carers.

- The service will continually assess the shade coverage of the outdoor play environment and to seek avenues to improve conditions if required.

Protective Behaviour

Hats – will be supplied

- Apart from the 10 minutes of safe sun exposure for vitamin D before 10am or after 2pm from mid-September to mid-April, children will be encouraged to wear a hat that protects their face neck and ears when they are outside during peak UV.
- Children who do not have a hat will be asked to play under cover. Therefore, children without hats will be restricted to shaded areas outdoors.
- Spare hats will be available for children who do not have hats. The service will ensure spare hats are laundered to minimise the spread of infections such as head lice, impetigo and ring worm.

Clothing – will be supplied

- It is recommended that loose fitting closely woven cotton garments are worn to assist in protecting children from exposure to the sun.
- Cotton t-shirts and shorts are acceptable items of clothing to protect children from the sun.
- Children will change their clothing on arrival to Koolkan t shirts and shorts.
- During peak UV times infants 0-12 months must have exposed skin covered at all times (sunscreen on face and hands acceptable) and must not be placed in direct sunlight.
- Children and infants too need safe amounts of sun exposure for Vitamin D which is needed for healthy bones. In summer months 10 mins of sun outside peak UV times is safe.

Sun Screen

- Parents will be informed of Sun Protection and Practices on enrolling children.
- SPF 30+ broad spectrum water resistant sunscreen will be available to be applied by parents to children to exposed skin on arrival at the service at least 20 minutes prior to outdoor experiences (or as per manufactures instructions).
- In the case of children not allowed to wear sunscreen, parents must provide statement form medical practitioner detailing reasons why.
- Sunscreen will be reapplied every two hours (or as per manufactures instructions).
- Children with allergies to sunscreen will be required to provide their own sunscreen.
- Carers will apply sunscreen to children 0-5 years as appropriate.

Maintaining Hydration

- Water will be offered to children throughout the day regardless of indoor or outdoor experiences.
- Water will be available to children throughout the day to prevent dehydration.
- Staff will monitor children's fluid input and output. Acting as Role Models
- All staff, students and volunteers will act as appropriate role models and comply with the Sun Protection Policy as per Occupational Health and Safety Act.
- Staff, students and volunteers will apply SPF 30 +broad spectrum sunscreen, wear a protective hat and seek shade whenever possible when supervising or facilitating outdoor play experiences or excursions.

Sun Safe exposure for adequate Vitamin D

- A safe dose of sunlight adequate for Vitamin D production varies according to latitude, time of day and skin colour. Permission for dark skinned children not to wear sunscreen is required. Those with very dark skin may need 4 – 6 times the amount of exposure to those of fairer skin.
- Between May and August UV levels fall considerably. During this period, children do not need any special sun protection.
- For extended periods outdoors in direct sunlight in winter a couple of hours or more, sun protection should still be used
- Dark skinned children should wear hats for sun protection only at peak UV times in summer months, mid-September to mid-April

Education

- Staff will incorporate programs on sun protection and skin cancer prevention into their planning.
- Sun Smart behaviour will be reinforced positively through newsletters, parent meetings, and displays.
- Parents will be informed of Sun Protection Policy on enrolment.
- Sun smart behaviours and practices will be outlined in enrolment packages.
- Signed permission will be sought from families in the enrolment package so that staff can apply sunscreen to children's exposed skin areas (face, arms, hands, legs and back of the neck).

Review

This policy will be reviewed annually.

The review will be conducted by council, Management, Employees, Families and Interested parties.

Child Care CCTV Policy – Koolkan

(Aurukun Shire Council – Human Resources Policy Number HR029)

1. Policy Background/Scope:

Aurukun Shire Council (ASC) operates Closed Circuit Television Systems (CCTV). The purpose of the surveillance system is to assist the ASC Koolkan Early Childhood Centre and Family Support Hub achieve its security objectives of ensuring the personal safety and protection of children, staff, parents and visitors to the centre.

2. Objectives:

ASC Childcare Centre will conform to the provisions of the Queensland Information Privacy Act 2009, Australian Privacy Act 1988 and Australian Privacy Regulation 2013 in relation to the use of CCTV.

3. Policy Provisions:

Data Controller

The Data Controllers are the Manager and Assistant Manager of the Koolkan Early Childhood Centre and Family Support Hub in cooperation with ASC ICT Manager. They are responsible for the data/information collected using CCTV.

Location

The following areas are currently monitored by CCTV:

- Babies Room ● Hallway ● Kindy Room ● Kitchen ● Laundry
- Office ● Play Area 1 ● Play Area 2

- Cot Room
- Toddler Room

Fairness

Management of ASC Koolkan Early Childhood Centre and Family Support Hub respects and supports the individual's entitlement to go about his/her lawful business and this is the primary consideration in the operation of CCTV. Although there will be inevitably some loss of privacy with CCTV, cameras are not used to monitor the progress or activities in the ordinary course of lawful business. They are used to address concerns, deal with complaints or support investigations.

New employees will be informed immediately, at induction that a surveillance system is in operation. Parents will be informed when they enroll their child. They will be informed of the purpose of the CCTV and what it can and cannot be used to monitor.

Role of the Management

- To ensure the system is always operational.
- To ensure that servicing and repairs are carried out as necessary to the system
 - To respond, to any individual's written request to view a recording that exists of him/her or his/her children.
- To ensure prominent signage is in place that will make individuals aware that they are entering a CCTV area.
- To ensure that areas of privacy (toilets etc.) are not monitored using CCTV.
- To ensure confidentiality is maintained at all time. Information will only recorded to disc off the hard drive if a complaint/investigation has been lodged and the disc is to be stored in a locked filing cabinet and will only be available to those directly connected with achieving the objectives of the system.

Traceability

Recordings must be logged and traceable throughout their life in the system. They must be identified by a unique serial number indelibly marked on the media shell.

Time and Date Stamping

The correct time and date must be overlaid on the recording image.

Copy/viewing Recordings

Management will respond to a request to view a recording by allowing the viewing to take place, in the presence of ASC Koolkan Early Childhood Centre and Family Support Hub management on the premises. This is to protect other children/staff that may be present on the recording. Copies of recorded information must be strictly controlled and only made in relation to incidents which are subject to investigation. They must only be given to authorized third parties. Copies can only be issued by the Manager with approval of the Director Community Services.

Retention

Information will remain on the system for 30 Days and will be recorded over after 30 Days.

Access to Recordings

There is no obligation on ASC Koolkan Early Childhood Centre and Family Support Hub to comply with a request that it considers unreasonable or vexatious or if it involves disclosing identifiable images of third parties. Third parties must give

consent. Recordings will however be provide, if required by law or authorised agencies.

- Requests for access to recordings must be made in writing.
- Sufficient information must be provided to locate the relevant recording, a specific date and reasonable time window.
- Viewings will take place, if appropriate, in the service in the presence of management.
- Management will have 21 days to respond.
- If a copy of cd is given to a third party that third party must sign a declaration form that ● they will not share the cd with anyone else, copy it or use it for unauthorised purposes.
- An incident repott will be completed for each incident requiring investigation.

If access to or disclosure of the images is allowed, then the following should be documented.

- a) the date and time at which access was allowed or the date on which,
- b) disclosure was made,
- c) the identification of any third party who was allowed access or to whom disclosure was made,
- d) the reason for allowing access or disclosure,
- e) the extent of the information to which access was allowed or which was disclosed,
- f) the identity of the person authorising such access,

Where the images are determined to be personal data images of individuals (other than the data subject) may need to be disguised or blurred so that they are not readily identifiable. If the system does not have the facilities to carry out that type of editing, an editing company may need to be hired to carry it out. If an editing company is hired, then the manager or designated member of staff needs to ensure that there is a contractual relationship between the Data Controller and the editing.

Data Subject Access Standards

All staff involved in operating the equipment must be able to recognize a request by data subjects for access to personal data in the form of recorded images by data subjects. Data subjects may be provided with a standard subject access request form which.

- a) indicates the information required in order to locate the images requested,

- b) indicate that a fee will be charged for carrying out the search for the images,
- c) the maximum fee which may be charged for the supply of copies of data in response to a subject access request is set out in the Privacy Act 1988 and Privacy Regulation 2013
- d) ask whether the individual would be satisfied with merely viewing the images recorded,
- e) indicate that the response will be provided promptly following receipt of the required fee and in any event within 40 days of receiving adequate information, Bernie McCarthy Chief Executive Officer

Related documents and regulations:

Queensland Information Privacy Act 2009

Australian Privacy Act 1988

Australian Privacy Regulation 2013

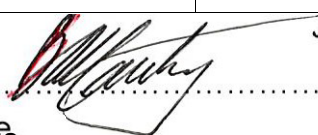
Education and Care Services Regulation 2013 (Current 2018)

Division 5 Part 6	66	Policies and Procedures to be kept available - Act,s 244(2)(i)
	67	Notification of change to policies or procedures- Act, s 244(2)(i)

Review

This policy will be reviewed annually.

The review will be conducted by council, Management, Employees, Families and Interested parties.

	Last Review	Current Review	Next Review
20 April 2017 Resolution17.5582		March 2018	March 2019
	Resolution #	Resolution #	Resolution #
Approved by CEO	Bernie McCarthy CEO	 Signature.	

Effective Date	20 April 2017	
Implementation Department	Officer Name	
Community Services	Human Resources Manager	
Revision #:	Document Management File #.	
1.0		