



Young Adventurers

Early Childhood Services



POLICIES & PROCEDURES

Early Childhood Services

2019



Young Adventurers

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CODE OF CONDUCT

A healthy, professional relationship based on the principles of mutual respect and effective communication between the Approved Provider (also referred to as Management) and educators (including students, trainees, volunteers); staff (all other employees) and parents/guardians is crucial to ensure the smooth operation of the service.

All educators will be screened prior to employment to ensure they are able to actively comply with the Services Policies and Procedures, relevant legislation and guidelines including the National Early Childhood Education & Care Services Act & Regulations, National Quality Standards, Service Policies & Procedures, Child Safe Standards including reporting concerns of child abuse or neglect, United National Convention on the Rights of the Child and Early Childhood Australia's Code of Ethics. Management, educators and staff work collaboratively and in partnership to challenge, support and learn from each other and to develop their skills and improve practice and relationships. Interactions between all parties must convey mutual respect, equity and recognition of each other's strengths and skills. Parents/guardians agree in writing by signing the terms and conditions on their child's enrolment form to adhere to the Code of Conduct and all policies and procedures of the Service and understand that failure to do so will result in termination of service.

A positive and calm atmosphere is created when Management, educator, staff and parents/guardians communicate effectively and build constructive relationships for the benefit of all, especially children. In particular the Service has a behaviour management policy that outlines the expectations and procedures for educators and staff to support children who may be behaving in a manner that is deemed inappropriate. Educators must adhere to this policy to ensure the safety and wellbeing of children at this Service including protecting the cultural safety of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse families and children with a disability.

The **Code of Conduct** provides direction for Management, educators and staff and parents/guardians in their dealings with the public, clients, other employees, colleagues and each other.

Therefore all educators and staff will:

- a) Be fair and consistent in our dealing with the public, clients, other employees and colleagues
- b) Model appropriate behaviours
- c) Use language that is appropriate for children and adults alike, both in the choice of words and in the way in which they are spoken
- d) Present for work and work-related activities such as excursions, professional development and training; meetings with relevant referral services; ensuring that our general appearance reflects the professional image appropriate for early childhood education and care services
- e) Respect confidentiality at all times
- f) Value differences that we each bring to the workplace
- g) Ensure safe and healthy (physical & psychological) working conditions for ourselves and others
- h) Ensure that all stakeholders in our service are aware of reasonable avenues of redress against improper or unreasonable administrative decisions or conflict and any grievances managed constructively and effectively
- i) Provide responsive, effective and efficient service to the community.

Parents/guardians will:

Adhere to the Code of Conduct and all policies and procedures of the Service and understand failure to do so will result in termination of service.

These practices reflect the rights of each person in the workplace to be treated respectfully and to be responsible for their professional conduct.

June 2015

Responsible Person Present at the Service

July 2019

This service, Young Adventurers Early Childhood Education Services Pty Ltd, is an approved service under Section 48 of the Education and Care Services National Law Act 2010 (National Law).

The Approval number of this service is SE-40003975

It is a requirement of the Education and Care Services National Law that all education and care services must appoint an Approved Provider, Nominated Supervisor, Certified Supervisor(s) and an Educational Leader (NQS QA 7) refer Governance Procedures for more information.

Approved Provider

The Approved Provider is primarily responsible for ensuring a service operates in accordance with National Legislative requirements.

The Approved Providers of this service are Marg & Scott Hartshorn.

The Provider Approval number is PR-40017376

Nominated Supervisor

A Nominated Supervisor is a person who has consented to be the primary supervisor of the day to day operation of an early childhood education and care service. All applications for service approval must nominate a person to be the Nominated Supervisor for the service. The Nominated Supervisor will have primary management and control of a service in the absence of the Approved Provider.

The Nominated Supervisor for this service and the person in charge of Young Adventurers Early Childhood Education Services Pty Ltd in the absence of the Approved Provider is Julie Reither.

Certified Supervisor

A Certified Supervisor is a person who is placed in day to day charge of a service when the Approved Provider and Nominated Supervisor are absent. A Certified Supervisor is expected to ensure that the service continues to operate in accordance with the National Law and the policies and procedures of the service. This would include the matters for which the Nominated Supervisor is responsible. However, the overall responsibility for such matters remains with the Approved Provider and the Nominated Supervisor.

The names of the Certified Supervisors who are placed in day to day charge of this service in the absence of the Approved Provider and Nominated Supervisor will be made available on display at the service location at 24 Yana Street, Swan Hill, Victoria or by telephone on 03 50329729.

Educational Leader

The Approved Provider of an education and care service must appoint a suitably qualified and experienced educator or other individual as Educational Leader at the service to lead the development and implementation of educational programs in the service.

The name of the Educational Leader of this Service is Julie Reither.

Complaints

The person to whom complaints may be addressed is the Approved Provider (see Complaints procedure).

After Hours Emergencies

In the first instance educators or clients who require urgent assistance after hours may contact the Approved Provider on 0488 545225 or 0408 099602. If the Approved Provider is not available the Nominated Supervisor will be appointed to act on his/her behalf. Educators will be notified if the Nominated Supervisor is absent and who the Certified Supervisor will be acting on behalf of the Nominated Supervisor during the absence. This information is displayed in the main foyer of the centre for parents.

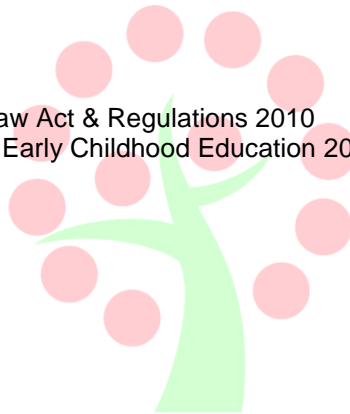
General Enquiries

General enquiries can be directed to the principle office on 03 50329729 during normal business hours 8.00am to 6.00pm Monday to Friday. The postal address for this Service is PO Box 550 Swan Hill, Victoria 3585.

Email: admin@yamaill.com.au

References:

Education and Care Service National Law Act & Regulations 2010
Revised National Quality Standards for Early Childhood Education 2018



Young Adventurers
Early Childhood Services

Young Adventurers Early Childhood Education Services Pty. Ltd. Governance Procedures for the purpose of administering Child Care Subsidy

Purpose: To ensure ongoing compliance with the Australian Government's Family Assistance Law in relation to administering, receiving and forwarding Child Care Subsidies and Additional Child Care Subsidies from the Australian Government.

This includes outlining what systems are in place to provide high quality child care and Kindergarten programs that meet the objectives and principles of the National Quality Framework, the National Quality Standard and the Early Years Learning Framework.

Relevant National Quality Standard (NQS)

Quality Area 6: Collaborative partnerships with families and communities

6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions
6.1.2	Parent views are respected	The expertise, culture, values & beliefs of families are respected & families share in decision-making about their child's learning & wellbeing
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning & wellbeing
6.2.1	Transitions	Continuity of learning & transitions for each child are supported by sharing information & clarifying responsibilities
6.2.2	Access & participation	Effective partnerships support children's access, inclusion & participation in the program
6.2.3	Community engagement	The service builds relationships & engages with it's community

Quality Area 7: Governance & Leadership

7.1	Governance	Governance supports the operation of a quality service
7.1.1	Service philosophy & purpose	A statement of philosophy guides all aspects of the service's operations
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service
7.1.3	Roles & Responsibilities	Roles & responsibilities are clearly defined and understood and support effective decision making and operation of the service
7.2	Leadership	Effective Leadership builds and promotes a positive organisational culture and professional learning community
7.2.1	Continuous Improvement	There is an effective self-assessment and quality improvement process in place
7.2.2	Educational Leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle

7.2.3	Development of professionals	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development
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Relevant Education & Care Services Regulations

2.1	Provider Approvals
2.2	Service Approvals
Part 4.7 Governance & Leadership Division 1	Management of Services
Division 2	Policies & Procedures
Division 3	Information & Record Keeping Requirements
Regulation 158 - 185	Attendance & Enrolment Records Record of Service's Compliance Policies & Procedures Information & Record Keeping Requirements Display & reporting of prescribed information Prescribed Records Insurance Information Confidentiality & Storage of records Law & Regulations to be available

Organisation Size & Structure

The Service Structure is displayed in the main foyer of the Service.

The structure provides information on the role details and contact details for each person listed in the structure. These persons are Approved Provider(s); Service Director; Nominated Supervisor/Manager; Educational Leader; Responsible Persons. Additional prescribed information is also displayed in the main foyer of the Service as per Regulation 173 including the person to contact for complaints/grievances, a copy of the Services Fee Policy & Fee Schedule, a copy of the Services Quality Improvement Plan, a copy of the Education & Care Services National Regulations, a copy of the Services Policy & Procedures book, a copy of the curriculum frameworks used at the Service the Victorian Early Years Learning & Development Framework & the National Early Years Learning Framework.

A sign indicating the Responsible Person present at the Service at any one time is displayed in the main foyer. A logbook is kept on the premises located in the foyer to indicate at what time a person is/was the Responsible Person.

Young Adventurers Early Childhood Education Services Pty Ltd is a private company owned by Company Directors Margaret & Scott Hartshorn

Company Legacy: Commitment to a quality childcare culture that makes a difference for families...providing more opportunities for all.

Company Principles

- To ensure Approved Providers, Management and educators work together to provide strong, supportive and inclusive programs for the community and are at all times accountable for their actions working within the requirements of the Education & Care Services National Law & Regulations, National Quality Framework, Family Assistance Law & Services Policies & Procedures.
- To provide training, resources and support to ensure that the Approved Providers, Management, educators and staff can fulfil these requirements with confidence and direction.
- To ensure that all stakeholders adhere to the Services Code of Conduct and follow the expected procedures outlined in their roles with integrity and trust.

- To ensure that all Approved Providers, Managers, educators, staff, families and other stakeholders are accountable and transparent in their actions by providing clear directions and procedures of the expected roles and responsibilities of all within the Service to prevent unauthorised access to systems and prevent the risk of fraud (intentional or unintentional) in relation to the Education & Care Services National Law & Regulations, National Quality Framework, Family Assistance Law & Service Policies & Procedures or any other relevant State or National Law or Regulation.

Service Licence capacity - 44 children per day

The building and land is owned by Approved Providers Margaret & Scott Hartshorn.

The Original Custodians of the land in which the site is located within the Swan Hill region are the Latji Latji, Tati Tati, Wamba Wamba, Barapa Barapa and the Wadi Wadi peoples (SHRCC, Aboriginal Cultural Heritage Values, 2013).

Service operating hours: Monday to Friday 8am to 6pm. Long day care program 8am to 6pm five days a week. Victorian State Government Funded 4 year old Kindergarten Program 9am to 4.30pm five days a week.

Service closure: – The Service is closed between Christmas and New year and all public holidays.

Approved Provider details

Provider Approval:	PA-40017376
Provider Name:	Young Adventurers Early Childhood Education Services Pty Ltd ATF Young Adventurers Early Childhood Education Services Trust
Entity Type:	Private Company
Contact Person:	Margaret Hartshorn Company Director & Secretary Scott Hartshorn Company Director
Principal Office:	24 Yana Street SWAN HILL VIC 3585
Telephone:	03 50329729 Mobile Marg 0488 545225 Scott: 0408 099602
Email:	marg.h@yemail.com.au scott.h@yemail.com.au
ABN:	686 265 780 23
ACN:	626 578 023

Service details

Service Approval Number	SE-40003975
Service Name:	Young Adventurers Early Childhood Education Services Pty Ltd
Contact Persons & Roles:	Approved Provider Margaret Hartshorn Bachelor of Teaching (Early Childhood Education) Full-time Service Director & Office/Admin Manager Approved Provider Scott Hartshorn Part-time Business Manager.

	<p>Nominated Supervisor Julie Reither Full-time. Manages the Service in the absence of the Approved Provider(s)</p> <p>Educational Leader Julie Reither</p>
Service location:	24 Yana Street, SWAN HILL VIC 3585
Telephone:	03 50329729 Mobile Marg 0488 545225 Scott: 0408 099602
Email:	admin@yamail.com.au
ABN:	686 265 780 23
ACN:	626 578 023
Service operating hours	Monday to Friday 8am to 6pm (51 weeks per year) Closed between Christmas and New Year
Programs available at the Service	Centre Based Care for children aged from 6 weeks to 6 years of age State Government of Victoria Funded 4 year old Kindergarten Program Before Kinder & After Kinder Care

Roles & Responsibilities and reporting requirements within the Service Structure

Approved Providers

Marg - full-time Director. Scott Hartshorn – part-time Business Manager

Keeps and stores accurate records: Adheres to the responsibilities prescribed in the Education & Care Services National Law & Regulations including keeping accurate records and storage of records as specified in Regulations 158-185. This includes Staff Records, Enrolment Records, Financial Records which are all kept in locked areas of the main office. Archived Records including records kept under the requirements of the Education & Care Services Law & Regulations and Family Assistance Law both prior to and after the Transfer of Service Approval from M.A & S.G Hartshorn to Young Adventurers Early Childhood Education Services Pty Ltd on 15 March 2019 are stored in a locked area onsite for the prescribed amount of time as specified in the Education & Care Services Law & Regulations & Family Assistance Law and in the Services Policies & Procedures including Confidentiality of Records/Privacy; Educator & Staff Records; Enrolments, Placements & Orientation of Children to our Service including immunisation; Record Keeping; Excursions; Risk Assessments for Excursions; Educational Program; Managing Illness, Administration & Authorisation of Medication; Medical Conditions & Medical Emergencies; Administration of First Aid; Sun Protection; Nappy Changing, Toileting & Bathing; Workplace Health & Safety; Anaphylaxis, Complaints/Grievance Procedures.

A copy of all information required to be displayed or available under the Education & Care Services Law & Regulations and Family Assistance Law is available in the Services main foyer. This information is checked by the Approved Provider every six months to ensure it is current. A diary system is used in the office to ensure tasks are completed on time including upcoming tasks.

Ensures the financial viability of the service: Oversees control and accountability systems including ensuring all monies received or paid by the Service are recorded accurately. This includes Child Care Subsidies, Additional Child Care Subsidies, Kindergarten per capita funding, Kindergarten Fee Subsidy Funding, School readiness funding, parent fees & payments, monies received from RTO's for hosting students,

payment of wages, petty cash systems & banking reconciliation. These records are checked regularly by each Approved Provider and a third party Financial Services/Accountant to ensure they are accurate. Session reports submitted to CCS via Qikkids and Qikkids Kiosk programs from the Service are checked prior to submission on Fridays at 6pm by the Approved Provider to ensure they are accurate. The Approved Provider retrieves a weekly report from CCS on a Monday afternoon or Tuesday morning and again on a Thursday afternoon and checks for errors or discrepancies. Parents are contacted by the Approved Provider immediately via telephone or text message if there are any discrepancies identified in the CCS report and Qikkids reports. A report is available via email and in Qikkids software to confirm family fee payments that have been direct debited by the third party service Debit Success. The Service pays for all transactions fees for families using the direct debit system excluding failed payment fees which are the responsibility of the parent as outlined in our Fee Schedule and Fee Policy. These reports are checked weekly by the Approved Provider. Any errors are fixed as soon as possible and additional support is accessed via the CCS Helpdesk and Qikkids Support by both email or phone if needed to ensure information is being recorded correctly.

Manages the Services Nominated and compulsory Software Programs: Includes compulsory CCMS Compliant software Qikkids & Qikkids Kiosk for reporting of attendances and session times as required by the Education & Care Services National Law & Regulations and Family Assistance Law, Proda for keeping track of payments and enrolment information relating to Child Care Subsidy and Additional Child Care Subsidies., Reckon Accounts Hosted for payroll and financial ledgers, electronic banking software, Kindergarten Information Management Software for reporting of Kindergarten Program information requested by the Department of Education & Training & Department of Health & Human Services Funded Agency Channel My Agency. Training is provided by these software companies including webinars, face to face training and regular newsletters and emails keeping our Service up to date with these systems. Both the Approved Providers and Nominated Supervisors have access to these trainings. A diary/calendar system is used to book trainings. Feedback/evaluation of the training is recorded in the Staff members staff file for future reference and planning. The Approved Provider records upcoming training options in a calendar and plans the roster to ensure non-contact time is available to attend the trainings.

Provides/Undertakes regular Training of Software programs and Education & Care Services National Quality Framework including National Quality Standards. Training on using these programs is undertaken by the Approved Providers and Nominated Supervisor at least once annually or more often if available via information sessions, online web tutorials, webinars & face to face training provided by the supplier of the systems or a reputable third party/independent organisation such as Australian Childcare Alliance, Early Childhood Australia, Department of Education & Training and other reputable Early Childhood Organisations. The Service also engages in various local and National Network opportunities including helping to plan and attend Community Childcare Association Network meetings and a Childcare Services Directors/Owners Support Network.

Supports the Nominated Supervisor, Educational Leader & other educators & staff: Supports the Nominated Supervisor and other educators and staff in their roles by providing sufficient and safe resources as needed within the program to ensure educators and staff can adhere to the requirements of the Education & Care Services National Law & Regulations and Family Assistance Law. The Approved Provider regularly observes practices & provides feedback, organises training opportunities both face to face and online, providing non-contact time for the Nominated Supervisor and Educational Leader and also lead educators and Teachers above the Award requirements to ensure they have

time to record/document children's learning and the educational programs at the service and to ensure they have time to fulfil their additional roles and responsibilities. The Service has an elected Workplace Health & Safety Officer who has planned non-contact time once a month to complete a safety audit of furniture and equipment including first aid and medical information to ensure it is up to date. Stock control is managed by the Nominated Supervisor who directly orders nappies, wipes, gloves etc. from local and National suppliers so that we never run out of stock. The centre cook is a Qualified Chef and is given additional hours during the week to plan menu's, clean kitchen equipment & ensure paperwork is compliant with both the Education & Care Services National Law & Regulations and Swan Hill Rural City Council's Commercial Kitchen licensing requirements which is audited by an independent Auditor once a year and by Council once a year. In addition spot checks are conducted by Council once or twice a year to ensure there is no risk to children from storing, preparing and servicing food at the Service. The Service's menu is assessed against the menu checker in the Healthy Eating Advisory Service and is checked by the local Dietician Department of Swan Hill District Health as part of their Smiles for Miles Initiative which promotes healthy eating & healthy teeth. We receive annual visits from Speech Therapists and Dental nurses as part of the support provided by Swan Hill District Health Services.

Ensures security/confidentiality of records at the Service: The Approved Provider ensures that a digital backup is taken once a month of all computer systems so that information can be retrieved in the event of a computer systems failure. Passwords are set on computers at the service to prevent unauthorised staff from accessing confidential information about children, families or the operations of the Service. Regular maintenance of computers is provided by an external third party computer sales company. The Services website and emails are maintained by a third party company to ensure they cannot be accessed by unauthorised persons. Storage of records at the service are locked when not in use.

Security of the Service in general: The Service has an alarm system with cameras which only activate if the alarm is triggered after hours which alerts a local security company. We also have a remote alarm that we check once a year with the local security company which alerts them if we have an incident or have concerns for the safety of children, families or staff at the Service. Our Service has recently upgraded the locks on our external doors to allow us to go into lockdown within a few minutes if needed. The evacuation and lock down procedures are practiced once every 3 months and recorded in a folder.

Other duties of the Approved Providers: The Approved Provider Marg also teaches the Kinder program (Bachelor of Teaching Early Childhood Degree) if the other two teachers are on non-contact time, on leave or on breaks and covers other planning or breaks in the long day care program on a regular basis when casual educators aren't available so that she can support and mentor educators and continue to know all of the children and families and their needs within the whole Service.

Marg has 22 years experience working in Education & Care Services including long day care Services as Room Leader and 2IC; Occasional Care Manager; Kindergarten Teacher for community based preschools & fieldworker for a Council based family day care scheme. Marg has also taught the Diploma in Early Childhood Education & Care for Sunraysia TAFE as a Sessional teacher for five years prior to opening the Young Adventurers Service in 2015. Marg has also managed community based supported playgroups including Autism Playgroups for Playgroup Victoria and assisted with playgroups funded under Communities For Children funding in the Swan Hill area.

Scott - part-time Business Manager for the Service including financial bookkeeping, Staff recruitment, accounts to/from suppliers (excluding family accounts) and gardens and maintenance. Also participates in regular professional development related to overseeing Education & Care services & participates in staff recruitment/interviews & employment.

Nominated Supervisor/Manager – Reports to the Approved Providers. The Nominated Supervisor is employed full-time and works four days in the 0-3 year room and one day a week in the office assisting the Approved Providers in all aspects of running the service including acting on behalf of the Approved Providers in their absence including enrolments, Office/Admin, payroll, CCMS Compliance Software, rosters, organising training & staff development opportunities. Diploma in Children's Services is the minimum requirement for the Nominated Supervisors Role. The Nominated Supervisor agrees in writing to this role. This agreement is kept on file in the individual staff members Staff Records which is stored in the Staff Records Folder as per Regulation 145.

Educational Leader - Reports to the Approved Providers. The Educational Leader is provided with four hours per week of non-contact time to support educators with their programs including organising training and one on one mentoring and support. The Educational Leader agrees in writing to this role. This agreement is kept on file in the individual staff members Staff Records which is stored in the Staff Records Folder as per Regulation 145.

Certified Supervisors – Reports to the Nominated Supervisor and/or Approval Provider. In the absence of the Approved Provider or Nominated Supervisor a member of staff nominated by the Approved Provider or Nominated Supervisor who is present at the Service is appointed to be the Responsible Person Present At The Service. This educator has been assessed during the initial employment interview and/or during performance reviews to be able to fulfil the responsibilities of this role. The Certified Supervisor agrees in writing to this role. This agreement is kept on file in the individual staff members Staff Records which is stored in the Staff Records Folder as per Regulation 145.

All other educators & staff – see staff/employment plan – reports to the Nominated Supervisor and/or Approved Providers.

Staff/Employment Plan Plan for recruitment

Employment positions are advertised in the local newspaper and on social media. Our Service will only employ educators who have participated in a face to face interview with at least one Approved Provider and Nominated Supervisor. The applicant must have a good understanding of their roles and responsibilities in relation to the position description and adhering to Family Assistance Law and the National Quality Framework. This is assessed during the interview through direct questions and scenario based exercises and through the provision by the applicant of a clear Police Records Check and current employee status Victorian Working With Children Check as per the Services Police Checks & Working With Children Checks Policy. The educators is asked to declare any previous breaches or sanctions brought against them under Education & Care Services National Law & Regulations and/or Family Assistance Law and all previous employment and/or volunteer roles they have held since leaving formal schooling.

Under the Services Child Safe Standards Policy at least two referees must be provided by the applicant which is checked by the Approved Provider or Nominated Supervisor prior to employment. A copy of this information is kept with the educators Staff Record in a locked cupboard of the Office as per Regulation 145.

Educators must also demonstrate that they are in good health including good physical and mental health as per the Services Health of Educators & Staff Members Policy. This is assessed during the interview using a series of questions. All new educators are placed on a six month probation period and are observed on a regular basis by the Approved Provider and Nominated Supervisor. Educators must provide a medical clearance before they can return to work at the request of the Approved Provider if the Approved Provider has any concerns regarding the health and wellbeing of an educator on personal leave. A medical certificate is required for educators and staff who take personal leave immediately before or after a public holiday or who have two or more days of personal leave in a row. The following policies exist to support the Approved Provider & Nominated Supervisor when employing educators: Police Checks & Working With Children Checks; Health of Educators & Staff Members; Monitoring, support & supervision of educators, staff, students & volunteers, Discipline – Educators & Staff; Confidentiality of Records/Privacy.

Staff expertise/experience levels

The Service employs 20 permanent educators consisting of Degree Qualified Kinder Teachers; Diploma educators; Certificate III qualified educators; educators studying Certificate III and one part-time cook.

Plan for Staff development and training

Feedback on educator performance is provided in regular informal meetings with the educator during their probation period and then annually in a performance review and bi-monthly at staff meetings and in regular email communication between the Approved Providers and educators at the Service.

Teachers are expected to complete a minimum of 20 hours per year of professional development/training as outlined in their Victorian Institute of Teaching Registration requirements.

All other educators and staff are expected to undertake at least 10 hours of professional development/training per year as per our Services Policy Monitoring, Support & Supervision of educators, staff, students & volunteers.

Training needs are identified based on educator requests, during educator performance reviews and based on observations by the Approved Provider and Nominated Supervisor and Educational Leader. Training will be a combination of face to face workshops, online webinars, external Early Childhood Consultants coaching, mentoring and supporting Teachers and Educators in their professional roles.

A list of training undertaken is kept on file in individual Staff Files and if applicable individual Staff Records required under the Education & Care Services National Law & Regulations & Family Assistance Law.

Our Service also hosts a number of students throughout the year from both Universities and local Registered Training Organisations. Each student must first meet with the Approved Provider to ensure they understand the Service's philosophy, emergency procedures and have a good plan for their placement. The ability to host and mentor students also enables our Service to be able to see which educators might be a good fit for our Service for future employment.

Both Teachers Marg Hartshorn & Verlie Carroll have completed the Effective Teacher Mentoring Program to assist with Pre-registered Teachers gaining their full registration.

There are 3 education rooms at the Service

Koala Room – Children aged between 6 weeks to 3 years of age. Twelve children per day with three educators. One permanent full-time Diploma Qualified Room Leader and two assistants either Diploma or Certificate III qualified.

Kookaburra Room – Children aged between 3 and 4 years of age. Fourteen children per day with three educators. One permanent Diploma Qualified Room Leader and two assistants either Diploma or Certificate III qualified.

Kindergarten Room/Program – This room provides both a Victorian State Government Funded 4 year old Kindergarten program and long day care program. Both programs are integrated (co-exist in the same space/same staff/same program). Sixteen children per day aged between 4 and 6 years of age including a small number of 3 year old children specifically funded under the Victorian State Government's Early Start Kindergarten Program for Indigenous Children and/or children known to Child Protection and/or ChildFIRST.

There is always a minimum of one Degree Qualified Early Childhood Teacher and one minimum Certificate III Qualified Assistant educator in the Kindergarten Room. We provide two Degree Qualified teachers 3 days per week who co-teach the same group and provide one Degree qualified Early Childhood Teacher and one Certificate III qualified assistant two days per week.

Our Service is also regularly eligible for Kindergarten Inclusion Support funding approved by the Victorian State Government Department of Education & Training for an additional Assistant. The Additional assistant supports the Teachers and children in the Kindergarten program to include children with additional needs.

Fee Setting Policy

Child care and Kindergarten fees are reviewed annually in March of each year and families are given at least one months notice of any increase in fees. Families also provide feedback on fees including requests for sibling discounts and discounts for absences/holidays which we have now incorporated into our Fee Policy & Fee Schedule.

Business admin policies

As per our Fee Policy & Fee Schedule families are charged two weeks in advance for all child care and/or kindergarten fees. In some circumstances where a family prefers to pay on a weekly basis a two week advance payment may be waived. No bond or booking fee is charged. Families first fee payment is not made until their child commences at the Service.

Fees are estimated in advance taking into account estimated child care subsidy amounts as provided for in our Qikkids software program based on families child care subsidy assessments. The preferred method of payment of fees is by direct debit weekly or fortnightly. We have some parents who have requested their fees be paid directly to our Service from their Family Allowance payments using a Centrepay system which we have been approved to provide. Two weeks notice is expected for changes to bookings or cancellation of care however if families are experiencing hardship and if there is a waiting list the Approved Provider will consider waiving the two week notice period to alleviate financial stress on families who have indicated they can not afford their current childcare fees.

Our Service charges for absences where no prior notice has been given however offers a discount off the full fee for families who notify absences in advance – see Fee Policy.

At times when the Approved Provider and/or Nominated Supervisor or other staff have any concerns regarding families ability to provide for their child such as an indication that financially they are struggling the Approved Provider offers the family support from local Salvation Army Services including making appointments for the family to receive some assistance or if already engaged with a Family Service Agency the family is referred back to the Agency for more support. Any concerns regarding the child's health, safety and welfare are reported to Child Protection or ChildFIRST by any member of the Service as

per the Services Child Protection and ChildFIRST policies which are displayed in the foyer of the service with the contact details.

Policy Review

Families and educators and other relevant Stakeholders are involved in policy review. Feedback is sought at meetings and also directly by asking parents or educators or Stakeholders for feedback on policies. Policies are reviewed every two years or as needed such as when information is identified at Training or directly from the Department of Education & Training that policies need updating in line with current practices and expectations.

CCS Operations

Families are provided with fact sheets via email, in person and on our website to assist them to enrol and apply for childcare subsidy.

The Approved Provider checks and submits the weekly attendances including times via Qikkids software on a Friday at 6pm or once all children have been signed out for the day. On Monday or Tuesday of the following week the Approved Provider retrieves the CCS report via our Qikkids software program and reconciles this against family accounts to look for any errors or discrepancies. To ensure the Nominated Supervisor has a good understanding of the CCS systems in place the Approved Provider checks all information before submission with the Nominated Supervisor present so that information can be explained in the case of a time when the Approved Provider may not be able to submit the information and to ensure that the Nominated Supervisor could take on this role in an emergency or in the absence of the Approved Provider.

The Service relies on information from the Child Care Management Handbook digital online version to obtain correct information on requirements under Family Assistance Law. Any further questions or queries in relation to CCS are made by the Approved Provider by contacting the CCS Helpdesk by telephone or email and/or contacting the Qikkids Support Service by telephone or email.

Assurance – Fraud/Risk/Audit

All financial records are audited by an Accountant every 3 months and an Annual Report is prepared for the company and provided to the Department of Education & Training as part of their requirements under the Kindergarten Funding Guidelines.

Access to financial records, staff records, enrolment records held by the Service is limited to the Approved Providers and Nominated Supervisor or to the Regulatory Authority or Police upon request.

Risks are managed by ensuring information kept by the service is recorded accurately and stored according to the Education & Care Services Law & Regulations and Family Assistance Law and Privacy Act (1988). Locked storage areas are located in the main office. Small locked filing cabinets are kept in each children's room to store information. The Approved Provider oversees the management of information by checking records on a weekly basis and ensuring the Nominated Supervisor and other educators and staff follow the Service's policies and procedures in relation to Confidentiality of Records/Privacy. Compliance Records are stored in the main office of the Service in a locked cupboard. Staff Records required under the Education & Care Services National Law & Regulations are kept in a locked cupboard in the main office.

Medication Records, Incident, Injury Trauma and Illness Records, Immunisation Records, Enrolment forms and enrolments records are all kept in a locked cupboard in the main office.

Attendance Records are kept both electronically on the Service's Qikkids software program and in paper based form and are kept in a locked cupboard in the main office. Court Orders/parenting plans and other information required for the purpose of enrolment of children under the Education & Care Services Law & Regulations and Family

Assistance Law are kept in a locked cupboard in the main office with individual children's enrolment forms.

Emergency evacuation records, food safety audits and Workplace Health and Safety Records that don't identify individuals are kept on an open shelf in the main office.

Resources such as CCS Factsheets, enrolment packs for Kindergarten, Kindergarten Funding Guideline Books, Immunisation Tool kits and resources, Award Wage Rates, Centre Events, and spare copies of the Education & Care Services National Law & Regulations, Service Policies & Procedures and Curriculum Frameworks are kept on open shelves in the main office.

Information kept on open shelves is available to any educator or staff member at the service and does not contain information about individual children.

Communication methods

Communication with families, educators, staff and the wider community is made using a combination of face to face, email, text and newsletters which are located in a secure area on our website so that we can upload photos for families. Photos of children at our service are not put on social media. We also use the SMS Broadcast service which is a web based bulk text messaging service. This service is easy to use and allows us to communicate with parents in the event of an emergency such as an evacuation or to simply communicate upcoming events or notices such as confirming their booking in MyGov or immunisations being up to date. The list of contacts in SMS Broadcast is checked by the Approved Provider and/or Nominated Supervisor every 3 months coinciding with emergency practices to ensure it is correct. The Service has an Emergency Management Plan displayed in the main office that lists the procedures and structure of hierarchy that will take place in the event of an emergency. We receive emails from the Victorian Department of Education & Training on a regular basis for both 'Iris Alerts' where an incident has occurred near our Service or within the State that we need to be aware of or during extreme weather predications where the Department will request that we provide an update of how many children are present at the Service on an extreme emergency day. We do not live in a bushfire 'At Risk' area however there are bushfire 'At Risk' areas near our township so we are always alert. On extreme fire rating days there is a radio available in the main office which is used during the day to listen for any emergencies. The children's rooms have Ipads to sign children in and out of the programs and staff use these Ipads to also receive emergency alerts broadcast by the State Emergency Service.

Additional referrals

Our Teachers and Educators together with the Approved Provider regularly make referrals for children in regards to their development and learning. In some instances formal meetings are arranged with parents so that they have a chance to discuss their goals for their child and identify what support is currently in place. Most often referrals are for language delays or for delays in more than one area such as language and behaviour, language and social interactions or language and global developmental concerns. The Early Intervention Teams visit children in our setting on a regular basis and we often participate in Care Team Meetings with both the Early Childhood Intervention Teams and families and Child Protection and Family Service Agencies to ensure that the support being provided is consistent for the child and family.

Source: Education & Care Services National Law & Regulations 2010

Early Childhood Australia Code of Ethics

Young Adventurers Early Childhood Education Services Pty Ltd Policies & Procedures

Nutrition Australia, Healthy Eating Advisory Service

Child Care Provider Handbook (online version) available from www.education.gov.au

Family Assistance Law

Privacy Act 1988

Guide to ACCS (Child Wellbeing) available from www.education.gov.au

Australian Government Factsheets CCS Family Factsheets available from www.education.gov.au
State Government of Victoria Children in Out of Home Care Information for long day care centres
Victorian Department of Education & Training Kindergarten Funding Guide 2016
Australian Government Department of Human Services Centrepay for Businesses
SMS Broadcast Australia www.smsbroadcast.com.au
Immunisation Enrolment Toolkit for Early Childhood Services Department of Health Victorian State Government
State Government of Victoria Child Safe Standards & Child Safety Protocols – Obligations to protect children in early childhood services
ACECQA National Quality Framework available from www.acecqa.gov.au



Young Adventurers

Early Childhood Services

All permanent educators and staff will undertake an annual process of review either individually or as a room review at the discretion of the Approved Provider. This review will involve a performance review by either or all of the following: Approved Provider; Nominated Supervisor; Educational Leader. In addition educators are required to undertake a self-review to reflect on their own practices and progress against the National Regulations and National Quality Standards and Service Policies & Procedures. The review process may be individually or as a team which will be at the discretion of the Approved Provider.

The annual review for the Nominated Supervisor and Educational Leader will be conducted by the Approved Provider including an opportunity for both the Nominated Supervisor and Educational Leader to undertake their own self-review.

All educators and staff will be employed initially on a six-month probation period. Employment may be terminated at any time during the first six months by the Approved Provider if performance is not satisfactory.

Procedure

- All permanent educators and staff are required to undergo a review within the first six months of employment followed by once annually.
- The Approved Provider or Nominated Supervisor will provide advanced notice of a mutually convenient time to conduct the review with the educator or staff member prior to the review taking place.
- The educator or staff member is required to undertake and document a self-review before the Performance Review interview – standard internal documents are provided to record the educator's or staff member's performance against the relevant criteria.
- Prior to the educator or staff review the Approved Provider or Nominated Supervisor is to check the educator or staff member's Staff Record to ensure any relevant qualifications held by the educator are up-to-date including if applicable ensuring the educator or staff member has a current
 - Working with Children Check
 - Police Check (updated every 5 years)
 - First Aid (CPR updated annually)
 - Anaphylaxis Management Certificate (optional)
 - Emergency Asthma Management Certificate (optional)
 - Food Handlers/Food Hygiene (if applicable to the Educator's or Staff members role)
- The Approved Provider, Nominated Supervisor and Educational Leader will meet prior to each educator or staff member's Performance Review Interview to prepare each educator or staff member's performance for the previous year or part thereof.
- The Educational Leader is to meet with each educator or staff member prior to the review to look over the educator or staff member's improvement plan,

summarise the educator or staff members annual achievements and set new goals for training or professional development relevant to the educators or staff members role.

- During the Performance Review each educator and staff member will be given the opportunity to set new goals against the Service's overall philosophy forming the basis for the educators performance improvement plan and to ensure future goals are relevant to that educator or staff member's role.
- Educators or staff members who are considered by the Approved Provider to be performing below the required expectations of the service will be required to undergo a second review within 3 months of the first review at which time the educator or staff member must submit to the Approved Provider in writing how the educators or staff members practices have improved since their previous review and identify goals for ongoing improvement.
- Educators or staff who are considered by the Approved Provider to be performing below the required expectations of the service at the second review may be terminated and will be entitled to the allowed period of notice as specified in the award they are employed under.

References:

Education and Care Services National Law & Regulations 2010

Revised National Quality Standard for Early Childhood Education 2018



Young Adventurers
Early Childhood Services

Police Checks and Working with Children Checks July 2019

Workers under the Education and Care Services Regulations 2011 **cannot** be engaged or contracted in “child-related-work” while their application for a Working with Children Check is being processed. They **cannot** be engaged until they have a Working with Children Check card.

- (i) All educators and staff members will provide a valid and current Victorian Police Record Check and Working with Children Check prior to employment with the Service. The Police Check must be no less than six months old. With the exception of Teachers who hold a current registration with the Victorian Institute of Teaching. Teachers who hold current VIT registration are not required to provide a working with children check card as this is covered in the VIT registration.
- (ii) Educators or staff members may be terminated immediately where a Police Check or Working with Children Check discloses a criminal record or a disclosure that may put the safety of children or others at risk.
- (iii) The Approved Provider or Nominated Supervisor will utilise the Department of Justice Working with Children Check website “Check Status” function to make sure that we do not engage any educator or staff member in “child-related-work” who cannot lawfully work while their application is being processed or renewed.
- (iv) In accordance with the Working with Children Check Regulations all Working with Children Check card holders are required to notify the Department of Justice within 21 days of any change to their-
 - Name and any other names by which they have been known
 - Date of birth
 - Residential address
 - Telephone numbers
 - Any change of the details to their employee or volunteer organisation
- (v) The Department of Justice will suspend a person’s Working with Children Check card when-
 - It is notified that the cardholder has been charged with or found guilty of a category 1 or Category 2 offence.
 - Cardholder fails to provide information the department requests within the specified time.
- (vi) If an applicant’s Working with Children Check card or VIT registration has been suspended they **cannot** undertake “child-related-work” while the Department and/or VIT re-assess their eligibility to hold a card.

References:

Working with Children Act 2005 & Working with Children Regulations 2006
Education and Care Services National Act & Regulations 2010
Revised National Quality Standard for Early Childhood Education 2018

The Education and Care Services National Regulations stipulate that educators or staff members must not consume alcohol or be affected by alcohol or drugs (including prescription medication) which could impair his/her capacity to supervise or provide education and care to the children.

Children have a fundamental right to be protected and kept safe while they are in an approved service.

Educators or staff who have specific health needs that impair their capacity to supervise or provide education and care to children may pose an immediate safety risk to themselves, the children and those around them (NQS QA 2).

This Service has a Duty of Care to ensure that educators and staff members can operate in accordance with the requirements of the National Law. Educators and staff members have a Duty of Care to ensure they can meet all of the requirements of the National Law.

In addition to requirements under National Law the following conditions of this policy apply to any educator or staff member registered with Young Adventurers Early Childhood Education Services Pty Ltd

- Educators or staff members must be of good health and free from any medical conditions or dependency on any medication and/or substance that may affect their ability to care for children.
- The Approved Provider may request a medical assessment and/or medical clearance or other relevant professional assessment be obtained at any time if they have concerns about an educator or staff member's health that could potentially affect the health, safety and wellbeing of children or the educator or others in the service.
- Educators and staff members must notify the Approved Provider if an ongoing medical condition exists or if a short-term condition requires alterations to their role within the Service. In the event a condition prevents participation in all aspects of quality child care provision, a re-assessment of educator or staff member suitability will occur.
- Educators, staff members and the Approved Provider are responsible for the implementation of safe work practices as per organisational training and expectations.
- Any educator or staff member suffering from an infectious disease is not permitted to attend the Service and can therefore not work. If the educator or staff member has accrued personal leave then this leave may be accessed.

Medical Certificates

- A medical certificate is required for any educator or staff member who is absent from work and claiming personal leave entitlements for more than two consecutive days at the discretion of the Approved Provider or for one or more

days immediately prior to or following a public holiday or annual leave day or for any personal leave days that occur on a Monday or Friday – see Leave Policy. A medical clearance is required for educators or staff members who have been absent from work due to an infectious disease prior to them returning to work. Refer Department of Human Services Exclusion List – Infectious Diseases

- The Approved Provider or Nominated Supervisor may request an educator or staff member provide a medical clearance stating they are fit for work if the educator or staff member has disclosed an illness or medical condition that may affect their ability to perform their usual duties of their role. The medical clearance may state duties that the educator or staff member cannot undertake for a nominated period of time. The Approved Provider or Nominated Supervisor may review the educator or staff members position of employment if those duties affect their capacity to fulfil their usual duties of their role and if it is not possible to provide modified/light duties or alternative duties for the educator or staff member for this period. Further information on employer and employee rights can be sought from the Fairwork Ombudsman.

Employment as an educator or staff member with Young Adventurers Early Childhood Education Services Pty Ltd is subject to a full and frank disclosure by educators or staff members of any matters that may affect their capacity to perform the full range of duties required for the position.

Educators should disclose pre-existing medical conditions that may affect the educator's ability to perform those regular duties associated with their role. This is to ensure that appropriate systems can be put in place to minimise any risk to the educator themselves or to others working with the educator or to children attending the Service.

Examples include but are not limited to:

- Back, shoulder or hip injury
- Restrictions on lifting, carrying, bending
- Any movement restriction that may prevent the educator from being able to move children to a safe place in an emergency
- Any medical condition that may impose on the educator's ability to work unsupervised such as epilepsy/seizures, diabetes, fainting/dizzy spells
- Being incoherent due to being affected by medication.

References:

Schedule 6 Health (Infectious Diseases) Regulations 2001.

Staying Healthy Preventing infectious diseases in early childhood education and care services 5th Ed. 2012

Education and Care Services National Law & Regulations 2010

Revised National Standard for Early Childhood Education 2018

Educators and staff members must ensure that children being educated and cared for are provided with an environment that is free from the use of tobacco, illicit drugs and alcohol (Regulation 82) (NQS QA 2).

Smoke Free Environment

All educators and staff members or other visitors to the Service will refrain from smoking on the premises. Educators and staff members are not permitted to smoke within 50 metres of the Service and must ensure they do not wear any clothing or work attire that has smoke residue on it whilst working at the centre.

THIS MEANS:

- (i) All educators and staff members will operate in a smoke-free environment at all times.
- (ii) The entire Service including the car-park and playgrounds is a smoke-free environment.
- (iii) All business, activities and functions undertaken on behalf of this Service will be in tobacco smoke-free environments whilst the educator or staff member is representing the Service.
- (iv) Whilst on an excursion all children in attendance with this Service are to be actively removed from any environment where tobacco smoking is occurring.
- (v) The Smoking ban in the car park is enforced under local government regulations under the Victorian Tobacco Act 1987. Any fine, penalty or infringement notice is the responsibility of the person to whom the fine is issued not Young Adventurers Early Childhood Education Services Pty Ltd.

Drug and Alcohol Free

No person who is affected by drugs or alcohol shall supervise or remain in the presence of a child in care or engage in child care related work.

Children will not be taken to environments where alcohol or drugs are being consumed.

Authorised people collecting children should be capable of acting in a responsible manner. If educators or staff members have immediate concerns for the children's welfare, they should endeavour to prevent the release of children, however if this is not possible the children should be released and the police contacted and the Approved Provider notified as soon as possible. In this event an Incident Report must be completed and forwarded to the Approved Provider.

References:

Education and Care Services National Law & Regulations 2010

Revised National Quality Standard for Early Childhood Education 2018

Victorian Tobacco Act 1987 amendments 2016 Learning Environments Children's Play Areas

Monitoring, support and supervision of educators, staff, students & volunteers

July 2019

The Approved Provider is responsible for ensuring that there are appropriate monitoring and supervising systems in place to ensure that all educators, staff, students & volunteers act in accordance with the requirements of the Education and Care Services National Law Act 2010, Education and Care Services National Regulations 2011, National Quality Standard and Service policies and procedures. Educators and staff are required to attend regular staff meetings to build professional relationships and effective communication and to ensure a high standard of quality care is provided. Meetings will be scheduled at a time that ensures minimal interruption to the program and may at times be held outside of regular work hours. Attendance at meetings is required except for educators or staff who are on leave. All educators and staff must adhere to the Young Adventurers Early Childhood Education Services “Code of Conduct” at all times. The “Code of Conduct” provides direction for educators and staff in their dealings with each other. The “Code of Conduct” reflects the rights of each person within the service to be treated respectfully and to be responsible for their professional conduct.

The Approved Provider or Nominated Supervisor and Educational Leader shall monitor/supervise/support and provide training and advice to educators and staff on:

- All aspects of education and care including observing each child in care, parental issues, professional development and administration requirements
- Compliance with Service policies and procedures and National Regulations including emergency management procedures and dealing with medical emergencies at the service.
- The quality of education and care including the availability and access to both indoor and outdoor play experiences that meet the children’s interests and abilities ensuring appropriate protection from harsh weather conditions such as extreme heat or cold.
- The state of hygiene including safe and effective nappy change procedures, toileting of children, cleaning of surfaces including benches, walls, floors, windows, storage areas, preparation and serving of food and drinks, maintaining a clean and tidy storeroom, indoor and outdoor play spaces, office areas and sheds and personal hygiene including clean and professional work attire.
- Relationships with children including the quality of adult/child interactions with individual children and in groups
- Behaviour guidance techniques used
- Educational programming for children
- Planning and evaluating programs, experiences, learning and linking to relevant frameworks, and accessing resources.
- Identifying and discussing children’s developmental needs including behaviour management issues.
- Issues that arise within the service – all educators and staff will participate in an orientation program which involves discussing issues that relate to policy, emergency procedures, confidentiality, duty of care, social media policy.
- Maintaining records – Approved Provider, Nominated Supervisor and Educational Leader to maintain satisfactory records of planned meetings with educators, staff, volunteers and students.
- Volunteers and students will not be left alone with children at the service to ensure both their safety and protection and the safety and protection of children at the service.

- Students are required to maintain regular contact with their training organisation to ensure proper procedures of the RTO and Young Adventurers Early Childhood Education Services Pty Ltd are adhered to at all times.
- Student's engagement with this service is at the discretion of the Approved Provider.
- All Students must participate in a revised orientation program on their first day of attendance at the service or prior to their placement commencing to ensure they understand the services emergency management procedures and policies including dealing with medical emergencies, confidentiality, Duty of care, hygiene and social media policy.
- Students are not counted in staff-to-child ratios and can therefore sometimes be asked to work alongside different staff during their placement rather than be allocated a particular room or duties.
- Students will not be asked to perform cleaning or administrative duties for more than one hour per day so that they are available to work alongside educators and staff to learn about all of the duties associated with working in an early childhood education and care service.
- Students will be assigned a mentor, being an educator or staff member, during their placement who will be responsible for ensuring the student adheres to the Service policies and procedures and requirements of the Education & Care Services National Act and Regulations and National Quality Standards.
- Students must contact the Service to notify them of any changes to their placement hours including any absence during their placement. It is the student's responsibility to notify their RTO of changes to their placement hours including any absences.

Educators and staff must notify the Approved Provider or Nominated Supervisor if they plan to leave the service at any time with children for the purpose of an excursion or in an emergency. Excursions will be subject to all educators and staff complying with the requirements set out in the Excursions policy including ensuring permission has been gained from children's parents or guardians. A notice on the room door needs to be displayed at the time of the excursion stating the location of the excursion and the approximate time of return and any mobile telephone contact number for the group (if the excursion is off site).

It is important that all educators and staff provide positive and constructive feedback about all aspects of service operation however any concerns regarding the health, safety or wellbeing of educators, staff, volunteers, students or children must be reported to the Approved Provider or Nominated Supervisor as soon as practicable.

Where necessary where a concern has been reported an Action Plan will be completed by the Approved Provider or Nominated Supervisor in conjunction with the Educational Leader and a time frame for actions to be completed by educators or staff concerned. If the educator or staff member fails to comply with the steps in the Action Plan within the agreed time frame, a formal meeting will be scheduled between all parties to rectify the situation. Educators or staff who fail to comply with the Service policies and procedures or Education and Care Services National Act or Regulations or National Quality Standards will be subject to the Services Disciplinary policy including possible termination from the Service.

References:

Young Adventurers Early Childhood Education Services Code of Conduct
 Early Years Learning Framework - Belonging, Being & Becoming 2009
 Education and Care Services National Act & Regulations 2010

Continuing learning, updating and maintaining educator's knowledge is the joint responsibility of educators, staff and management. The Early Years Learning Framework for Australia indicates that educators should continually seek ways to build on their professional knowledge and develop learning communities where they become co-learners with children, families and the community including using reflective practice to review current practices and outcomes and generate new ideas with a view of continually improving practice (EYLF, 2009).

Professional development and commitment to continuous improvement are requirements of the Education and Care Services National Regulations 2011 and elements of the National Quality Standards and is integral to the provision of quality education and care services (NQS QA 7).

Training can be categorised into two areas:

1. Formal or recognised training, where certificates of attainments or formal qualifications are the result; and
2. Informal training where the focus is on improving skills and knowledge through reflection and interaction.

Educators and staff will be provided with an Orientation Training Program ensuring they have completed up to date training on Child Protection, manual handling and food safety & any other training applicable to their role such as First Aid, Asthma, Anaphylaxis. Educators must participate in a minimum of ten hours training annually. Early Childhood Teachers must complete a minimum of 20 hours of training each year as required in their Victorian Institute of Teaching Registration.

Compulsory Training

To ensure the safety of all children, educator's, staff, students or volunteers the Education and Care Services National Regulations stipulates the compulsory training required for centre-based services (R136).

The Regulations stipulate that there must be at least one person employed and present at the service who holds a current first aid, asthma management and anaphylaxis training certificate.

Young Adventurers Early Childhood Education Services acknowledges the importance of ensuring that as many educators and staff members as possible employed by the service hold current approved first aid, asthma management and anaphylaxis qualifications. This will assist in rostering to meet the requirements of Regulation 136 and better ensure the health and safety of others at the Service.

In the instance that a suitably approved course is not available an educator or staff member's qualifications may expire provided they have booked into the next available course and provided that there remains at least one person employed and present at the service who holds current first aid, asthma management and anaphylaxis qualifications.

Full-time, part-time and casual employment positions available within the Service for both educators and staff members may be offered as a priority to those educator's or staff members who hold current qualifications.

Expectations of current approved training for educators and staff members of Young Adventurers Early Childhood Education Services

- First Aid – every three years.
- Anaphylaxis Management– every three years
- Emergency Asthma Management – every three years
- CPR, Anaphylaxis and Emergency Asthma Management updates - annually
- Manual Handling – every two years
- Mandatory Reporting - Child Protection – annually

Minimum Qualification

All educators working directly with children must have, or be actively working towards, at least an approved Certificate III level Education and Care Qualification. Where the educator is working towards a qualification he/she must provide written evidence of their enrolment and progression through the course at the request of the Approved Provider or Nominated Supervisor or Regulatory Authority at any time which will be placed in the Staff record maintained by the Approved Provider as per Regulation 145.

Educators may also be engaged if they hold a qualification on ACECQA's list of approved qualifications.

Teachers registered under the Victorian Institute of Teaching (VIT Registration) are required to undertake additional professional development as part of maintaining current VIT Registration. Teachers who hold current Registration with VIT are not required to provide a working with children check card as this is covered in the VIT registration.

References:

Australian Children's Education & Care Quality Authority
Early Childhood Australia Code of Ethics
Early Years Learning Framework - Belonging, Being & Becoming 2009
Education and Care Services National Act 2010
Education and Care Services National Regulations 2011
Education and Care Service National Law Act & Regulations 2010
Revised National Quality Standards for Early Childhood Education 2018
Victorian Early Years Learning and Development Framework 2016
Victorian Institute of Teaching

Leave – Including extended leave, maternity leave, personal leave and annual leave/long service leave.

July 2019

Extended Leave

To ensure the health and safety of educators, staff and children in care and to enable the continued provision of quality education and care, educators and staff members may apply to the Approved Provider to take up to 12 months leave without pay or take maternity leave if applicable under the award (NQS QA 7). See additional conditions that apply to all types of leave below.

Maternity Leave

If pregnant, an educator or staff member may work up to her expected due date provided she is able to provide a medical clearance from her Doctor for the period beginning three weeks prior to her presumed date of confinement if requested by the Approved Provider or Nominated Supervisor. Any paid parental leave conditions apply for employees who take maternity leave if eligible as deemed by Centrelink. Wherever possible the Approved Provider will strive to provide a placement within the Service for the educator or staff member's own child when the educator or staff member returns to work however this may not always be possible. Educators and staff are required to pay for their child's placement as per the fee policy.

Personal Leave

The Approved Provider has the right to request a doctor's certificate stating the educators or staff member's unavailability for work due to illness which extends over more than two working days that the educator or staff member would have normally been rostered to work or for any personal leave days taken immediately prior to or following a public holiday or for any personal leave day that occurs on a Friday or Monday.

The Approved Provider must be notified in writing of the expected dates of any leave including annual leave, extended leave or maternity leave excluding personal leave.

The Approved Provider has the right to request a doctor's certificate stating the educator's or staff member's fitness to resume child care following birth or personal leave taken for any illness or surgery or medical condition. If a medical appointment is unable to be accessed to obtain medical clearance an agreement may be reached between the Approved Provider and the educator or staff member such as an educator or staff member accessing any accrued personal leave or unpaid leave until a medical clearance can be provided.

In the case of an educator or staff member requesting twelve months leave without pay for purposes other than maternity leave the Approved Provider will at its discretion make a decision within 48 hours of the educator's or staff members request for leave as to whether the educator or staff members position will be reinstated at the end of the twelve months leave. Factors to be considered when making this decision may rest on the performance of the educator or staff member at the time that the leave was requested and whether the educator or staff member intends to return to the Service on a specified date, intends to maintain their qualifications during their leave and intends to return to the same number of hours as previously held before leave was granted.

The Approved Provider may decide to advertise the educator or staff member's position for the twelve-month period that the leave has been approved for or may decide not to fill the

educator or staff member's position provided the staff-to-child ratios are maintained as per the Education and Care Services National Regulations.

The educator or staff member on leave must give four weeks prior notice of their intention to return to the Service at which time a decision will be made by the Approved Provider as to whether the educator or staff member can be reinstated. Factors that may inhibit the educator or staff member being reinstated at the end of their twelve-month leave may include that the Approved Provider has deemed the position is no longer required or that during the period of leave the Service's financial position has changed and the Approved Provider cannot afford to reinstate the educator or staff member.

An educator or staff member may request to take twelve months leave without pay which may be approved by the Approved Provider however there is no guarantee that the educator or staff member will be reemployed at the end of the twelve-month period or of being reinstated in their previous position. If at the end of the twelve-month period of leave without pay an educator or staff member decides that they do not want to return to their position they are required to notify the Approved Provider in writing at least four weeks prior to their expected return date.

During the period of leave without pay the educator or staff members must ensure that they respect the Services policies and procedures in relation to confidentiality and Discipline procedure. The educator or staff member is still deemed to be associated with the Service during the period of leave without pay and must inform the Approved Provider if they intend to undertake any other employment during the period of leave at which time the Approved Provider may request that the educator or staff member resign from their position permanently at Young Adventurers Early Childhood Education Services. Educator's or staff members who are eligible for Paid Parental Leave must meet additional reporting requirements as specified by Centrelink as part of the Paid Parental Leave conditions.

Assessment of training needs will occur for any educators or staff returning after a twelve-month period of leave. If deemed necessary by the Approved Provider the educator or staff member will participate in an orientation training program to ensure they have knowledge of any changes to Service policy and procedures or Education and Care Services National Act and Regulations or National Quality Standards since their leave commenced.

Annual Leave/Long Service Leave

To ensure the Service provides the appropriate number of suitably qualified educators as per the Education and Care Services National Law Act & Regulations 2010 a request for annual leave or long service leave must be provided by the educator or staff member in writing to the Approved Provider at least four weeks prior to the leave taking place and must be approved by the Approved Provider or Nominated Supervisor.

An exception may be made at the discretion of the Approved Provider or Nominated Supervisor where an educator or staff member is unable to give the required four weeks notice.

For the purpose of retaining a suitably qualified and experienced Early Childhood Teacher priority for school holiday leave may be given by the Approved Provider or Nominated Supervisor to those educators responsible for teaching programs that run per term and not usually operate during school holidays e.g. a Funded Kindergarten Program. In this instance those teaching staff engaged with this program will be given first priority for annual leave during school holidays or leave without pay if insufficient leave entitlements are available to the educator.

Annual Service Closure Period

To ensure the smooth operation and planning of annual maintenance programs at the centre this Service will be closed for approximately one week on an annual basis. The closure will coincide with the Christmas New Year Period with the Service closing at 6pm on Christmas Eve or the nearest business day prior to Christmas Day and reopen on the first usual business day following the New Year's Day Public Holiday (it is unlikely that the Service would reopen on a Friday unless there was sufficient demand and as such if the New Year's Day falls on a Thursday the Service will reopen on the following Monday). The annual closure period will allow an opportunity for any works to be carried out at the Service safely. Children cannot attend the Service during this closure period and families will not be charged a fee during the time the Service is closed.

During the closure period educators and staff will be required to access their annual leave entitlements excluding any public holidays. Public Holidays will be paid according to the award. Educators or staff who don't have sufficient leave entitlements may at the discretion of the Approved Provider be paid their leave entitlements in advance or take leave without pay.



References:

Education and Care Services National Law 2010
Education and Care Services National Regulations 2011
Education and Care Service National Law Act & Regulations 2010
Revised National Quality Standards for Early Childhood Education 2018

Young Adventurers

Early Childhood Services

Service Closure Period

July 2019

To ensure the smooth operation and planning of annual maintenance programs at the centre this Service will be closed for approximately one week on an annual basis. The closure will coincide with the Christmas New Year Period with the Service closing at 6pm on Christmas Eve or the nearest business day prior to Christmas Day and reopen on the first usual business day following the New Years Day Public Holiday (it is unlikely that the Service would reopen on a Friday unless there was sufficient demand and as such if the New Years Day falls on a Thursday the Service will reopen on the following Monday).

The annual closure period will allow an opportunity for any works to be carried out at the Service safely.

Children cannot attend the Service during this closure period and families will not be charged a fee during the time the Service is closed.

During the closure period educators and staff will be required to access their annual leave entitlements excluding any public holidays. Public Holidays will be paid according to the award. Educators or staff who don't have sufficient leave entitlements may at the discretion of the Approved Provider be paid their leave entitlements in advance or take leave without pay.

Payment of wages or direct debit of any parent fees due will be continued as usual during the Service Closure period. Advance payment of fees will be carried over from the closure period to the next year. Families who do not require care into the next year following the closure period will need to make arrangements with the Service to manage direct debit payments prior to the Service Closure period. Any scheduled Fee payments that fall on a public holiday will occur on the next available day of business.

A notice will be sent to families and displayed at Reception at the beginning of December to remind families of the Service Closure period & dates.

Young Adventurers
Early Childhood Services

The Approved Provider or Nominated Supervisor of Young Adventurers Early Childhood Education Services has the right, and the responsibility to take disciplinary action where an educator or staff member's performance or behaviour is below the required standard and/or breaches Service policies and procedures and/or the Code of Conduct (NQS QA 7).

The Disciplinary Procedure is not appropriate in cases where instant termination is warranted, such as refusal to comply with conditions set by the Approved Provider or Nominated Supervisor including the Code of Conduct, relevant legislation, regulations, guidelines, any relevant funding conditions, policies and procedures, irregularities of Police Checks and Working with Children Checks, illegal activity, assault, and wilful acts that put the safety of others or themselves at risk or at any time during the six month probation period if performance is not satisfactory.

An educator or staff member may be terminated on the following grounds (list is not exclusive):

- a) Non-compliance with The Children, Youth and Families Act 2005 by the educator or staff member.
- b) Non-compliance with Code of Conduct, relevant legislation, regulations, guidelines, relevant funding conditions, policies and procedures, irregularities of Police Checks and Working with Children Checks, illegal activity, assault, and wilful acts that put the safety of others or themselves at risk.
- c) An educator or staff member no longer falls within the selection criteria which may include unsatisfactory progression to obtain minimum qualifications.
- d) Unsatisfactory medical or psychiatric report
- e) Any other grounds that may be deemed necessary.

Procedure for Disciplinary Procedures

The Approved Provider or Nominated Supervisor will make all efforts to counsel educators or staff members where there is an issue of concern and/or an incident or trend in performance causing concern. Depending on the circumstances in each case, this counselling may or may not lead to a notification of a "breach" taking place under the Discipline Procedure.

If the Approved Provider or Nominated Supervisor assess that the educator or staff member's practices are not meeting the standards indicated in the Code of Conduct, relevant legislation, regulations, guidelines, relevant funding conditions or policies and procedures, the educator or staff member will be informed of the nature of the unsatisfactory performance and a meeting will be arranged to discuss the particular problem(s). At this meeting the educator or staff member will have the right to put forward his/her point of view and may arrange to have a support person from within the service present.

FIRST WARNING OR BREACH

1. The Approved Provider or Nominated Supervisor will raise his/her concerns with the educator or staff member. The concerns will be specific and related to the Code of Conduct, relevant legislation, regulations, guidelines, relevant funding conditions, or policies and procedures. The concerns will be recorded in the educator or staff member's file not the Staff Record (a Staff Record is a record kept by the Approved Provider to meet Regulation 145 whereas an educator or staff member file contains

information such as employee details regarding wage rates, superannuation, banking details, performance reviews etc.).

2. The educator or staff member will be informed in writing of the period of time (not more than two working weeks) within which the educator or staff member must –
 - a) Improve / rectify the area(s) cited as causing concern
 - b) Discuss the steps which are to be taken to resolve the issues.
3. The Approved Provider or Nominated Supervisor is to be involved in ensuring that the educator or staff member has access to appropriate resources and information to enable him/her to meet the requirements of the service.
4. The objective of this first warning or breach shall be to endeavour to remedy the unsatisfactory situation to the satisfaction of the Approved Provider or Nominated Supervisor and the educator or staff member.
5. Where the educator or staff member promptly addresses areas of concern identified in a First Warning or Breach and the issue is mild in nature this incident may be considered as being completely resolved.

SECOND WARNING OR BREACH

1. At the end of the period mentioned in the first warning, or if the situation arises/occurs again, the educator or staff member and the Approved Provider or Nominated Supervisor shall meet to review the educator or staff member's situation.
2. If the level of performance continues to be unsatisfactory and no progress made towards improving the situation, or if the situation arises /occurs again, the educator or staff member shall be given a second warning or breach.
3. If the educator or staff member has made only partial progress towards improving the situation, a further period of review may be agreed to, provided that the concern does not seriously reduce or affect the quality of education and care that the Service can provide as decided by the Approved Provider or Nominated Supervisor.
4. The period of extension of timelines allowed to the educator or staff member will be specified and will not be more than two working weeks. A copy of the minutes of the meeting will be given to the educator or staff member and noted in their file.

FINAL WARNING OR BREACH

1. If, at the end of the period specified in the second warning, the educator or staff member has shown no indication of improving the situation which has caused concern, the educator or staff member will be required to meet with the Approved Provider or Nominated Supervisor.
2. At this meeting the situation will be reviewed and all issues discussed in a final attempt to resolve the problems causing concern.
3. The educator or staff member will be required to comply with the requirements of the Service. These requirements and the timeframe for compliance will be specified in writing to the educator or staff member in a final warning or breach.

NOTICE OF TERMINATION

1. If the requirements of the Final Warning or Breach referred to above are not complied with the educator or staff member will be notified, in writing, by the Approved Provider, that their services as an educator or staff member with Young Adventurers Early Childhood Education Services will be terminated immediately. This notification will state the reasons for termination.
2. Refusal to comply with conditions of Code of Conduct, relevant legislation, regulations, guidelines, relevant funding conditions, policies and procedures, irregularities of Police Checks and Working with Children Checks, illegal activity, assault, and wilful acts that put the safety of others or themselves at risk will be

considered as a serious breach and may result in instant termination from the Service.

3. A maximum of three Warnings and/or Breaches within two years only can be received by an educator or staff member and this will be followed by termination from the Service.

The Approved Provider must notify the Regulatory Authority of any serious incident as prescribed in the Education and Care Services National Law Act Part 174 2 (Regulation 12) within 24 hours of the incident. The Serious Incident notification should be made to the Regulatory Authority by accessing the NQAits portal via the ACECQA website.

An educator or staff member must provide all documents referred to in Regulation 177 to the Approved Provider or Nominated Supervisor on ceasing to be employed by this Service.

A Serious Incident Notification must be made in the first instance to the Police where any of the following conduct is alleged to have occurred at the Service - see table below taken from the NQF Serious Incidents & Complaints Factsheet April 2012.

For more information on what may constitute a Serious Incident refer to the NQF Information Sheet Key Changes to Notifications, Incidents & Complaints from 1st October 2018 available at https://www.acecqa.gov.au/sites/default/files/acecqa/files/NQF/KeyChangesNotificationComplaints_2.pdf

Incidents or suspected incidents of abuse occurring within the service itself are considered criminal offences and must be reported to Victoria Police – Sexual Offences and Child Abuse Investigation Team (SOCIT). This can include a notification/complaint alleging that a staff member has hit or sexually assaulted a child while the child is being cared for or educated by the service.

In these instances, the approved provider is still required to meet their obligations to notify the Regulatory Authority, however may only be contacted by the Regulatory Authority where further information is required.

Incident	Person allegation against (person committing act)	Notify:	
		Child Protection	Victoria Police
Inappropriate sexualised behaviour between children under 10 years of age	N/A	✓	
Inappropriate sexualised behaviour between or involving children 10 years of age or older	N/A	✓	✓
Physical or sexual assault/abuse of child	Parent of the child assaulted/abused	✓	✓
Physical or sexual assault/abuse of child	Staff members or adults (including other parents)		✓
Physical or sexual assault/abuse of child	Person under 18 years of age	✓	✓ (if allegation against child 10 years or over)

References:

Education and Care Services National Act 2010

Education and Care Services National Regulations 2011

National Quality Standard for Early Childhood Education and School Age Care

NQF Serious Incidents & Complaints Factsheet April 2012

NQF Factsheet Key Changes to Notifications, Incidents & Complaints from 1st October 2018

Suspension of Educator or Staff member

July 2019

1. Suspension of an educator or staff member will take place in any of the following instances:
 - Where the educator or staff member is subject to investigation by any State or Federal Authority in matters relating to offences against children;
 - Where the educator or staff member is subject to investigation by any State or Federal Authority in matters which may affect the children in care or their families.
 - Where an unsatisfactory Medical Assessment is received; or the Approved Provider or Nominated Supervisor is concerned that the educator or staff member's health adversely affects their ability to care for or educate children in which case the educator or staff member will be required to undertake further relevant professional assessment.
 - Where an educator or staff member is adversely affected by alcohol, drugs or any other deleterious substances whilst present at the Service during the hours that the service is open.
 - Where an unsatisfactory Police Check or Working with Children Check is returned by an educator or staff member.
2. Suspension can only be carried out by the Approved Provider or an Authorised Officer from the Regulatory Authority.
3. The educator or staff member will receive verbal and written notification of the suspension. This notification will state reasons for suspension.
4. An Educator or Staff member must provide all documents referred to in Regulation 178(1) to the Approved Provider or Nominated Supervisor on ceasing to be employed by this Service (Regulation 179).

References:

NQS QA 7

Education and Care Services National Act 2010

Education and Care Services National Regulations 2011

Education and Care Service National Law Act & Regulations 2010

Revised National Quality Standards for Early Childhood Education 2018

Educators or staff members may at times organise visitors to attend the Service as part of the educational program, or may at times as part of their regular outings visit other people, with the authorization of the children's parents or authorized nominee. Regular visitors can add to the education and care environment by providing opportunities for children to interact with the community and be an enjoyable experience for adults and children alike (EYLF, 2009). It is essential that all care is taken to ensure that the wellbeing of children is always protected (NQS QA 2). A Visitor Sign In book will be available at the front reception for all visitors to sign in and out of the Service.

Any visitor of this Service who has contact fortnightly or more often with the children in care either at the service or during an excursion must provide a valid Working with Children Check. This information will be recorded in the Register of Educator and Staff members. The visitor is not to be left alone with any child enrolled at the Service during the time that the child is attending the Service regardless of whether or not they hold a valid Working with Children Check. All children enrolled at the Service must be adequately supervised by an educator or staff member employed by this Service.

The Approved Provider or Nominated Supervisor will

- Provide educators and staff members with the Visitors to the Service policy as part of the Services Orientation process.
- Discuss with educators and staff members this procedure and the requirements to ensure that all interactions with children are appropriate and maintain the best environment for the children.
- Sight Working with Children Check for those visitors who attend the service or have contact with the children during an excursion fortnightly or more often and record the identification number and the expiry date in the Register of Educators and Staff members file.
- If the Approved Provider has any concerns about a visitor's behaviour this will be addressed directly with the Visitor and include what outcome is expected.
- If the behaviour of a visitor is considered serious the Approved Provider or Nominated Supervisor will have the authority to request that the visitor leave the service immediately or in the case of an excursion that the excursion be cancelled and the children and educators return to the Service.
- Monitor the record of visitor's log maintained by the Service.
- Ensure that all Visitors who visit fortnightly or more have a current Working with Children Check.

Educators and Staff members will

- Provide the Approved Provider or Nominated Supervisor with current information for all visitors and in the case of a visitor who attends fortnightly or more often ensure that the Approved Provider or Nominated Supervisor has sighted the Visitors current and valid Working with Children Check.
- Not allow visitors to attend the service unless prior permission has been sought from the Approved Provider or Nominated Supervisor.
- Ensure that every visitor to the Service completes the Record of Visitors in accordance with Regulation 165 which includes;
 - a) The time of the visitor's arrival
 - b) The time of the visitor's departure

- c) Printed name of visitor
- d) The signature of the visitor
- Not at any time leave a child or children with a visitor or allow a visitor to assume the educators or staff member's role in accordance with Regulation 166.
- Ensure that all visitors interact appropriately and respectfully with children in care.
- Ensure that visitors understand that the children in care and their educational and care requirements are priority.

Students

Occasionally students may request to visit the Service as part of their studies to gain an understanding of services available to assist them with their studies. Appointments should be made with the Service prior. Students are not to be left unsupervised with children. Permission must be given by the Approved Provider or person in charge for photos to be taken of the children or the setting. This is to protect the identity of children attending the Service.

If a student request to visit is for the purpose of collating information for their studies permission or acknowledgement must be obtained by the student from their RTO confirming the student is currently enrolled with the RTO and the requirements/purpose and length of the visit.

References:

Education and Care Services National Act 2010
Education and Care Services National Regulations 2011
Education and Care Service National Law Act & Regulations 2010
Revised National Quality Standards for Early Childhood Education 2018



Young Adventurers

Early Childhood Services

To help protect children from abuse, the Victorian Government has introduced compulsory minimum Child Safe Standards that apply to organisations that provide services for children.

The Child Safe Standards are designed to help protect children from all forms of abuse.

What are the Standards?

There are 7 Child Safe Standards. Each standard includes information about ways that Services can meet the standards including protecting the cultural safety of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse families and children with a disability who attend the Service by promoting inclusive practices and providing opportunities for children and families to identify with some aspect of their culture and/or disability within the Service and across the 7 standards.

The Child Safe Standards and how our Service complies are as follows:

Standard 1: Strategies to embed an organisational culture of child safety, including through effective leadership arrangements

- all educators must undertake professional development training on Child Protection at least annually and must read and adhere to the Service's Code of Conduct, Child Safe Standards and Child Protection & Child First (Orange door) Notifications Policy in relation to all children. Reports relating to Children of Aboriginal and Torres Strait Islander families will be referred by Child Protection and/or CHILDFIRST (Orange door) Services to relevant Aboriginal and Torres Strait Islander services.
- All educators must provide a current Police Records Check which must be renewed every five years with the exception of Teachers with current VIT registration.
- All educators must hold a current Victorian Working With Children check which is sighted by the Approved Provider or Nominated Supervisor prior to commencement which is renewed every five years. The Approved Provider or Nominated Supervisor will check the Department of Justice website every three months to ensure the Working With Children Check for each employee is still current. Teachers with current VIT registration will not require a separate Working with Children Check or Police Record check as they are covered by their VIT registration.
- At least two reference checks will be undertaken by the Approved Provider or Nominated Supervisor for every new educator prior to them being employed by the Service.
- Links have been made within the community to support our Service to include children of Aboriginal and Torres Strait families, children from culturally and linguistically diverse families and children with a disability through the Koorie Preschool Field Officer Role, and the Koorie Engagement Support Officer North-Western Region, Noah's Ark Inclusion Support Agency, Department of Health and Human Services Children's Services Team in Swan Hill and Bendigo who all regularly visit our Service and contribute ideas and resources to promote cultural safety and inclusion. From July 1st 2016 the Inclusion Support Program will operate through Community Child Care Incorporated (CCC).

Standard 2: A child safe policy or statement of commitment to child safety

- Information about the Service's commitment to Child Safety is provided in the Child Standards Policy and incorporated into the Service's Code of Conduct. A sign in the Service's entrance also informs parents of the Service's commitment to meeting the Child Safe Standards and the responsibility of educators in relation to Child Protection and supporting the cultural safety of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse families and children with a disability.

Standard 3: A code of conduct that establishes clear expectations for appropriate behaviour with children

- The Service has a Code of Conduct and Behaviour Management Policy that outlines educator's responsibilities in relation to supporting children to manage their behaviour so that each child is treated fairly and with respect including respecting the cultural safety of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds and children with a disability.

Standard 4: Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel

- Where possible the Service rosters educators so that they are not working in isolation. Two educators always open or close the Service. During school holidays when few children use the Kindergarten room a qualified educator is available to support educators working in this room.
- Reference checks are undertaken by the Approved Provider or Nominated Supervisor prior to educators being employed.
- Educators are required to undergo a Working with Children Check, Police Record/Names Check and Child Protection Training as part of their employment with Young Adventurers Early Childhood Education Services with the exclusion of Teachers with current VIT registration.
- Professional Development and Training on children's rights and child safety is discussed at regular meetings and educators are encouraged to access training online or through opportunities made available locally at least annually.
- Parents have access to the Service's Policy and Procedures book in the foyer, in each sign-in book and policies relating to the cultural safety of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse families and children with a disability are regularly printed in the centre newsletter for parents.

Standard 5: Processes for responding to and reporting suspected child abuse

- The Service has a Code of Conduct and Child Protection & CHILDFIRST (Orange door) notifications Policy. All educators are made aware of these policies on commencement and are required to undertake annual refresher training available online through the Department of Education & Training, Child Wise or another reputable training organisation on reporting suspicions of child abuse and/or neglect appropriately.
- A sign in the foyer helps to promote the responsibilities of educators at this Service to families in relation to making a notification to Child Protection or CHILDFIRST (Orange door) in relation to child abuse and/or neglect of children at this Service and in the community.

Standard 6: Strategies to identify and reduce or remove risks of child abuse

- The Services policies and procedures are available in the Staff Room, Foyer and in all sign-in books for educators and parents/guardians to read. Information about the Service's commitment to the Child Safe Standards, Children's Rights and Child Protection and CHILDFIRST (Orange door) notifications is on display in the Service's foyer for educators and parents.
- The Service recognises that children from Aboriginal and Torres Strait Islander families, children from linguistically and culturally diverse families and children with a disability require additional support to ensure they are culturally safe and protected from abuse and/or neglect.

Standard 7: Strategies to promote the participation and empowerment of children.

- Educators regularly discuss with children at the centre the importance of feeling safe both whilst at the centre and outside of the centre such as talking to someone when they feel uneasy about somebody around them, reading 'My Underpants Rule' a book designed to promote child safety in relation to abuse or neglect, protecting the privacy and dignity of children during dressing and nappy change or toileting routines wherever possible.
- Additional resources relating to the culture of Aboriginal and Torres Strait Islander families, children from culturally and linguistically diverse families and children with a disability are available within our Service to assist with promoting the cultural safety of all children at our Service.

For more information on making a Child Protection or ChildFIRST (Orange door) notification refer to the Young Adventurers Child Protection & ChildFIRST (Orange door) Notifications Policy July 2019



Young Adventurers
Early Childhood Services

Child Protection & CHILDFIRST (Orange door) Notifications July 2019

All educators and staff employed by Young Adventurers Early Childhood Education Services are required to protect children from harm, protect their rights and promote their development in culturally, age and gender appropriate ways (see also Education and Care Services National Regulation 84 Awareness of child protection law, Child Safe Standards, Code of Conduct, National Regulations, Code of Ethics).

All educators and staff may from time to time consider they should report or refer a concern to either Child Protection or ChildFIRST (Orange door) intake service as per the provisions in the *Children, Youth and Families Act 2005* that commenced in April 2007 (NQS QA 2). Child Protection and/or CHILDFIRST (Orange door) may refer any report regarding children of Aboriginal and Torres Strait Islander families to a relevant Aboriginal and Torres Strait Islander Service. It's important for educators to check if a child or family identifies as Aboriginal or Torres Strait Islander on the child's enrolment form when making a report although if this information is not currently available it should not prevent the educator from making the report.

To ensure educators and staff have a thorough understanding of child protection the Approved Provider will provide annual in-service training on child protection law. In addition when relevant child protection external training is available educators and staff will be required to undertake this training.

Child Safe Standards

To help protect children from abuse, the Victorian Government has introduced compulsory minimum Child Safe Standards (the Standards) that apply to organisations that provide services for children. The Child Safe Standards are designed to help protect children from all forms of abuse – see *Child Safe Standards Policy* for more information on how our Service is meeting the Victorian Government requirements.

Making a notification

Educators and staff will adhere to the range of reporting and referral arrangements that replace what has been known as a child protection notification.

A referral to Child FIRST (Orange door) may be the best way of connecting children, young people and their families to the services they need, where families exhibit any of the following factors that may impact upon a child's safety, stability or development:

- Significant parenting problems that may be affecting the child's development
- Family conflict, including family breakdown
- Families under pressure due to a family member's physical or mental illness, substance abuse, disability or bereavement
- Young isolated and / or unsupported families
- Significant social or economic disadvantage that may adversely impact on a child's care and development.

A referral to Child FIRST (Orange door) should be considered if, after consideration of the available information you are, on balance, more inclined to form the view that the concerns currently have a low to moderate impact on the child, where the immediate safety of the child is not compromised.

A report to Child Protection should be made in any of the following circumstances:

- Physical abuse of, or non-accidental or unexplained injury to, a child (mandatory reporters must report)
- A disclosure of sexual abuse by a child or witness, or a combination of factors suggesting the likelihood of sexual abuse - the child exhibiting concerning behaviours, for example after the mother takes on a new partner or where a known or suspected perpetrator has had unsupervised contact with the child (mandatory reporters must notify)
- Emotional abuse and ill treatment of a child impacting on the child's stability and healthy development
- Persistent neglect, poor care or lack of appropriate supervision, where there is a likelihood of significant harm to the child, the child's stability or development
- Persistent family violence or parental substance misuse, psychiatric illness or intellectual disability – where there is a likelihood of significant harm to the child or the child's development
- Where a child's actions or behaviour may place them at risk of significant harm and the parents are unwilling or unable to protect the child
- Where a child appears to have been abandoned, or where the child's parents are dead or incapacitated, and no other person is caring properly for the child.

A report to Child Protection should be considered if, after consideration of the available information you are, on balance, more inclined toward a view that the concerns currently have a serious impact on the child's immediate safety, stability or development, or the concerns are persistent, entrenched and likely to have a serious impact on the child's development.

If you are still unsure about who to report to or refer to, contact either Child Protection or ChildFIRST (Orange door) for further advice.

PROCEDURE FOR MAKING A REPORT TO CHILD PROTECTION

- (i) Anyone including any educator or staff member may report to **Child Protection** directly any of the circumstances as listed or immediately contact the Approved Provider or Nominated Supervisor. In the latter case the Approved Provider or Nominated Supervisor, following consultation with the educator or staff member will immediately contact Child Protection Services on 1300 664 977 and ask to speak with the "Intake Worker" to make a protective notification.
- (ii) Intake Worker will take details and inform of proposed course of action. This may involve Intake Worker re-contacting the person making the notification at a later time.
- (iii) Child Protection will seek further information, usually from professionals who may also be involved with the child or family, to determine whether action is required. In most circumstances Child Protection will inform you of the outcome of your report.
- (iv) In all cases involving suspected sexual abuse or serious physical abuse, Child Protection Services will contact the Police and they will jointly plan what action, if any, to take.

- (v) Child Protection Services is responsible for liaising with the Approved Provider arrangements for any interviews of the child in the Young Adventurers Early Childhood Education Services setting.
- (vi) The Approved Provider will be responsible for liaising with Child Protection Services who are responsible for determining when, and by whom, the parents will be informed of the notification.
- (vii) Child Protection Services is responsible for informing any other parties as appropriate of their involvement with the child.

PROCEDURE FOR MAKING A REFERRAL TO CHILD FIRST (Orange door)

- (i) Any educator or staff member may form a view that a referral to ChildFIRST (Orange door) is appropriate if the concerns currently have a low to moderate impact on the child, and where the immediate safety of the child is not compromised. In this instance educators or staff should raise their concerns with the Approved Provider or Nominated Supervisor and together they will determine the need for a referral to Child FIRST (Orange door). The contact number for Swan Hill is 1800 290943.
- (ii) If necessary, a referral can be made without the consent of the child or their family.

SHARING INFORMATION TO PROMOTE CHILDREN'S SAFETY AND WELLBEING

A key feature of the Children, Youth and Families Act 2005 is that it allows professionals to share information with Child Protection and Child FIRST (Orange door) to promote the safety and development of vulnerable children.

- When you share information with Child FIRST (Orange door) or Child Protection, you are allowed to share any information that may help them to make an initial assessment about a child
- In the case of Child Protection, you may also share information that is relevant to the protection or development of a child when Child Protection is investigating a report, or during a subsequent Child Protection intervention
- Your identity will not be disclosed without your consent
- You are legally protected (for example you cannot be successfully sued)
- You are professionally protected (you cannot incur any adverse professional consequences)
- The person in charge of your service is authorised to share relevant information with Child Protection when they have decided that a child is in need of protection and are working with the child and family
- Where a child is subject to a Children's Court Protection Order, the person in charge can be required by law to provide relevant information
- The "person in charge" is the person who is in charge at the time and on the day that the information is requested and disclosed.

CONTACT NUMBERS.

Child Protection Intake: 1300 664 977 North Division intake (Mon-Fri 8.45am to 5pm)

After Hours: 131 278 A state-wide after hours emergency service that receives new reports, as well as concerns for existing child protection clients who are considered to be at immediate risk and require urgent after hours service

CHILDFIRST (Orange door): 1800 290943

Mandatory reporting

Changes to the mandatory reporting requirements for early childhood providers and staff members are in effect as of 1 March 2019.

Who this applies to

The following early childhood professionals are mandatory reporters:

- New: All educators with post-secondary qualifications in the care, education or minding of children and employed or engaged in an education and care service or a children's service.
- New: All proprietors, nominees of a children's service, approved providers, and nominated supervisors of an education and care service (see definitions below).
- Educators registered with the Victorian Institute of Teaching (VIT).

All mandatory reporters must report to Victoria Police and/or Child Protection as soon as practicable if, during the course of carrying out their professional roles and responsibilities, they form a belief on reasonable grounds that a child has suffered, or is likely to suffer, significant harm as a result of physical injury and/or sexual abuse and the child's parents have not protected, or are unlikely to protect, the child from harm of that type

It is a criminal offence not to report in these circumstances.



Young Adventurers

Early Childhood Services

References:

Education and Care Services National Act 2010

Education and Care Services National Regulations 2011

Every Child Every Chance, Department of Human Services Victoria

Education and Care Service National Law Act & Regulations 2010

Revised National Quality Standards for Early Childhood Education 2018

Department of Education & Training Child Protection Protocol available from <https://www.education.vic.gov.au/childhood/providers/regulation/Pages/protectionprotocol.aspx> as at 9/7/19

The National Quality Standard sets educator-to-child ratios to ensure the safety, welfare and wellbeing of children while attending the Service and to ensure that educators are able to promote quality interactions and positive learning experiences for children (NQS QA 4).

Regulation 123 of the Education and Care Services National Regulations relates to the number of children who can be educated and cared for by a centre based service at any one time.

Ratios are calculated across the service (not by individual rooms). This gives providers the flexibility to respond to the needs of children. In a mixed age group of children, maintaining the ratio for each age range of children does not mean the educator to child ratio for the youngest age range must be applied to all children in an older age range.

An educator who is caring for one age range of children can also be counted against another age range of children, as long as the ratio for each age range is maintained and adequate supervision is maintained at all times – for more information refer to ACECQA Educator to child ratios available from <https://www.acecqa.gov.au/nqf/educator-to-child-ratios>.

Educators must be working directly with children to be counted in the educator to child ratios.

National Regulations are the minimum standard.

Educator-to-child ratio for children in the Regulations are as follows:

- (a) Under 3 years of age is 1:4.
- (b) Above 3 years of age is 1:11

Young Adventurers Early Childhood Education Services Excursion Ratio

During excursions a higher level of supervision is required to ensure the health, safety and wellbeing of all children. Excursions are a great opportunity for children to interact with the wider community and to learn about different aspects that make up our community including different people, places and activities. Whilst the Regulations stipulate the educator-to-child ratio for centre based services there is no set educator-to-child ratio for excursions in the Regulations including excursions where children may participate or be exposed to water based activities.

Young Adventurers Early Childhood Education Services exercises the following educator-to-child ratios during excursions:

- (a) 1 educator to 3 children under 3 years of age 1:3;
- (b) 1 educator to 5 children over 3 years of age 1:5.

The excursion ratio also applies to educators and children accessing the rear area of the Young Adventurers site at 24 Yana Street, Swan Hill. This is the area immediately outside of the fenced playground spaces where the vegetable gardens & orchard are located however still within the boundary of the property. In this situation where the children are remaining within the boundary of the property students, staff and volunteers may form part of the educator-to-child ratio with at least one qualified educator included in the ratio.

The excursion ratio will apply for this rear area of the site until such time as solid boundary fencing is in place and has been approved by the Regulatory Authority and amended on the Service's operating licence under the Education and Care Services National Law Act 2010 and National Regulations 2011.

Young Adventurers Early Childhood Education Services Excursion Ratio - Water Based Specific Activities

If the excursion is to a place where children are to swim or where there is significant hazard the following Water Based Specific Activities educator-to-child ratio must be:

- (a) 1 adult for every 2 children under 3 years of age 1:2
- (b) 1 adult for every 3 children over 3 years of age 1:3
- (c) The person in charge of the excursion must have a current resuscitation certificate and the knowledge and ability to implement water safety procedures
- (d) A Risk Assessment must be completed prior to the excursion (see Risk Assessments for Excursions procedure)
- (e) The educator must follow the Water hazard and water safety procedure.

For all excursions planned outside of the Young Adventurers Early Childhood Education Services site there must be at least one Diploma qualified educator or equivalent included in the educator-to-child ratio for every ten children participating in the excursion – this is a Young Adventurers Early Childhood Education Services requirement to ensure there is an educator with advanced knowledge of the Education and Care Services National Law Act 2010 and Education and Care Services National Regulations 2011.

References:

Education and Care Services National Act 2010
Education and Care Services National Regulations 2011
Education and Care Service National Law Act & Regulations 2010
Revised National Quality Standards for Early Childhood Education 2018



Young Adventurers

Early Childhood Services

The Approved Provider or Nominated Supervisor are responsible for the placement of children within our Service. The individual needs of children will be given careful consideration to ensure that our Service is equipped to meet these needs.

Parents/guardians are required to complete an enrolment application prior to placement being offered and register for childcare subsidy with Centrelink to determine if the parent or guardian is eligible for the subsidy.

The enrolment application outlines the information required by our Service to meet the Education & Care Services National Law Act & National Regulations 2010. All information on the enrolment form is required to be completed to ensure a smooth transition for children into our service. There are additional requirements for children applying to access the Funded Kindergarten Program – see enrolment form. Enrolment forms contain relevant terms and conditions of the Service and must be signed by a parent/guardian prior to the placement commencing.

From 2 July 2018 enrolments must include a digital or hard copy Complying Written Agreement Form (CWA Form) provided by the Service signed by the parent/guardian. An enrolment must also be confirmed by the parent/guardian via Centrelink. This is a new requirement under the Government's Child Care Subsidy rules. See the following pages for more information.

The process of enrolment, placement and orientation of children is as follows:

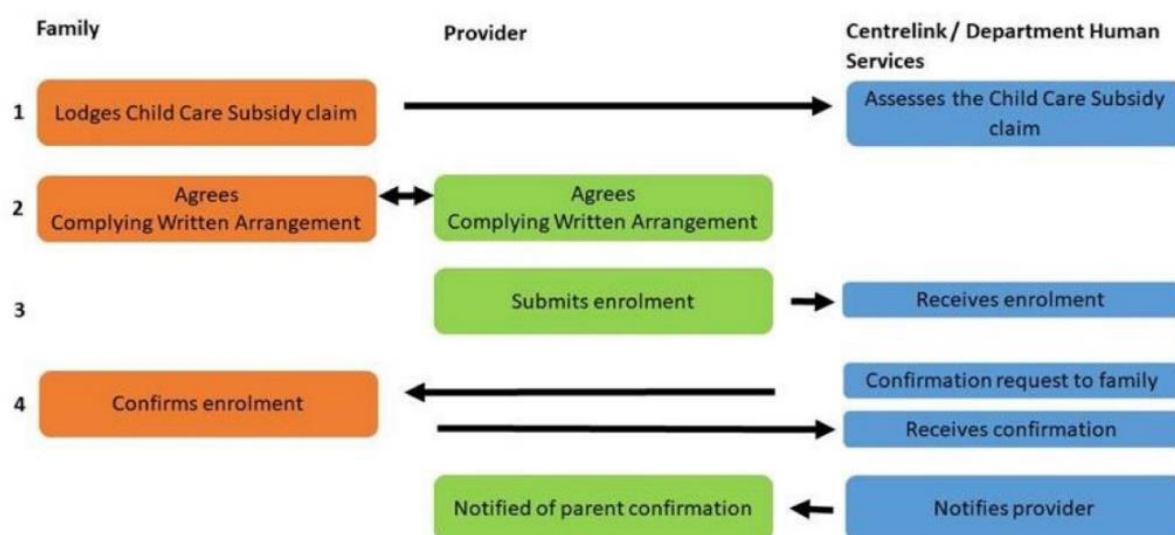
- (i) On enquiry and/or commencement of child care or kindergarten, parents will be provided with an information pack including.
 - Welcome Letter
 - Parent information
 - Current Enrolment Forms including Child Information Sheets if available (in some circumstances where a waiting list applied current enrolment forms will not be provided until a placement becomes available)
 - Fee Schedule
 - Fee Policy
 - Direct debit arrangement form or Centrepay Form (available on commencement)
- (ii) Requests for child care or kindergarten will be assessed to ascertain priority of access – refer Priority of Access Policy.
- (iii) If a placement becomes available a member of the Young Adventurers staff will contact the parent/guardian either personally, or by phone, to ensure that all relevant factors are considered in determining the placement. And parents will be invited to visit the service for a brief tour. At this time the parent/guardian will have five working days to accept the placement directly with the Service or the offer will expire. This is to ensure the expedient placement of children from our waiting list.
- (iv) Once a placement offer is accepted arrangements will be made for authorisation from the parent/guardian to pay two weeks fees in advance using the Services compulsory

direct debit system or another alternative fee paying arrangement such as a Centrepay agreement. If at this time the childcare subsidy is not yet in place parents/guardians will be required to pay full fee. Any childcare subsidy amounts forwarded from Centrelink for families will be credited to the families account.

Formal enrolment process:

- Family lodges a Child Care Subsidy claim with Centrelink/Department of Human Services
- Centrelink/Department of Human Services assesses the Child Care Subsidy claim
- The Service submits a proposed enrolment to Centrelink/Department of Human Services.
- Centrelink/Department of Human Services receive the enrolment and sends a confirmation request to the parent or guardian via the MyGov app.
- The parent or guardian agrees to the placement by confirming the enrolment details in their MyGov account or Centrelink online account.
- Centrelink/Department of Human Services receives the confirmation from parent or guardian and will notify the Service provider.
- At commencement of placement parents claiming childcare subsidy will also be required to sign a digital or hard copy Complying Written Arrangement (CWA) form.
- The parent or guardian will be required to pay the first two weeks of childcare fees in advance to the Service prior to the child commencing their placement unless alternative arrangements have been made with the Service.
- The Service then lodges a claim with Centrelink/Department of Human Services for the families eligible childcare subsidy to be paid directly to the service following the submission of attendance data to Centrelink/Department of Human Services on a regular basis.

Enrolment process



Minor variations in the enrolment such as extra casual days can be added to an enrolment without the need for a new CWA Form however any permanent changes to a booking such as more or less days will require a new CWA Form to be signed by both the parent or guardian and Service and submitted to Centrelink/Department of Human Services for approval.

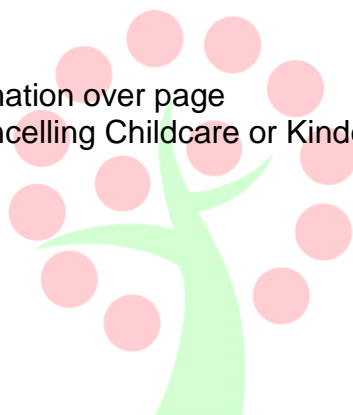
In some cases a parent or guardian will not be eligible for childcare subsidy payments such as when their income is above the threshold or they do not have permanent residency or if their child is not up to date with their immunisations. Parents or guardian must still contact Centrelink to determine their eligibility. If Centrelink/Department of Human Services determine a parent or guardian is not eligible for childcare subsidy payments then the Service's full fee will apply. Children who are not up to date with their immunisations and aren't on an approved catch up schedule are not able to enrol in an early childhood service – refer Immunisation Policy for more information.

Staff may request at any time for a new enrolment form be completed such as when a parent or guardian's circumstances or address/contact details change. For more information on the enrolment process see the following diagram or go to www.education.gov.au/childcare

A copy of children's enrolment forms will be provided to the educators at the Service in order to ensure a child's health care needs and emergency contact information is available to educators.

Immunisation – see information over page

Cancelling care – see Cancelling Childcare or Kindergarten policy



Young Adventurers

Early Childhood Services

From 1st January 2016 the Australian Government introduced the 'No Jab, No Play' policy which stipulates that to have an enrolment confirmed for a child in long day care, kindergarten, family day care or occasional care, parents/carers have to provide the service with:

- a current Immunisation History Statement from the Australian Immunisation Register (AIR); AND
- the statement must show that the child is up to date with all vaccinations that are due for their age, or that they are able to receive.

The Immunisation History Statement from the AIR lists the vaccines the child has received and, if applicable, which vaccines are due in the future and when. Medical exemption may also be listed, where applicable.

An Immunisation History Statement from the AIR is the only type of immunisation record accepted by early childhood and care services for the purposes of confirming enrolment and must be provided within the two months prior to the child starting at the service.

The Medicare logo and Australian Government crest must be present and identifiable to be considered a valid Immunisation History Statement. For example, if the statement is page two of a letter from Medicare, both pages need to be presented to the service to confirm enrolment.

On 28 February 2018, the 'No Jab, No Play' legislation was amended to make it that an Immunisation History Statement from the Australian Immunisation Register (AIR) is now the only form of documentation accepted for the purpose of enrolling in an early childhood education and care service. Previous forms of documentation, for example a letter from a GP or local council, are no longer accepted.

The 'No Jab, No Play' law aims to improve vaccination rates and reduce the prevalence and spread of disease.

From January 1, 2016 "conscientious objection" will be removed as an exemption category for the Child Care Subsidy payment and the Family Tax Benefit Part A end-of-year supplement.

Immunisation requirements for the payment of FTB Part A end-of-year supplement will also be extended to include children of all ages.

Existing exemptions on medical or religious grounds will continue, however a religious objection will only be available where the person is affiliated with a religious group where the governing body has a formally registered objection approved.

This new policy means vaccine objectors will not be able to access these government payments. The new policy will tighten up the rules and reinforce the importance of immunisation and protecting public health, especially for children.

There are some children in the community whose families face difficulties accessing vaccinations and/or the required documentation to prove immunisation status.

Under the legislation, some families are eligible to enrol and commence at the childcare/kindergarten service, under a 'grace period' provision, while they bring their

children's vaccinations up-to-date and/or obtain the required documentation. Early childhood education and care services, with help from the Departments of Health and Human Services and Education and Training, will support families of children who are not up-to-date with their vaccinations and provide them with information as to where they can access vaccinations.

Children experiencing vulnerability and disadvantage are eligible to enrol in a service under a grace period, without having provided proof of up-to-date immunisation. The grace period provisions allow the family to continue to access early childhood education and care services while receiving information and assistance to get their child's immunisations up to date and to obtain the required Immunisation History Statement from the AIR that needs to be provided to the service.

Families who meet any of the following criteria are eligible for the grace period:

- Evacuated children
 - Children evacuated following emergency (such as flood or fire)
- Children in emergency care
 - Children in emergency care (for example, emergency foster care) under the Children, Youth and Families Act 2005
- Children in the care of an adult who is not their parent
 - Children in the care of an adult who is not the child's parent due to exceptional circumstances such as illness or incapacity
- Aboriginal and/or Torres Strait Islander children
 - Children identified by their parents as Aboriginal and/or Torres Strait Islander
- Other children experiencing vulnerability or disadvantage
 - Children who hold or whose parents hold a health care card, pension concession card, Veterans Affairs Gold or White card
 - Children from a multiple birth of triplets or more
 - Children who are refugees or asylum seekers
 - Children known to child protection and children who are on or who have been on a Child Protection Order and children in or who have been in foster care or out-of-home care
 - Children who have a report made about them under the Children Youth and Families Act 2005
 - Families that have received support through Family Services including ChildFIRST (Orange door) Services.

The grace period is for 16 weeks commencing from the date that the child first attends the service. During the 16 week grace period parents/carers should endeavour to have their child vaccinated if required, and/or obtain the required Immunisation History Statement from the AIR and provide it to the service. Early childhood services can provide parents/carers with support and information to do this. During the 16 week grace period, early childhood education and care services are required to take reasonable steps to obtain the required Immunisation History Statement from the AIR.

References:

Education and Care Services National Act 2010
Education and Care Services National Regulations 2011
National Quality Standard for Early Childhood Education and School Age Care
Immunisation Enrolment Toolkit for early childhood education and care services State of Victoria Department of Health and Human Services 2016

In July 2018 with the introduction of the new Childcare Subsidy legislation the Australian Government removed mandatory requirements stipulating which children should be prioritised for available childcare places.

Instead the Australian Government has provided recommendations on which groups of children Service Providers should consider prioritising in relation to providing available places.

The recommendations (not mandatory) for childcare placements are as follows:

Children who are:

- at risk of serious abuse or neglect
- a child of a sole parent, who satisfies, or parents who both satisfy, the activity test through paid employment.
- Any other child

In relation to Kindergarten placements

When demand exceeds availability, the Approved Provider will refer to the Service's Priority of Access Policy in relation to Kindergarten placements.

In addition the Service Provider will prioritise enrolment applications for children for the Kindergarten program who:

- have received funding for a second year of kindergarten
- who were eligible to attend in the previous year but deferred or withdrew from the service prior to the April data collection
- date order of submitted applications with older children offered placement before younger children
- children who have siblings already enrolled at the service
- children who have had previous attendance at the Service for childcare or Early Start Kindergarten

Placements will not commence until the family has confirmed a formal enrolment (CWA) with Centrelink unless the child is not eligible for a CWA enrolment but is eligible for a Relative Arrangement (RA) 'informal' enrolment with the service. For more information on CWA and RA enrolments refer to the Child Care Subsidy Policy or go to <http://guides.dss.gov.au/family-assistance-guide/4/13/2/20>

References:

Child Care Service Handbook available from www.education.gov.au

The Australian Government has payments available to families to assist with the cost of child care - the new Child Care Subsidy (CCS) introduced from 2nd July 2018.

CCS will be administered according to Commonwealth Government guidelines outlined in the Child Care Service Handbook (NQS QA 7).

It is the responsibility of families to contact Centrelink to enquire about their eligibility for CCS and to maintain current assessment. This contact includes the family notifying Centrelink of their intention to use the Service and provide an estimate of their income and activity (refer to Centrelink for more information on the 'Income' & 'Activity' test).

Child Care Subsidy is available to eligible families including Kindergarten families choosing Option 1,2 or 5 and is taken directly off your child care or Kinder fees. Please contact Centrelink to check your eligibility prior to enrolment. Child Care Subsidy amounts are forwarded directly to the Service in arrears after a child's attendance.

Child Care Subsidy amounts are decided by Centrelink not Young Adventurers Early Childhood Education Services.

Our Service requires payment from families two weeks in advance and is based on a Child Care Subsidy estimate only. Any failure by Centrelink to forward Child Care Subsidy amounts to the Service due to a parents/guardians eligibility including the amount of child care subsidy paid to the Service will result in the parent/guardian being billed for this outstanding amount.

As part of the Government's new Child Care Subsidy package some families may be eligible for greater fee assistance during times of disadvantage. Families can enquire directly with Centrelink.

Services are required to obtain information from parents/guardians in order to be able to pass on any Child Care Subsidy payments this includes the parent/guardian and child's Centrelink Reference Numbers (CRN's) and date of birth. This information is collected during enrolment and used by the Service to link any Child Care Subsidy payments from Centrelink to the Service's compulsory Child Care Management Software program.

Parents/guardians will be responsible for confirming their enrolment/booking details via the MyGov app or directly with Centrelink before any Child Care Subsidy payments will be made to the Service on families behalf. For more information please contact Centrelink.

References:

www.mychild.gov.au

Child Care Service Handbook 2012-2013

Commonwealth Family Assistance Law

Cancelling Child Care or Kindergarten

July 2019

When cancelling child care or kindergarten arrangements with our Service, parents must notify the Service with at least two weeks notice. Notice to cancel care arrangements may be given in writing or verbally. Parents/guardians are not required to provide a reason for the cancellation however in the interests of improving our service parents/guardians may be asked for the reason why the booking is no longer required & to ensure they do not attempt to claim Child Care Subsidy from more than one Service for the same booked period.

Should the child not attend on the final days of this notice period, no Child Care Subsidy can be claimed for the non-attendance days, and the family will be charged the full fee for all absences since the last attendance day (NQS QA 7). This rule is a requirement under the Service's agreement with the Department of Education and Training who issue the Child Care Subsidy under Family Assistance Law. If notice is not given the full scheduled fee will be charged for the normal booking for a period of two weeks. Our nominated third party Debt Collection Service will be notified to recover any unpaid fees if a family has left the Service with outstanding fees including Child Care Subsidy amounts estimated by the Service in advance but not forwarded by Centrelink due to changes in a parent/guardian's eligibility. As part of the Government's new Child Care Subsidy package some families may be eligible for greater fee assistance during times of disadvantage. Families can enquire directly with Centrelink.

On occasion the Service may become aware that a child is not settling into the program and may feel that continuation in the program could be detrimental to the health, safety and wellbeing of that child or other children or adults. We acknowledge that all children have the right to access our programs and will make every effort to ensure a child settles into our Service however sometimes this is not always possible. In the unlikely event that this situation occurs the following steps may be taken:

The Approved Provider may request that the family cancel the child's placement for a short period of time. The parent will not need to give the required two weeks notice however depending on vacancies the Service may be unable to hold a position open for this child. When a situation such as this occurs every effort is made by the Approved Provider in collaboration with the child's Lead Educator and family to determine the best outcome possible for the child and for any other person involved. Additional inclusion support may be available to the Service to support a situation such as this by providing funding for additional educators or resources however this can only be accessed with permission from the child's parent/guardian and an application must be made to the relevant organisation for approval. In some instances the Service may request a parent/guardian seeks a referral from their child's doctor to a paediatrician who can provide more specialised advice and support. A paediatrician can access additional support for the child on the family's behalf such as early intervention services and/or speech therapy, physiotherapy or occupational therapy. A behaviour management plan which will be reviewed weekly may also be written at any stage during this process by the Service in collaboration with the child's family to assist the child to continue their placement at the Service.

At times Centrelink may cancel a child's enrolment due to factors between Centrelink and the family. In this instance care can no longer be provided. Families are liable to pay any outstanding fees including fees incurred during the notice period and including any outstanding subsidies not paid by Centrelink to the Service following a child's attendance.

References:

Department of Education and Training & Child Care Service Handbook
National Quality Standard for Early Childhood Education and School Age Care

The following procedure for accepting or refusing authorisations will assist educators and parents/guardians to understand exactly what they need to do. The Service will seek to ensure parents /guardians give their authorisation for specific activities and /or decisions (NQS QA 2).

Authorisations can only be given by:

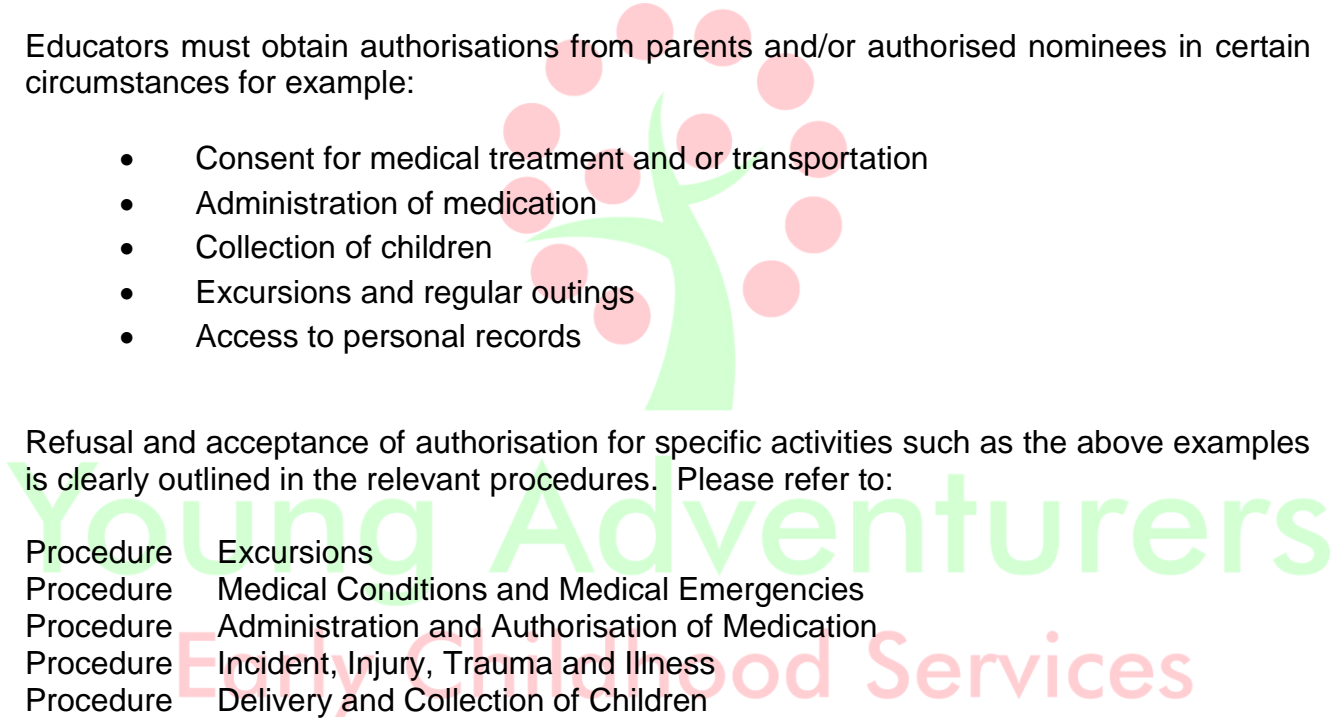
- (i) a parent of the child; or
- (ii) an authorised nominee named in the child's enrolment record who is over 18 years of age.

As per Regulation 99(5) **parent** does not include a parent who is prohibited by a court order from having contact with the child.

Educators must obtain authorisations from parents and/or authorised nominees in certain circumstances for example:

- Consent for medical treatment and or transportation
- Administration of medication
- Collection of children
- Excursions and regular outings
- Access to personal records

Refusal and acceptance of authorisation for specific activities such as the above examples is clearly outlined in the relevant procedures. Please refer to:



Procedure	Excursions
Procedure	Medical Conditions and Medical Emergencies
Procedure	Administration and Authorisation of Medication
Procedure	Incident, Injury, Trauma and Illness
Procedure	Delivery and Collection of Children

Educators have a responsibility under the Education and Care Services National Law to refuse any authorisation that is incomplete or not valid.

References:

Education and Care Services National Act 2010
Education and Care Services National Regulations 2011
Education and Care Service National Law Act & Regulations 2010
Revised National Quality Standards for Early Childhood Education 2018

Delivery and Collection of Children

July 2019

For the wellbeing and protection of children, sound arrival and departure procedures are required. Educators must ensure that a child who is being educated and cared for by the Service does not leave the Service except in accordance with Regulation 99 (NQS QA 2). The child may only leave the relevant premises if the child –

(a) Is given into the care of -

- (i) A parent of the child; or
- (ii) An authorised nominee/guardian named in the child's enrolment record; or
- (ii) *A person authorised by a parent or authorised nominee/guardian named in the child's enrolment record to collect the child from the premises

*This person must be aged 16 years or above; or

(b) Leaves the premises in accordance with the written authorisation of the child's parent or authorised nominee/guardian; or

(c) Is taken on an excursion in accordance with this Division

(d) Is given into the care of a person or taken outside the premises-

- (i) Because the child requires medical, hospital or ambulance care or treatment
- (ii) Because of another emergency

As per Regulation 99(5) **parent** does not include a parent who is prohibited by a court order from having contact with the child.

Procedure

1. All children are to be signed in on arrival and out on departure from the Service by the parent/guardian using the electronic KIOSK service provided by the Provider.
 - i. In the instance that the parent/guardian is unable to sign a child(ren) in or sign out electronically an educator or staff member may sign the child(ren) in or out on the parent or guardian's behalf provided that the educator or staff member ensures the child only leaves the premises with an authorised person.
 - ii. Alternatively if the KIOSK system is unavailable or not working a parent or guardian may sign a child in or out manually making a written record of the sign in or out times. Once the KIOSK system is working again the child will be signed in or out by an educator or staff member and a parent or guardian will confirm this the next time they access KIOSK.
2. Parent/guardian must ensure that the actual time of arrival is recorded properly on the KIOSK or manual sign in system when the child arrives at the Service and again on departure or when confirming an attendance following a child(ren) being signed in or out by an educator or staff member. Room Leaders are to check the KIOSK system and/or attendance records on a regular basis to ensure that parents/guardians are signing in and out correctly and that all children in attendance have been signed in correctly. Any educator or staff member

authorised by the Approved Provider has access to the KIOSK system to check children's attendance numbers throughout their shift.

3. When a child leaves the Service, the educator must ensure that the person who receives the child is the child's parent/guardian or a person who is authorised in writing by the child's parent to receive the child. Authorised persons collecting children should be capable of acting in a responsible manner and be at least 18 years of age.
4. If in the event of unforeseen circumstances parents request another person to collect their child that is **not** an authorized person on the child's enrolment form, the parent must;
 - (a) Contact the Service and notify the name of the person to collect the child/children and time.
 - (b) Ensure the person collecting the child has and shows photo identification of themselves to the Educator.
 - (c) Must add this person to the enrolment record on their next visit and provide approval in writing for this particular day. This written approval is added to the child's file.
5. If parents have **not** contacted the Service to confirm late collection and the child is not collected from the Service prior to the designated closing time of 6pm the educator will prior to closing time;
 - (a) Attempt to contact the parents by phone in the first instance ten minutes prior to 6pm.
 - (b) Attempt to contact the child's emergency contacts
 - (c) Notify the Approved Provider (if applicable to the after hours mobile contact number)
 - (d) If all attempts to contact the parent/guardian or emergency contact fails and the child has not been collected from the Service by 6.15pm the educator will notify the Police.
 - (e) All children must be off the premises by 6pm. A written warning will be given to parents/guardians who fail to collect their child by the 6pm closing time. Termination of the enrolment may occur if families fail to collect their child by the 6pm deadline and contact has not been made with our service or prior breaches have occurred and the required 2 weeks written notice of cancellation of service may be waived. A late fee will apply for all children who remain on the premises for any period past the designated 6pm closing time (see our current Fee policy available on our website www.youngadventurers.com.au). The implementation of a late fee is used as a deterrent but does not enable families to arrive after the 6pm deadline.
6. If a non-custodial parent demands a child to be handed over, the educator is to explain that they are not authorised to do so and ask the requester to contact the custodial parent to make arrangements. If there is any threat to the educator, Staff member or any other child, parent, students or visitor to the Service the educator is to allow the child/children to be taken and immediately contact the custodial parent (if they cannot be reached the emergency contact should be notified); then the Approved Provider and Police (if deemed appropriate).

7. The educator should then complete an Incident Report and where appropriate notify the Regulatory Authority of the serious incident using the NQAits portal via the ACECQA website.
- 8 This Service is equipped with a Security System linked to an external Security Service. In the event that an educator feels threatened by anyone at or outside of the Service contact can be made with the Security Service using a specifically designed button located at the service in several locations at which time the Security Service and/or Police will respond.

References:

Australian Children's Education & Care Quality Authority
Department of Education and Training Loddon Mallee Team North Western Victoria
Education and Care Services National Act 2010
Education and Care Services National Regulations 2011



Young Adventurers

Early Childhood Services

The Approved Provider is responsible for ensuring that an educational program based on an approved learning framework is delivered to all children in attendance at the Service.

The National Quality Standard outlines the importance of education and care services providing an educational program and practice that is stimulating and engaging and that an approved learning framework informs the development of a curriculum that enhances each child's learning and development (NQS QA 1).

Indoor and outdoor spaces should be designed and organised in ways to engage every child in quality experiences in both built and natural environments.

Play Based Learning

The development of a play based learning program forms the vision of both the National Early Years Learning Framework and Victorian Early Years Learning and Development Framework.

Skilled educators familiar with the benefits of the play based learning philosophy design play opportunities based on children's interests and skills using every day materials that children are familiar with in the home and in the community. Research indicates that children who participate in play based learning experiences tailored to meet individual interests and needs are more likely to learn than when they are exposed to more academic teaching methods such as in a classroom situation or where children are expected to meet a number of predetermined group goals that are usually adult initiated and adult driven.

Play based learning supports opportunities for children to interact with others, develop communication strategies and work in collaboration with peers and adults. It can foster literacy, numeracy and the development of scientific concepts. As children are empowered to make decisions and initiate play, they become confident and motivated learners. This in turn fosters responsibility and self-regulation. Play also provides children with many opportunities to resolve conflict, challenge unfair play and embrace diversity.

The educator's role in supporting play based learning is vital including planning for and providing open ended learning experiences such as art, dramatic play, sensory play and construction. These experiences and the materials involved enable children to self-select materials and play independently and enable children to transform play spaces; to play for extended periods of time without interruption; allowing children to work alone or with others; catering for different abilities and learning styles; connecting experiences to children's lives; linking children's investigations to key learning areas or outcomes in the relevant frameworks and offering flexible routines that have minimal disruption to children's play.

While children's interests form the basis of the program, the environment needs to be carefully planned and presented in ways that are inviting to young children. All experiences are based on supporting a balance of child and adult initiated ideas and investigations, and utilise the indoor and outdoor areas equally. As each child's skills and knowledge can differ greatly within each group, an effective play based program actively supports and includes all children. A key element of the play based program is the opportunity for children to pursue their interests for extended periods of time. Many programs for children rely heavily on themes, pre-planned activities and constant change. Regardless of how often children attend the program, it is vital for play spaces and experiences to be offered over extended periods. This enables children to fully explore materials and master new skills through

repeated practice. When guided by children, the educator will soon become aware when experiences and materials need to be changed, extended or removed from the program.

Children should be active contributors to individual and group documentation, and families should also be encouraged to share and exchange information with educators. Documentation should enhance children's learning and provide positive accounts of children's participation in the program.

Educational Program Indoors

Educators must ensure that there is sufficient space and the appropriate amount of resources to provide an indoor program that is stimulating and meets the individual strengths, interests and needs of children in the group including ensuring the room is well ventilated and has adequate natural light and is maintained at a temperature that ensures the safety and wellbeing of children (Regulation 110).

Educational Program Outdoors

Educators must ensure that children have the opportunity to play outdoors. Outdoors provides the space usually required for children to participate in types of physical activity that promotes a healthy lifestyle. Children also have opportunities when outdoors to develop and understanding and appreciation for the natural world (NQS QA 3).

Indoor/outdoor play

Our Service philosophy is to ensure that all children have an opportunity to play both indoors and outdoors and interact and engage with nature. For this reason educators are encouraged to implement simultaneous indoor/outdoor play wherever possible.

The decision to provide opportunities for children to play both indoors and outdoors simultaneously will be at the discretion of the Lead Educators. Factors that need to be considered include ensuring there are appropriate weather conditions for children to play safely and comfortably and that Educators are able to adequately manage the supervision of all children within the group.

Our playgrounds are designed to allow children to play both undercover or out in the open in which case appropriate sun protection or protection from harsh weather conditions may be required (refer Sun Protection procedure). Parents will be encouraged to provide a spare change of clothing for their child to be kept in their bags. A small number of spare jumpers, rain jackets, gumboots, tracksuits and t-shirts will be available at the Service for Educators to access if required to ensure children can play safely and comfortably. It is the responsibility of the parent/guardian to ensure they pack clothes that are suitable for children to play in safely and comfortably. Due to the nature of our programs children will be exposed to water play and messy play such as painting, craft, sand play or digging outdoors and parents/guardian should dress their child accordingly.

There are a number of regulations that make reference to an educational program.

- I. Regulation 73 - the provision of an educational program that contributes to children's development in relation to the five learning outcomes.
- II. Regulation 74 – assessments of needs, interests, experiences and participation in the program and the progression against the outcome areas are documented.
- III. Regulation 75 – information about the educational program is displayed or available.
- IV. Regulation 76 – information about the program is given to parents on request.

The requirements of an educational program include:-

- Being based on an approved learning framework.
- Incorporating the developmental needs, interests and experiences of each child.
- Contributing to the five outcome areas as identified in the Early Years Learning Framework, Belonging, Being & Becoming 2009 and the Victorian Early Years Learning and Development Framework 2016.
 - Children have a strong sense of identity
 - Children are connected with and contribute to their world.
 - Children have a strong sense of wellbeing
 - Children are confident and involved learners
 - Children are effective communicators
- Engaging children and enhancing their learning.
- Ensuring that every child is supported to participate in the program.

General Information:-

- Educators need to think about what is offered to children and why.
- An educational program is guided by a continual process of planning, documenting and evaluating children's learning.
- Working in partnership with families, educators use the learning outcomes to guide their planning for children's learning and to ensure that children have access to opportunities that are relevant to them, respectful of their background and recognise and build on their current interests and abilities.
- Reflective practice provides educators with an opportunity to consider how they can contribute to and influence the educational program to best meet the needs of individual children and to improve their own practices.
- Children are active participants and decision makers as part of the program planning process.
- Documentation assists in making learning visible.
- Each educator will have their own individual approach for planning and documenting their program.
- For educators to be able to explain their program, the planning method must make sense to them.
 - Can you explain your program to someone else?
 - If you looked back on previous programs, does it make sense to you?
 - Are you capturing significant learning and moments in time?
 - Educators can't record everything, however is there relevance / importance / significance to what you do record?
- Information about the education program must be available for inspection.
- The Approved Provider will provide ongoing support and guidance to educators to assist them to develop an appropriate educational program.

Educational Leader

- An Educational Leader appointed by the Approved Provider will lead the development and implementation of educational programs in the service ensuring that all educators have access to the educational leader (Regulation 118).
- The Educational Leader will be provided with four hours non-contact time per week to undertake the additional duties associated with the role of the Educational Leader. This time may be spent supporting other educators with their program and/or researching and providing opportunities such as training/professional development; gathering additional resources and/or equipment or networking with other education

and care services to develop a positive learning community that supports continuous improvement.

- The Educational Leader will be familiar with a wide range of programming styles and supporting frameworks and support all educators to implement programming styles based on individual educator's level of skill, knowledge and experience. Whilst there is not just one way to record an educational program all educators must be able to communicate all facets of the program to other educators, staff, children and families with a view to gaining feedback and developing a positive attitude towards continuous improvement including regular critical reflection and setting goals in conjunction with the Approved Provider and Educational Leader to ultimately improve learning outcomes for children.

Planning non-contact time

- There are minimum requirements in the Educational Services (Teachers) Award 2010 and the Children's Services Award 2010 to ensure that Lead Educators are provided with non-contact time to undertake duties associated with programming and planning an educational program at the Service. All Lead Educators will be provided with non-contact time to contribute to the planning process in consultation with the Approved Provider or Nominated Supervisor and supported by the Educational Leader.
- Where possible provisions are also made for assistant educators to be allocated non-contact time on a regular basis to contribute to the planning process. Involving all educators in the planning process helps to enhance our programs and provides opportunities for the Educational Leader to promote the benefits of our educational programs and documentation processes with all of our team.

Outdoor veranda areas

In calculating the space available for children to access the educational program this Service has requested that a small portion of our outdoor undercover veranda areas be used in calculating the total area of usable indoor space for children. The decision to include some of the outdoor undercover areas in calculating the indoor floor space was made to allow for the introduction of solid cots in the 0-3 year room whilst maintaining the number of licenced places at the Service. All children have access to the outdoor undercover veranda areas from their rooms and are encouraged to move about freely between the indoor and outdoor spaces during the day taking into account appropriate clothing and weather conditions.

If the weather conditions are not favourable and children are required to stay indoors for their safety and wellbeing the indoor foyer area can be utilised temporarily to provide additional space for children to play safely. Activities in the foyer area can include music, craft and a quiet reading or puzzle space.

Educators may choose to utilise the foyer area at any time that they feel children in the group want some additional space or time away from the larger group. Educator-to-child ratios are to be maintained at all times including when children access the foyer space to ensure children are well supervised particularly if a parent or visitor enters or exits the premises via this space.

References:

Early Years Learning Framework. Belonging, Being & Becoming 2009
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011
National Quality Framework Checkpoint Series – Educational Program
Victorian Early Years Learning and Development Framework 2016

Relationships with children/interactions with children/inclusive practice

July 2019

Our Service 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, students and volunteers at the Service.

Educators must ensure the environment is relaxed and happy; routines including mealtimes are relaxed and unhurried and educators take the time to sit and talk with children, educators respond sensitively and appropriately to children's needs and efforts, encourage children to have their own ideas, thoughts and comments, support and value children's input into the program including contributions by the child and family about their cultural practices and home life which can contribute to the program, encourage and support babies, toddlers and children to develop language in a variety of ways to communicate their needs; develop a positive relationship with families.

All children will have equal access to our Service without discrimination, due to disability, race, religion, social/economic status or family ties. Diversity will be valued. Interactions with children will be respectful. Educators and staff will strive towards developing positive relationships with children at the service by meeting the National Early Childhood Education & Care Services Act & Regulations, National Quality Standards, Service Policies & Procedures, Child Safe Standards including reporting concerns of child abuse or neglect, United Nations Convention on the Rights of the Child and Early Childhood Australia's Code of Ethics.

When in care children will be respected for the individuals they are, and provided with experiences and care that meets their needs and have access to an inclusive care environment (NQS QA 5).

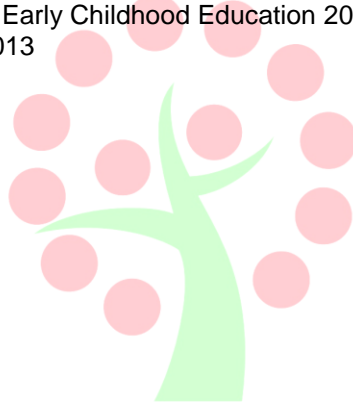
Children develop a sense of belonging and confidence when they feel accepted for who they are. Children develop attachments and trust those who care for them when they feel safe, secure and supported (EYLF, 2009). Ultimately a child's self-esteem is critical to their capacity to develop a positive image about their own abilities, interests and personal future (Framework for School Age Care).

- i) All educators and staff, students and volunteers will actively promote
 - A sense of belonging for each child
 - Acceptance of individuality
 - Plans for meeting individual needs
 - Access to all aspects of child care including opportunities for interaction with other children and adults
 - Encourage independence in children including self-help skills such as feeding self, dressing self and looking after their own belongings.
- ii) Our Service will seek support from relevant agencies when assistance is required or requested.
- iii) Parents are to provide our Service with as much information as possible regarding their child/ren and provide regular updates to ensure information is current.

- iv) Parent/guardians in collaboration with educators and staff will plan for care to ensure a smooth transition for each child into our Service. Parents are encouraged to visit the Service prior to accepting a placement at which time an educator or staff member will discuss their child's needs and how the Service can best meet these needs. Consideration should be given to appropriate referrals and joint planning strategies available for each child.
- v) Educators will maintain accurate information and observations of children's behaviours and incidents.

References:

Early Years Learning Framework - Belonging, Being & Becoming, 2009.
My Time, Our Place 2010
Education and Care Service National Law Act & Regulations 2010
Revised National Quality Standards for Early Childhood Education 2018
Child Care Services Handbook 2012-2013
Child Safe Standards 2016
Code of Ethics



Young Adventurers

Early Childhood Services

Behaviour guidance is all the things that educators do or say to help children learn and demonstrate acceptable behaviour. The aim is for children to improve guiding and controlling their own behaviour and to rely less on educators to guide them. This takes a long time and means that the child needs to not only understand what is acceptable but also needs to develop the willpower or self-control to manage their own behaviour.

Behaviour guidance is part of the relationship between educators and their daily interactions with children, including babies and toddlers. A positive approach by educators, staff and families to guiding behaviour builds children's confidence and self-esteem and is based on the development of caring, equitable and responsive relationships between adults and children (NQS QA 5).

Care of every child is to be positive and encouraging. Children must be provided with developmentally appropriate environments to support positive behaviour. A consistent approach to discipline whereby consequences are relevant to behaviours will be implemented and parents will be kept informed.

It is an offence under the Education and Care Services National Act and Regulations for educators to use inappropriate discipline with children. Under no circumstances will any form of corporal punishment, immobilisation or any other frightening or humiliating techniques or any discipline which is unreasonable in the circumstances be used to discipline or punish a child.

Purpose

- For educators to communicate with each child, that they are valued for mutual trust and respect to develop and advance children's feelings of self-worth.
- For educators to encourage children to express themselves and their opinions.
- For educators to allow children to undertake experiences that develop self-reliance and self-esteem
- To ensure that all children are given positive guidance towards implementing socially acceptable behaviour.
- To ensure that expectations of behaviour are individually and culturally appropriate.
- To acknowledge that behavioural 'mistakes' are normal.
- To recognise opportunities to guide a child towards appropriate behaviour.
- Learning occurs during social experiences and requires the educator and child to have a "say" during problem solving.
- Educators will respond to children with respect and role model appropriate behaviour
- Educators maintain at all times the dignity and rights of each child.
- Students and volunteers will have access to a copy of the Services policies and procedures to read including ensuring they have a good understanding of the Services Behaviour Guidance procedure.

Procedure

Educators are to be aware of positive guidance techniques and have developmentally appropriate expectations. Food is not to be used as a reward, incentive or for comfort, instead children are given positive feedback and encouragement.

Educators, staff and parents share information to ensure an awareness of anything that may be affecting a child's behaviour. This could include cultural, environmental or stress considerations. Children are given choices – this allows them to experience any consequences of their decisions and to develop responsibility (EYLF, 2009). If additional resources are required to keep children engaged, educators can make a request to the Approved Provider or Nominated Supervisor. Regular team meetings or planning sessions should be used to 'brainstorm' behaviour management techniques.

Behaviour techniques such as using visuals and social stories in everyday routines assist both verbal and non-verbal children with their understanding. Tucker Turtle is a social story that children can easily follow which illustrates how children who are feeling angry can tuck themselves in tight, take 3 breaths and unwind. Educators are encouraged to share the 'Tucker Turtle' social story with children throughout the year to help children express their feelings in a safe and supportive way. Children can be supported to manage their behaviour by following the steps in the Tucker Turtle story:

Step 1: Recognise their feelings

Step 2: Think 'Stop'

Step 3: Tuck inside their shell and take 3 deep breaths

Step 4: Come out when calm and think of a solution – Get a teacher

- Ask nicely
- Ignore
- Play
- Say 'Please Stop'
- Say 'Please'
- Share
- Trade a toy/item
- Wait & take turns

When challenges occur suggested guidance includes:

- Acknowledge children's feelings
- Explain appropriate behaviour
- Use a non-threatening tone at all times including when inappropriate behaviour reoccurs. Include visuals and social stories where possible
- Set limits
- Re-direct children and assist them if needed to engage in alternative play or to re-engage successfully
- Provide child with private space
- Allow child time to adapt behaviour – be patient

The Government provides an Inclusion Support Program and Victorian Kindergarten Inclusion Support Program for licenced Services where educators can access additional resources and support for children with additional needs.

References:

Early Childhood Australia Procedure: Behaviour Guidance and Management

Early Years Learning Framework - Belonging, Being & Becoming

Positive Guidance of Children's Behaviour, PlayCARE

Principles of Guiding Children's Behaviour, Louise Porter

Positive Parenting

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

National Quality Standard for Early Childhood Education and School Aged Care

Center on the Social & Emotional Foundation of Early Learning Tucker Turtle Takes Time to Tuck & Think 2007

The National Quality Standard for Early Childhood Education & Care Services outlines the importance of providing outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources that are suitable, safe, clean and well maintained (NQS QA 3) and that each child is protected (NQS QA 2). This includes ensuring educators provide appropriate supervision of children to minimize hazards and reduce any risk to children's health, safety and wellbeing.

All children have a right to be safe when attending the Service. The Early Years Learning Framework for Australia states that when children feel safe, secure and supported they grow in confidence to explore and learn (EYLF, 2009).

Injuries do not just occur but are usually caused by hazards. A hazard is any object or situation that has the potential to cause an injury. Effective supervision by educators can minimize hazards and ensure children can play safely.

Supervision

Active supervision is one of the most basic and important priorities in education and care services. A duty to take reasonable care of a child exists at all times the child is in the care of the service. One part of this reasonable level of care is that the approved provider, nominated supervisor and educators are each responsible for ensuring that children are actively supervised at all times that children are in the Service's care. This includes when the children are indoors or outdoors on the premises, as well as when they are on an excursion, including an excursion that is a regular outing onsite or away from the service.

Active supervision means that an adult can respond immediately including when a child is distressed or is in a hazardous situation. Active supervision is constantly observing and relating to individual children and groups of children to contribute to their safety, health and wellbeing.

Higher risk activities will require increased supervision such as educators standing or sitting alongside children to support children during the activity should they require it or may require additional educators such as during excursions, incursions or water based activities – refer to the Services Policies on Water Hazard & Water Safety; Risk Assessment for Excursions; Educator-to-child Ratios & Excursions Policy.

Lower risk activities must still be actively supervised however an educator may not be in the child's immediate vicinity but can observe what the child or group is doing.

For all service types, the adequacy of supervision is determined by a range of factors, including the following:

- Number of children
- Ages of children
- Abilities of children
- Number and positioning of adults
- Each child's current activity, for example, physical activities, art activities and playing with others
- Areas where the children are engaging in the activities, in particular the visibility and accessibility of these areas
- Adults' knowledge of each child and each group of children
- Experience, knowledge and skill of each educator
- Need for educators to move between areas.

Active supervision of children can be achieved in a variety of ways, including:

- Careful planning of rosters to ensure that educators are always available to respond to children.
- Policies and procedures that address supervision clearly.
- Flexible supervision arrangements to allow for supervision of individual children or small groups, such as sleeping children or indoor and outdoor experiences offered simultaneously.
- Close observation of children to provide support and to extend on children's play experiences. Educators who closely observe children and are attuned to their needs and interests can recognise when children wish to play without adult involvement.
- Actively engaging with children to support their learning. Effective supervision requires a combination of observation and engagement. Educators need to assess and respond to children's supervision needs in conjunction with engaging with children to promote quality learning opportunities.
- Scanning or regularly looking around the area to observe all children in the environment ensures that all children are actively supervised. Educators who are aware of the environment can identify appropriate positions for maximum vision of children. Educators should avoid standing with their backs to children and undertaking tasks that will distract them from supervising children, such as administrative tasks.
- Listening carefully to children and noting any changes of tone or volume in their voice. Noting these changes can assist in supervising children who may not be in direct vision.
- Evaluating situations to determine the potential risks and benefits for children's health, safety and wellbeing. Observing children's play and anticipating what may occur next allows educators to assist children as difficulties arise and to intervene when there is a potential danger to children.

Active supervision can contribute to building positive relationships between educators and children. When children are being supervised, there will be evidence of strong, mutually respectful relationships between educators and children.

For centre-based services educator to child ratios must be met whenever children are being educated and cared for by a service (section 169).

Undertaking a risk assessment is an essential part of planning a regular outing or an excursion. The risk assessment must take into account the levels of supervision and number of adults needed for the entire time the children are out of the service.

At certain times it may be necessary to undertake an additional assessment of how many adults are needed to supervise the children. This assessment of where and how the children are supervised must be carefully planned and communicated with other educators and/or any other adults who may be educating and caring for the children.

Cots/sleeping arrangements

When considering the supervision requirements of sleeping children, an assessment of each child's circumstance and needs should be undertaken to determine any risk factors. This will ensure adequate supervision practices are put in place to minimise any potential risks. This includes assessing how to respond quickly and sensitively to children's needs whenever children are sleeping. For example, a higher risk may be associated with small babies or children with colds or chronic lung disorders, therefore the child may require someone to stay near to them when they are sleeping to minimise any potential risk to the child. Educators must be able to demonstrate that they have an understanding of safe sleep practices and have identified and considered any risk factors and acted accordingly to address these factors.

Children sleeping in cots need to be supervised by ensuring an educator can see and hear any child sleeping. Bottles should be avoided in cots however if a child does have a bottle they must be supervised directly until the bottle is finished and the bottle is removed from the cot. No large toys or bumpers should be provided however cuddle blankets are acceptable.

The 0-3 year room of the Young Adventurers Early Childhood Service is an L-shaped room. This means that supervision should be heightened when a child moves into far corners of the room to play or rest or sleep. It is the policy of Young Adventurers Early Childhood Education Services that at least one educator remains within a close enough range that they can see and hear any child that is playing or resting or sleeping in this area. This heightened supervision practice is to ensure that children can continue to be visible to the educator when accessing this far area of the room. A large concave security mirror is also installed in this area to assist educators to view children in this part of the room from the children's bathroom at the far end of the room.

Nappy changing

Preparing for a nappy change is fundamental to maintaining an adequate level of supervision of children. This may involve ensuring that all of the required equipment is available and within reach prior to undertaking a nappy change. In preparing for a nappy change, educators may consider:

- Is there a sufficient supply of nappies within reach?
- Are there cleaning products within reach?

- Is the bin for the disposal of nappies close by?
- Is the change bench next to running water to clean the child or are there sufficient baby wipes close by for this purpose?

Educators may develop a procedure to ensure that the nappy change area is cleaned and restocked during the day to ensure that equipment required for nappy changing is available at all times.

Preparation and constant contact with the child are key in ensuring that children are effectively supervised during a nappy change.

While undertaking a nappy change the child should never be left alone on the change table and physical contact should always be maintained with the child. In some cases this may require the educators to position themselves so that they can safely change a child's nappy while maintaining supervision of the other children.

Educators may need to consider alternative arrangements for changing nappies in order to maintain this awareness; this would be part of the assessment of risk the educator has undertaken for that group of children. This may involve ensuring that another educator is available to supervise the other children.

Heavy children can be changed at floor level using the mat provided.

Wood heater in 0-3 year room

Our Service includes an inbuilt wood heater located in the 0-3 year room. The Service is also equipped with ducted heating in the rooms and a split system in the 3-4 year room.

Using the wood heater promotes a home like feel to the setting, is more economical and adds to the philosophy of our Service on supporting sustainable practices. The wood heater is guarded with a child proof guard specifically made for this purpose to prevent children touching the wood heater when in use.

Staff who are rostered on the early shift are responsible for determining if the wood heater will be used and in ensuring that it is lit safely and able to operate safely without any risk. Wood will be stored outside the 0-3 room in the service Area not accessible to children. Additional wood supplies will be located at the rear of the Service in another service area. Check wood for spiders/ants when bringing indoors.

Educators and staff are to report any concerns regarding the operation of the wood heater to the Approved Provider immediately. Matches, firelighters or other products or devices used to light the wood heater are to be stored in a locked cupboard inaccessible to children.

Excursions- including rear area of the site

Refer Young Adventurers Early Childhood Education Services Educator-to-child ratio and Excursions Policy.

Preventing injuries

The key to preventing injuries is adopting a risk management approach.

To minimise potential hazards educators will be required to

1. Conduct daily safety checks of the indoor and outdoor environments to determine any possible hazards or risks to children's health, safety and wellbeing. Our Service

is located in a semi-rural environment and as such educators and staff need to ensure they check the equipment and environment daily to ensure it is safe and free from spiders, snakes or other animals that could pose a risk to children. Sandpits should be covered when not in use to prevent contamination from animal matter. Check under toys/bikes, tyres, around sandpit and cubby areas. Actively supervise children both indoors and outdoors to ensure they can be observed at all times including during routines such as toileting, eating, washing hands, sleeping, playing.

2. Conduct a risk assessment for experiences which may be considered by the Approved Provider or Lead Educators to have a higher element of risk and/or challenge for the children in the group and include steps to ensure appropriate supervision is possible during the experience. This includes water based experiences. Set time frames for rectifying any identified risk and check that risk is addressed appropriately and in a timely manner.
3. Monitor the environment to ensure that toys and equipment are safe and in good condition. Equipment that may pose a risk to children and/or educators and staff should be removed from the play environment until a suitable solution is found to minimise the risk.
4. The Approved Provider will support educators and staff to understand requirements and standards in the Regulations and National Quality Standards in relation to providing a healthy and safe environment for children, educators, staff, families, students, volunteers and visitors to the Service including ensuring educators have an understanding of their responsibilities in relation to reporting possible child abuse or neglect to either Child protection or CHILDFIRST and adhere to the Child Safe Standards introduced by the Victorian State Government in January 2016.
5. Lead Educators in collaboration with the Educational Leader are to regularly research and provide information to other educators and staff on changes and updates to Regulations and standards. The Approved Provider will make every effort to ensure that educators and staff are aware of any changes to Regulations or standards.
6. Any issues of non-compliance or potential non-compliance identified by the Approved Provider or Nominated Supervisor and/or the Regulatory Authority are to be rectified as soon as possible.
7. Any concerns raised by educators, staff, students, volunteers, children or families regarding the safety of the environment including supervision practices need to be communicated to the Approved Provider as soon as possible to ensure the appropriate action can be taken as deemed necessary by the Approved Provider in collaboration with educators and staff.
8. Serious incidents regarding the health, safety or welfare of children at the Service must be reported to the Approved Provider as soon as possible and in writing if practicable at which time the Approved Provider will report the incident to the Regulatory Authority following the requirements of the National Law Act & Regulations – Serious Incidents (Regulation 12) using the NQAits portal via the ACECQA website.
9. A team elected Workplace Health & Safety Representative is provided with paid time during their shift to inspect the indoor & outdoor environments, to check for hazards, check first aid kits to ensure they are well stocked, go over any injury reports from children and staff to identify areas that can be improved to minimize risk & make recommendations to the Approved Provider.

Educators and Staff will

1. Comply with the Supervision & safety of the environment Policy.
2. At the beginning of the day when the Service opens conduct a safety check of the indoor and outdoor environments.
3. Ensure that the environment is safe by rectifying any identified issues.
4. Complete an excursion risk assessment prior to all events which must be submitted to the Approved Provider or Nominated Supervisor for approval prior to the excursion taking place. A risk assessment is only required for incursions that have a level of risk as determined by the Approved Provider and/or Nominated Supervisor and Educational Leader.
5. At least annually partake in professional development to ensure they are up to date with current procedures for reporting suspected abuse or neglect.

References:

Early Years Learning Framework. Belonging, Being & Becoming 2009

Education and Care Services National Act 2010

Education and Care Services National Regulations 2011

Kidsafe

National Quality Standard for Early Childhood Education & School Aged Care Factsheet QA2 Active Supervision: Ensuring Safety and Promoting Learning July 2017

The United Nations Convention on the Rights of the Child



Young Adventurers

Early Childhood Services

An important part of early childhood development is for children to have the opportunity to learn about the world around them outside of the Service. This knowledge can come from activities such as walks or visits to local parks, playgrounds, the library, tourist attractions or activities specifically aimed for young children to support their development and learning.

Participation in the community through excursions contributes to children's sense of belonging, being and becoming. Through excursions children develop a respect and enjoyment for outdoor environments and learn about their community (NQS QA 3).

Excursions also provide a great opportunity for educators and children to practice being safe pedestrians and car safety. Walking excursions also help in developing children's physical wellbeing.

Due to the various risks that may be encountered during an excursion Young Adventurers Early Childhood Education Services has applied the following requirements for educator-to-child ratios for Excursions including Water Based Specific Excursions

Young Adventurers Early Childhood Education Services exercises the following educator-to-child ratios during excursions:

- (a) 1 educator to 3 children under 3 years of age 1:3;
- (b) 1 educator to 5 children over 3 years of age 1:5.

The excursion ratio also applies to educators and children accessing the rear area of the Young Adventurers site at 24 Yana Street, Swan Hill. This is the area immediately outside of the fenced playground spaces where the vegetable gardens & orchard are located however still within the boundary of the property. In this situation where the children are remaining within the boundary of the property students, staff and volunteers may also form part of the educator-to-child ratio with at least one qualified educator included in the ratio.

The excursion ratio will apply for this rear area until such time as solid boundary fencing is in place and has been approved by the Regulatory Authority and amended on the Service's operating licence under the Education and Care Services National Law Act 2010 and National Regulations 2011.

Young Adventurers Early Childhood Education Services Excursion Ratio - Water Based Specific Activities

If the excursion is to a place where children are to swim or where there is significant hazard the following Water Based Specific Activities educator-to-child ratio must be:

- (a) 1 adult for every 2 children under 3 years of age
- (b) 1 adult for every 3 children over 3 years of age
- (c) The person in charge of the excursion must have a current resuscitation certificate and the knowledge and ability to implement water safety procedures
- (d) A Risk Assessment must be completed prior to the excursion (see Risk Assessments for Excursions procedure)
- (e) The educator must follow the Water hazard and water safety procedure.

Educators have a responsibility under the Regulations to ensure that any child who is being educated and cared for as part of the Service is not taken outside the Service on an excursion unless written authorisation has been provided as per Regulation 99 & 102.

The following authorisation and written permission must be obtained from parents for excursions.

1. The authorisation must be given and signed for by a parent or other person named in the child's enrolment record as having authority to authorise the taking of the child outside the education and care service premises by an educator and must state –
 - a) The child's name
 - b) The reason the child is to be taken outside the premises; and
 - c) The date the child is to be taken on the excursion (unless the authorisation is for a regular outing)
 - d) A description of the proposed destination for the excursion; and
 - e) The method of transport to be used for the excursion; and
 - f) The proposed activities to be undertaken by the child during the excursion; and
 - g) The period the child will be away from the premises; and
 - h) The anticipated number of children likely to be attending the excursion; and
 - i) The anticipated educator-to-child ratios for the number of educators attending the excursion to the anticipated number of children attending the excursion; and
 - j) The anticipated number of staff members and any other adults who will accompany and supervise the children on the excursion; and
 - k) That a risk assessment has been prepared and is available at the service in accordance with Regulation 100 & 101 (see Risk Assessments for Excursions procedure).
2. If the excursion is a regular outing, the authorisation is only required to be obtained once in a 12 month period.
3. Parents should be advised on enrolment of the types of excursions their child may participate in whilst at the Service. A Routine Excursion form for each child in care is then completed by the parent/guardians and the Lead Educator to reflect these outings. This completed form is kept in the children's file at the Service with each child's enrolment record. These forms are updated annually and whenever routine excursion destinations alter.
4. When taking children out on an excursion that is not within normal routine, an Excursion Form must be completed and signed by the parent/guardian for each child going on this excursion. This completed form is kept in the children's file at the Service with each child's enrolment record.
5. Children must be appropriately restrained while travelling in vehicles as per State regulations.
6. An educator must ensure that, before the educator takes a child outside the Service, the Lead Educator conducts a risk assessment to determine whether there is adequate adult supervision for the excursion or routine outing.
7. If a child is taken by an educator outside the premises at which the children's service is provided, one of the educators accompanying the child must carry—

- (a) A suitably equipped first aid kit; and
 - (b) The telephone number of—
 - (i) Any person who is to be notified of any accident, injury, trauma or illness involving the child; and
 - (ii) The child's registered medical practitioner or medical service; and
 - (c) An operational mobile telephone with an appropriate connection to a mobile telephone network; and
 - (d) If the child has been diagnosed as at risk of anaphylaxis, the child's anaphylaxis medication and Anaphylaxis Medical Management Plan.
 - (e) If the child has been diagnosed with asthma, the child's asthma medication and Medical Condition Management Plan.
 - (f) If the child has any other medical condition that requires them to have a Medical Condition Management Plan, the child's medication and Medical Condition Management Plan.
 - (g) Educators must adhere to the requirements of the Delivery and Collection of Children procedure.
8. The availability of shade with regard to Sun Protection should be considered when planning an excursion.
9. The availability of toilet facilities with regard to meeting children's health and hygiene needs should be considered when planning an excursion.
10. Relationships with children including the quality of adult/child interactions with individual children and in groups is considered as part of the planning of the excursion to ensure all children's needs are appropriately supported during the excursion.
11. A sign on the room door will be displayed stating where the excursion is and the approximate time of return. If the excursion is off-site a contact telephone number will also be displayed.

For all excursions planned outside of the Young Adventurers Early Childhood Education Services site there must be at least one Diploma qualified educator or equivalent included in the educator-to-child ratio for every ten children participating in the excursion – this is a Young Adventurers Early Childhood Education Services requirement to ensure there is an educator with advanced knowledge of the Education and Care Services National Law Act 2010 and Education and Care Services National Regulations 2011.

References:

Early Years Learning Framework. Belonging, Being & Becoming 2009
Education and Care Services National Act and Regulations 2010
Kidsafe Victoria Water Safety Factsheet 2013
Revised National Quality Standard for Early Childhood Education 2018

An Educator must carry out a risk assessment in accordance with Regulation 101 before a written authorisation is sought from a parent or other person named in the child's enrolment record as having authority to authorise the taking of the child outside the Service (NQS QA 2).

A risk assessment for an excursion must –

- (a) Identify and assess risks that the excursion may pose to the safety, health or wellbeing of any child being taken on the excursion; and
- (b) Specify how the identified risks will be managed and minimised.

A risk assessment must consider –

- (a) The proposed route and destination for the excursion; and
- (b) Any water hazards; and
- (c) Any risks associated with water-based activities; and
- (d) The transport to and from the proposed destination for the excursion; and
- (e) The number of adults and children involved in the excursion; and
- (f) Given the risks posed by the excursion, the number of Educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialised skills are required e.g. specialised skills could include life-saving skills
- (g) The proposed activities; and
- (h) The proposed duration of the excursion; and
- (i) The items that should be taken on the excursion e.g. A mobile phone and a list of emergency contact numbers for the children on the excursion and a first aid kit, water to drink and an appropriate snack such as fruit or dry biscuits to minimise any disruption to children's routines caused by any possible delays returning to the Service following the excursion.

Risk Assessments for Regular Routine Excursions

If the outing is a regular excursion a risk assessment must be done and updated annually and written authorisation obtained from the parent or authorised nominee as per the Excursions procedure. If the circumstances of the regular excursion change a new risk assessment must be done and written authorisation obtained from the parent or authorised nominee as per the Excursions procedure.

Refer to the Young Adventurers Early Childhood Education Services Educator-to-child ratio; Excursions policy and Water hazard and water safety policy and procedures regarding the educator-to-child ratio that applies for any excursion.

The excursion ratio also applies to educators and children accessing the rear area of the Young Adventurers site at 24 Yana Street, Swan Hill. This is the area immediately outside of the fenced playground spaces where the vegetable gardens & orchard are located however still within the boundary of the property. In this situation where the children are remaining within the boundary of the property students, staff and volunteers may also form part of the educator-to-child ratio with at least one qualified educator included in the ratio.

Young Adventurers Early Childhood Education Services Excursion Ratio - Water Based Specific Activities

If the excursion is to a place where children are to swim or where there is significant hazard the following Water Based Specific Activities educator-to-child ratio must be:

- (a) 1 adult for every 2 children under the age of 3 years of age
- (b) 1 adult for every 3 children over 3 years of age
- (c) The person in charge of the excursion must have a current resuscitation certificate and the knowledge and ability to implement water safety procedures
- (d) A Risk Assessment must be completed prior to the excursion (see Risk Assessments for Excursions procedure)
- (e) The educator must follow the Water hazard and water safety procedure.

References:

Education and Care Services National Act and National Regulations 2010

Kidsafe Victoria Water Safety Factsheet 2013

Revised National Quality Standard for Early Childhood Education 2018



Young Adventurers

Early Childhood Services

Drowning is the leading cause of unintentional death for children under four. For every recorded drowning, there are typically another four children hospitalised for near drowning (RLSSA, 2012).

Being around water is a part of everyday Australian life, whether it be at the beach, backyard pools and spas, rivers and creeks, public swimming pools or dams (Kidsafe Victoria 2013). This is even more common in rural areas such as within the Swan Hill municipality where many large waterways, rivers, creeks and dams exist and where the warmer climate increases the likelihood of children and adults accessing water based activities for recreational play and to cool off.

Any water poses a hazard for children. Children of any age can drown in just 20 seconds and in as little as a few centimetres of water. Children not only drown quickly, but also silently. This means that items such as inflatable swimming pools, baths, ponds, pet bowls and nappy buckets or shallow tubs for storage and/or water play all pose a drowning hazard.

Educators must be vigilant when using, being close by or accessing water based activities with children. This includes when on excursions and within the Service's licenced areas and within the rear areas of the site which does not have solid fencing (see Risk Assessments for Excursions procedure & educator-to-child ratios procedure).

Educators need to ensure there is increased supervision of children during water play or water based activities. Water receptacles are not to be left unattended or lying around where children can access them unless it is for the purpose of an activity with adult supervision.

Ponds or water features that hold 30cm or more of water must be enclosed by a barrier, such as a fence, wall, gate or door.

Young Adventurers Early Childhood Education Services Excursion Ratio - Water Based Specific Activities

If the excursion is to a place where children are to swim or where there is significant hazard the following Water Based Specific Activities educator-to-child ratio must be:

- (a) 1 adult for every 2 children under 3 years of age
- (b) 1 adult for every 3 children over 3 years
- (c) The person in charge of the excursion must have a current resuscitation certificate and the knowledge and ability to implement water safety procedures
- (d) A Risk Assessment must be completed prior to the excursion (see Risk Assessments for Excursions procedure)
- (e) The educator must follow the Water hazard and water safety procedure.

References:

Education and Care Service National Law & Regulations 2010
Kidsafe Victoria Water Safety Factsheet 2013
Education and Care Service National Law Act & Regulations 2010
Revised National Quality Standards for Early Childhood Education 2018
RLSSA Royal Life Saving Society Australia National Drowning Report 2012

Prior approval must be given by the Approved Provider or Nominated Supervisor of the Service for the use of any vehicle to transport children to and from an excursion. The vehicle must be appropriately registered, roadworthy and insured and the driver must hold a current licence suitable for the size and purpose of the vehicle being used to transport children.

Children must be restrained in accordance with State legislation and the Australian Safety Standards published by Vic Roads (NQS QA 3).

Procedure

- (i) All vehicles used for transportation of children in care must be maintained in a roadworthy condition, registered and insured. The Approved Provider or Nominated Supervisor is to ensure this information has been obtained by the Service prior to the excursion taking place.
- (ii) Children will be supervised by educators at all times while travelling in any vehicle.
- (iii) All children participating in the excursion will be transported in restraints appropriate to their ages according to current State laws and Vic Roads recommendations. These must be fitted according to manufacturer's instructions.
- (iv) Children must never be left unattended in a car or motor vehicle of any kind.
- (v) Failure to follow this Procedure may result in action being taken by the Approved Provider or Nominated Supervisor under the guidelines of the Discipline Procedure.
- (vi) The Approved Provider will be notified of any incident or potential incident involving children when being transported in a vehicle to and from or during an excursion, i.e. any accident, injury.

References:

Education and Care Services National Act 2010
Education and Care Services National Regulations 2011
Education and Care Service National Law Act & Regulations 2010
Revised National Quality Standards for Early Childhood Education 2018
Vic Roads

Incident, Injury, Illness & Trauma or Serious Incidents

July 2019

Educators must record all incidents, injuries, illnesses and traumas experienced by children whilst in attendance at the Service including whilst on excursions on the appropriate report form. There are two different forms to record details of Incidents, Injury, Illness or trauma or Serious Incidents depending upon the nature of and degree of seriousness of the occurrence.

Educators must ensure that a parent of a child being educated and cared for by the Service is notified as soon as practicable, but not later than 24 hours after the occurrence, if the child is involved in any incident, injury, illness or trauma at the Service or during an excursion activity provided by the Service (NQS QA 2).

Incident / Injury / Illness / Trauma Report form

Cuts and scratches, knocks and bruising or any injury a child receives whilst in attendance at the Service that requires minor first aid by an educator must be recorded on an individual child's Incident / Injury / Illness / Trauma Report form.

Ambulance

When assessing an ill or injured child educators must consider if an ambulance is required. An Ambulance may be called for any injury that requires major first aid or any injury that occurs around the head, face or neck such as a head injury, broken limb, medical episode such as seizures, convulsions or collapse, severe allergic reaction including anaphylactic reaction, vomiting following a blow to the head or heavy fall or any sudden onset of lethargy including pale or limp or a severe asthma attack or asthma attack where steps in the asthma action plan have been followed but do not appear to be working. If necessary the educator will call the ambulance first then contact the parent. If an ambulance is not called the educator is to contact the parent informing them of the injury and ask the parent/guardian if they would like an ambulance to be called. These injuries are considered Serious Incidents and must be reported – see Serious Incidents below.

Young Adventurers Early Childhood Education Services encourages all families to ensure they have current Ambulance cover. Costs associated with Ambulance calls or transport in an Ambulance will be passed onto the family. Families on concession, pension or any other benefit must check if Ambulance cover is provided for as part of the concession, pension or benefit.

Illness

If a child becomes ill whilst in care an Illness Report must be completed using the Incident / Injury / Illness / Trauma Report form. Refer to Illness policy for steps to excluding suspected ill children. As part of the Service's Food Safety Plan the Service also keeps a private register of educator's and children who are absent from the Service due to reported gastro type symptoms.

Serious Incidents

Incidents such as Asthma attacks, anaphylaxis, convulsions, injury to the head or face, and other instances where major first aid and/or medical attention is required, are serious in nature and must be recorded by the educator on both an Incident / Injury / Illness / Trauma Report form and reported to the Approved Provider or Nominated Supervisor.

The Approved Provider or Nominated Supervisor will, after consultation with the educator making the notification notify the Regulatory Authority of the serious incident using the NQAits portal via the ACECQA website within 24 hours of the serious incident.

Change to incident and allegation notification from 1 October 2017

As an approved provider you must notify the regulatory authority of certain incidents and allegations while a child or children are being educated and cared for by the service.

From 1 October this must include: • any incident where you reasonably believe that physical and/or sexual abuse of a child has occurred or is occurring while the child is being educated and cared for by the service • any allegation that sexual or physical abuse of a child has occurred or is occurring while the child is being educated and cared for by the service.

Visit the ACECQA website for more information on child protection related reporting requirements acecqa.gov.au/nqf-changes/information-sheets-and-resources.

Records to be completed

1. Incident / Injury / Illness /Trauma Report form
2. ACECQA Notification of Serious Incident – to be completed by the Approved Provider or Nominated Supervisor for Serious Incidents using the NQAits portal via the ACECQA website.

Information to be recorded in:

(1.) Incident / Injury / Illness /Trauma Report form includes

- (i) Details of any incident / injury / illness / trauma experienced by a child whilst at the Service or on an excursion provided by the Service.
- (ii) The name and age of the child; and
- (iii) The circumstances leading to the incident, injury, illness or trauma; and
- (iv) The time and date the incident, injury, illness or trauma was received by the child or the child was subjected to;
- (v) Details of the action taken by the educator in relation to any incident, injury, illness or trauma
- (vi) Any medication administered or first aid provided; and
- (vii) Any medical personnel contacted;
- (viii) Details of any person who witnessed the incident, injury or trauma (not required for illness);
- (ix) The name of any person who was notified or attempted to notify, of any incident, injury, illness or trauma
- (x) The time and date of the notifications or attempted notifications;
- (xi) The name and signature of the person making an entry in the record and the time and date that the entry was made.
- (xii) The information referred to above must be included in the appropriate form as soon as practicable, but not later than 24 hours after the incident, injury, illness or trauma has occurred.

An Illness Report can be completed if it becomes apparent that a child has become ill whilst at the Service. Use the incident, injury, illness or trauma report form to record information relating to the illness. Information relating to illness to be recorded includes:

- (i) The name and age of the child; and

- (ii) Any relevant circumstances surrounding the child becoming ill and any apparent symptoms; and
- (iii) The time and date of the apparent onset of the illness;
- (iv)) Details of the action taken by the educator in relation to the illness
- (v) Any medication administered or first aid provided; and
- (vi) Any medical personnel contacted;
- (vii) The name of any person who was notified or attempted to notify, of the illness
- (viii) The time and date of the notifications or attempted notifications;
- (ix) The name and signature of the person making an entry in the record and the time and date that the entry was made.
- (x) The information referred to above must be included in the incident, injury, illness, trauma record as soon as practicable, but not later than 24 hours after the onset of the illness.

(3.) ACECQA Notification of Serious Incident.

A serious incident is any incident requiring attendance by emergency services, the death of a child, injury or trauma to a child requiring the attention of a registered medical practitioner, or admission to hospital, or if a child appears to be missing or otherwise cannot be accounted for, or appears to have been taken or removed from the service contrary to the regulations (Regulation 12).

Procedure

- (i) Assess the situation, the danger and the nature and severity of the incident, injury, trauma or illness.
- (ii) Reassure the children.
- (iii) Apply First Aid or seek medical assistance (Ambulance, Poisons Information Centre).
- (iv) Ensure that arrangements are made as soon as practicable to remove the child from the Service if it is necessary in the interests of the health, safety or wellbeing of that child or other children, educators or staff attending the Service.
- (v) Ensure that the parent or guardian with whom the child resides is notified as soon as possible. If they cannot be located the emergency contact stated on the enrolment Form should be contacted. If all contacts are unable to be located educators are to follow the steps outlined in the Delivery and Collection of Children policy and procedure including contacting the Approved Provider or Nominated Supervisor to advise them of the situation and to take instruction on the most appropriate procedure to follow.
- (vi) Educators will notify/inform parents of all incidents, injury, illnesses or trauma that involve their child regardless of seriousness. In the case of a minor incident such as bumps and scratches this may occur when the parent collects the child. This should be discussed with parent prior to care commencing.
- (vii) If a child is involved in a serious incident or occurrence the educator and /or Approved Provider or Nominated Supervisor must ensure that a parent or guardian of that child is notified as soon as practicable of the incident or occurrence.
- (viii) All types of minor instances should be recorded on an Incident, Injury, Illness and Trauma Record form which is to be kept in the child's individual file.
- (ix) The Approved Provider or Nominated Supervisor must be notified as soon as possible for any of the serious incidents listed above and a Notification of Serious

- Incident must be completed by the Approved Provider in consultation with the educator using the NQAits portal via the ACECQA website.
- (x) The Approved Provider is responsible for notifying the Regulatory Authority of any serious incident within 24 hours of the incident.
 - (xi) In an emergency situation (fire etc.) the educator must follow the Services evacuation procedure.
 - (xii) A parent or guardian of a child being cared for or educated by our Service may access any Incident, Injury, Illness or Trauma or Serious Incident Report for their child as soon as practicable on their request and be provided with a copy of that record as soon as practicable.

If parent/guardian is unhappy with the actions of educators or staff refer to the Complaints/Grievance Procedures Policy.

References:

Australian Children's Education & Care Quality Authority
Department of Education and Training Loddon Mallee Team North Western Victoria
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011
Education and Care Service National Law Act & Regulations 2010
Revised National Quality Standards for Early Childhood Education 2018



Young Adventurers
Early Childhood Services

Under the National Quality Standard Quality Area 2 is “Children’s Health and Safety”.
Standard 2.1: Each child’s health is promoted

In order to meet this standard it is essential that each child attending the Service is well and that each child’s health needs are supported (NQS QA 2).

When groups of children play and learn together, illness and disease can spread from one child to another, even when recommended hygiene and infection control practices are followed. A child’s physical wellbeing contributes to their ability to concentrate, cooperate and learn. Being healthy, well rested and free of illness assists children to be able to participate happily and successfully in the learning environment. When a child is ill, they require more attention and comfort which places extra pressure on educators to effectively interact with other children, while simultaneously meeting the needs of an unwell child.

Ill or infectious children should be excluded from attendance at the Service following the recommendations of the Minimum Period of Exclusion table provided by the Victorian Public Health & Wellbeing Regulation 2009. Ill or infectious children need to be cared for at home or obtaining medical assistance elsewhere. Excluding ill children is an effective way to limit the spread of infection in education and care services.

Families are asked about their child’s general health status and any particular medical needs the child may have at enrolment. Any child who has a medical condition including asthma, diabetes or a diagnosis that a child is at risk of anaphylaxis must complete an action/management plan for the child before commencement of care. A risk minimisation plan including a communication plan will be developed by the Service in conjunction with the parent/guardian.

Educators are not required to care for children who are ill as the well-being of the child and other children and also the health of the educator is at risk.

If a child becomes ill whilst in care an educator will contact the parent/guardian during the day to collect the child.

Any educator can refuse to accept a child into care if they feel the child looks or appears unwell including if the educator feels that the health, safety and/or wellbeing of the child and/or other children and educators at the Service may be compromised due to a possible illness.

A child who is sent home by an educator because of possible illness cannot return to the Service that same day unless they provide a written medical clearance from a Doctor and must obtain the permission of the Approved Provider to return to the Service that day.

When a child is sent home by an educator there will be an illness report recorded to be signed by the parent/guardian except in the case of an emergency.

Prescribed or over the counter medication cannot be administered by the Service for the first time if the child has not had this medication before. This is to minimise the risk of a child having a reaction to any medication whilst at the Service.

Procedure

- (i) Educators are able to decline care to any child arriving at the Service who appears to be unwell. The parent/guardian should notify the educator if the child appears unwell when being delivered into care. Where possible educators should consult with their Lead Educator to decide the most appropriate action to take if a child arrives for care and appears to be unwell for whatever reason.
- (ii) If the child becomes ill during the day, the educator should contact the parent/s and request that the child be collected and advise the parents to seek medical advice if necessary. A child cannot return that same day without a medical clearance from a Doctor and without permission being sought from the Approved Provider. Prescribed medication or over the counter medication must not be administered to the child whilst at the centre if they have not had this medication before.
- (iii) If the child is not well but still in care or becomes ill while in care, medication may only be administered in accordance with the Services Medication Procedure.
- (iv) Parent/guardian must notify the Service as soon as possible if child is absent due to illness.
- (v) Absence fees are payable on booked days when a child is absent due to illness (refer Young Adventurers Early Childhood Education Services Fee Policy).
- (vi) Educators or staff members must notify the Approved Provider if they or a member of the educator's family have an infectious disease. The Approved Provider can then make arrangements as to whether the educator or staff member should take sick leave and for what specified period of time in accordance with the Services *Dealing with Infectious Disease* procedure.
- (vii) If there is an outbreak of an infectious disease at the Service the Approved Provider or Nominated Supervisor must notify the parent or guardian of each child who usually attends the care environment as per the "Dealing with Infectious Disease" Procedure.
- (viii) If a child becomes ill whilst in care the educator must complete an Illness Report as per *Incident, Injury, Illness & Trauma or Serious Incidents Procedure*.

References:

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

Staying Healthy Preventing infectious diseases in early childhood education and care services 5th Ed. 2012.

Department of Health Minimum period of exclusion

Any child suffering an Infectious Disease is not permitted to attend the Service. Educators must refer to Department of Health “*Minimum Period of Exclusion from Primary Schools and Children’s Services Centre for Infectious Diseases Cases and Contacts*” for information in relation to:

- (1) Conditions
- (2) Exclusion of cases
- (3) Exclusion of contacts

If there is an occurrence of an infectious disease at the Service as listed in *Schedule 7 Public Health and Wellbeing Regulations 2009*, the educator must ensure that they notify a parent or an authorised emergency contact of each child being educated or cared for as part of the service of the occurrence as soon as practicable and provide relevant information as per *Schedule 7 - Minimum Period of Exclusion from Primary Schools and Children’s Services Centre for Infectious Diseases Cases and Contacts*.

If there is an occurrence at the Service of an infectious disease as listed in *Schedule 7*, the Approved Provider or Nominated Supervisor must notify parents or an authorised emergency contact of each child being educated or cared for at the Service as soon as practicable.

Exclusion of children with infectious diseases from the service significantly reduces the risk of cross infection (NQS QA 2).

For further information about exclusions mentioned in *Schedule 7* contact the Department of Health’s Communicable Disease Prevention and Control Unit on 1300 651 160 or visit the www.health.vic.gov.au/ideas or contact Swan Hill Rural City Council Public Health Services.

Non-immunised children will be excluded from the Service whenever an Infectious Disease has occurred within the Service for the period specified in the Minimum Period of Exclusion from Primary Schools and Children’s Services exclusion table. For more information on Immunisations refer to the Immunisation Policy.

References:

Minimum Period of Exclusion from Primary Schools and Children’s Services Centre for Infectious Diseases Cases and Contacts – Department of Health January 2010.
Public Health and Wellbeing Regulations 2009
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011
Staying healthy preventing infectious diseases in early childhood education and care services 5th Ed. 2012.

Young Adventurers Early Childhood Education Services will operate in a safe and hygienic environment.

Children with infectious diseases will be excluded from care as per schools exclusion list to prevent the spread of disease to otherwise healthy children.

Infection control and hygienic practices are the process of minimising the risks of developing infectious complications while providing care (NQS QA 2).

Infection is transmitted through certain body secretions e.g. blood, urine, faeces. If a young child is infected the risk to other children can be greatly reduced if simple infection control and hygiene practices are followed. These practices are often referred to as *Body Substance Precautions* - highlighting the fact that infection is transmitted in body secretions such as blood, urine, faeces, substances including hair and nasal secretions, sputum, saliva, pus and serious ooze. All *Body Substance Precautions* should be used as routine.

Procedures

Exclusion of Children with Infection:

Contacts of some Infectious Diseases may be excluded until they are considered not at risk of developing the disease. Some children may need to be excluded under special circumstances, (e.g. un-immunised children may need to be excluded during epidemics of a disease).

Children with oozing sores which cannot be contained by a dressing should be excluded.

Non-exclusion:

Children known to be carriers of blood-borne viruses, such as Hepatitis B or C, or HIV (the AIDS virus) are not excluded from care unless there is some problem which would exclude any other child.

Immunisation:

From 1st January 2016 the Australian Government introduced the 'No Jab, No Play' policy which stipulates that to have an enrolment confirmed for a child in long day care, kindergarten, family day care or occasional care, parents/carers have to provide the service with:

- a current Immunisation History Statement from the Australian Immunisation Register (AIR); AND
- the statement must show that the child is up to date with all vaccinations that are due for their age, or that they are able to receive.

The Immunisation History Statement from the AIR lists the vaccines the child has received and, if applicable, which vaccines are due in the future and when. Medical exemption may also be listed, where applicable.

An Immunisation History Statement from the AIR is the only type of immunisation record accepted by early childhood and care services for the purposes of confirming enrolment and must be provided within the two months prior to the child starting at the service.

Refer to Immunisation Policy for more information.

Sharps Disposal

All used syringes, including those found accidentally, must be stored and disposed of appropriately. If syringe cap is nearby, under no circumstances attempt to replace on syringe. Storage must be in a rigid plastic container (milk containers or similar not suitable).

Disposal must be at an official disposal depot (they must not be placed in rubbish bins).

Spills

Substance should be removed with paper towel or other paper and disposed of into sealable waste bag. Area should then be washed with disinfectant and water. Soiled cots should also be treated as above.

Cots will be wiped with disinfectant following end of use by individual child. Laundering of sheets as required – new sheets for next child. Unlaundered sheets are not to be shared.

Where blood and or body substance spills occur gloves must be used and substance wiped up with an absorbent material

Hygiene Practices

Hand Washing

Hand washing is the single most effective infection control measure.

Hands should be washed:

- After toileting
- After nappy changing (including child's hands)
- After coming into contact with blood, faeces or vomit
- Before preparing food
- Before eating and handling food
- After handling food
- After wiping noses
- After contact with body fluids
- After handling animals
- After handling garbage
- After removing gloves (when used)

For routine hand washing:

- Lather hands with a liquid soap
- Vigorously rub hands together covering back and front of hands with lather
- Rinse under running water
- Hands should be dried on individual or disposable paper towels
- Communal hand towels should not be used
- Wash or wipe child's hands after nappy changing depending on child's development

Where hand washing is not possible due to unavailability of running water or due to the age or developmental status of the child 'wet wipes' or individual wash cloths may be used.

In the case of children or educators with skin irritations i.e. eczema, dry, itchy or sensitive skin, sorbolene cream and water may be used in place of liquid soap and water for hand washing.

Use of alcohol based/antiseptic hand gels/wet wipes:

The use of alcohol based/antiseptic hand gels/wet wipes should not be a substitute for hand washing when hand washing facilities are available.

Hand gels need to be kept out of the reach of children.

Hand gels are to be used by adults only, wet wipes can be used for children when running water is unavailable.

However there may be situations where use of wet wipes or hand gels assist educators to maintain a level of hygiene. This may include when:

- Hand washing facilities are unavailable i.e. during excursions or outdoor play environments
- There is a risk to children's safety or wellbeing if hand washing occurs i.e. leaving a group of children unsupervised
- A child cannot yet reach the basin or taps to wash their hands

Gloves - Disposable Latex or Vinyl Gloves:

- Disposable gloves are available in all children's bathrooms and first aid kits
- New gloves should be worn when contact with body fluids is likely
- Gloves should be used when there are skin breaks on hands
- Gloves should be worn to clean up any body substance spills i.e. blood, faeces, vomit
- To remove gloves, peel back from wrists and drop into a sealable bag or bin with a lid
- Do not re-use disposable gloves
- Wash hands after removing gloves
- Gloves do not need to be worn when handling food, however proper food hand washing technique must be followed - use tongs where possible.

Cleaning & Disinfection:

All areas and equipment utilised for care and education of children are required to be maintained in a safe, clean and hygienic condition. This includes benches, walls, floors, windows, window ledges, curtains, bathrooms, toilets, kitchen, stove, refrigerator, furniture and storage areas (this list is not exclusive).

Cleaning is an important part of prevention of transmission of infection. In most cases this can be achieved with detergent and water and drying the surface. For bodily fluids use disinfectant and water solution.

Where blood and or body substance spills occur gloves must be used and substance wiped up with an absorbent material, then cleaned with disinfectant and water.

Toys

Toys must be regularly washed with detergent and water, rinsed and dried thoroughly.

Toys mouthed by children or contaminated with bodily fluids should be removed and washed with disinfectant and water.

If a child presents with a contagious condition shared toys must be washed before being offered again.

Dress up clothes should be washed regularly.

Change Benches and change mats

A disposable sheet of paper should be used for each individual child on the change mat for soiled nappies or nappies that potentially may leak. Change mats must be cleaned with disinfectant and water after each use by spraying disinfectant into paper towel before use. Change mat surfaces that are damaged/split must not be used and must be replaced. Educators are to ensure they also clean the surrounding change bench surface after each nappy change.

Laundry

Soiled/contaminated clothing – soiled content should be removed with cold water, and either hot water and disinfectant used for washing if facilities are available or the item is rinsed in a designated laundry trough and stored in a sealed bag for collection by parent. Soiled items waiting for collection must be stored in laundry or bathroom areas out of reach of children.

Waste Disposal

All soiled articles such as disposable nappies and tissues are to be placed in bags which can be tied or sealed and disposed of in line with local by-laws. Indoor rubbish bins are to be emptied regularly throughout the day by tying the rubbish bag and placing it in the red bin located in the rear Service area. Red bins are not to be moved from the Service area. Local bin collection services occur Monday mornings. Rubbish bins are to be brought in Monday afternoon and returned to the rear Service area. Rubbish volume will be monitored to ensure the current red bins are sufficient for the Service's needs. Additional bins can be purchased from Council if necessary.

Ensure that garbage receptacles are covered and of adequate size and emptied regularly.

Cleaning of Floors:

Floors need to be kept in a clean and hygienic state. Tiled and vinyl floors should be washed with disinfectant and water. Carpeted areas should be clean and in good repair, vacuumed daily and spills dealt with immediately. Carpets will be cleaned annually during the Service's closure period or as required.

Sand Pits:

Must be kept clean, raked over daily or kept covered when not in use to protect from animals. Remove toys at end of day and secure cover.

Linen:

Each child must have their own bedding, face cloths and towels which are laundered at least weekly or when soiled. Whilst in use bedding must be stored individually to maintain adequate hygiene. A separate pillow slip, shelf or pigeon hole/storage basket is recommended as suitable storage of children's linen.

Potties:

The centre is equipped with child sized toilets which are designed to promote independence and to support children to toilet themselves hygienically. On occasions and in full collaboration between a child's parent/guardian and Lead Educator a potty may be required to assist a child with their toileting. If used, the contents must be tipped into the toilet for disposal and the potty cleaned thoroughly with disinfectant after each use. Educators are to wear gloves. To minimise the risk of infection Educators will encourage children to use a toilet rather than the potty. Potties are only to be used in the children's bathroom areas.

Toilets

Toilets should be cleaned each day before and after children come into care and checked after use and cleaned when necessary with disinfectant and water solution.

Bath/shower

The centre is equipped with a baby bath/basin in the 0-3 year bathroom. A shower with disabled access is located in the adult bathroom located next to the staff room. This shower can be used for children if required however due to the location of the bathroom away from children's rooms two staff members must accompany any child who uses this bathroom for showering or any other purpose unless that child is accompanied by their own parent/guardian. At no time is this bathroom to be used to store goods or equipment other than those intended for use in the bathroom to ensure adequate space is available for disabled access.

References:

Education and Care Services National Act 2010

Education and Care Services National Regulations 2011

Education and Care Service National Law Act & Regulations 2010

Revised National Quality Standards for Early Childhood Education 2018

The Blue Book - Guidelines for the Control of Infectious Diseases 2005

Staying Healthy Preventing infectious diseases in early childhood education and care services 5th Ed. 2012.



Young Adventurers
Early Childhood Services

Nappy changing, toileting and bathing in early childhood settings will be positive experiences for children. Consideration of individual sensitivities will be given. Hygiene and occupational health and safety practices will be reflected. Children's right to privacy will be respected however there is a need in the National Law Act & Regulations for educators to maintain adequate supervision of children using the bathroom areas.

Educators must provide adequate and accessible toilet and hand washing facilities for children and ensure that there is an appropriate space for changing nappies with easy access to running water for educators to wash their hands and appropriate arrangements are in place for storing and/or disposing of soiled clothing, nappies and linen safely and that children being educated and cared for are well supervised (NQS QA 3). Windows and doors to our Service's children's bathrooms have been designed to aid adult visibility for supervision purposes and as such are not to be covered with materials that prevent visibility.

Purpose

To prevent the spread of infectious diseases between children and/or educators.

To ensure that educators are sensitive to the emotional and physical needs of individual children and their families.

To decrease risks pertaining to Occupational Health and Safety.

Procedure

Educators will talk to families about normal routines and where possible support these practices to ensure consistency for children.

Infection control, as per the Infection Control and Hygiene procedure, will be practiced to prevent risk of infectious diseases. The use of disposable gloves is required when dealing with bodily secretions.

Practice

Nappy Changing

- Nappy changing will be an opportunity for happy, relaxed interaction with the child (talk, play games and sing to create a relaxed atmosphere).
- Talk to toddlers when checking their nappy, and interact with them in a positive way explaining why a change is necessary.
- Nappy changing is to occur in the children's bathroom areas only and away from food preparation areas. Ensure that supplies (nappies; gloves; wipes etc.) are close at hand. Never leave a child unattended on a nappy change bench.
- The nappy change area must have a surface that can be cleaned easily and thoroughly after each nappy change.
- It is important to maintain the dignity and privacy of the child whilst ensuring all other children in care are within sight or sound.

- Educators are to practice safe lifting techniques when changing children on nappy change benches or heavy children can be changed on a mat on the bathroom floor.
- Place a piece of paper towel on the change mat under children's bottoms for soiled nappies or nappies that potentially may leak.
- Nappies to be changed frequently to ensure health, hygiene and comfort are maintained. A log of nappy changes is to be kept and signed by the educator who changed/checked the child's nappy. This information can be shared with the child's parent/guardian on request.
- Respond as quickly as possible to the child's nappy change needs.
- Children who are walking will be encouraged to walk to the change area and the provision of steps will reduce the need to lift the child.
- Educators will model appropriate hygiene practices, including hand washing, use of gloves, appropriate disposals, and cleaning of change mat and bench.
- When away from the Service on an excursion, alternate practice may be adopted to assist educators to maintain a level of hygiene i.e. use of wet wipes, hand gel, travel or disposable mat.

Toileting

Learning to toilet independently is a major skill that many children develop anywhere from the age of approximately 2 to 6 years. In order to develop these skills children need to be provided with positive experiences. No child should be forced to learn these skills if they resist or appear to not yet comprehend what is required to toilet themselves independently. Factors that may inhibit a child to develop these independence skills may include but are not limited to a child suffering any trauma, illness or event that may affect their development; a child with additional needs; any interruption to the child's normal routines such as changes to the child's living arrangements and/or care providers or differing cultural practices. A simple change of environment from the home setting to a busy group setting can create problems for children learning a new skill such as toileting themselves. At times educators may request that children remain in nappies until they are showing clear signs of being able to recognise and respond to their own toileting needs to prevent contamination of toys, floors and surfaces around the care environment.

Children are more likely to learn to use the toilet independently when both parents/guardians and educators work together consistently to support the child. Lead Educators will consult with parents/guardians to ensure that this process supports the child's learning and development. If a child shows signs of distress or toileting accidents pose a health and safety risk to the child or other children or adults at the Service the child's Lead Educator may request for the parent/guardian to provide pull-ups to the Service to be used by the child or for the child to return to nappies for a period of time until both the parent/guardian and Lead Educator agree to try again (this may take several weeks or months).

- Children will have access to a toilet, to ensure minimal delay for use.
- Educators will encourage children when they show an interest in the toilet or imitate other children using the facility.
- Assist the child to use the toilet if required.
- Educators will accept 'accidents' during this time of development and encourage the child's efforts.
- Privacy and dignity should be respected.
- Educators will model hygiene practices, including reminders to older children if necessary.

- Toilets and potties to be kept clean at all times.
- If the child uses the potty, empty the contents into the toilet for disposal.

Bathing/Showering

- Bathing or showering of children is not a routine expectation of educators.
- Children will be bathed or showered for hygiene purposes i.e. 'accidents'.
- Privacy and dignity must be respected.
- **Never leave a child in the bathtub or shower for any reason.** Children can drown in a very small amount of water. Wet surfaces may also become slippery. Our Service's hot water system has been fitted with internal mixer taps to reduce the temperature of hot water to all of the bathrooms to prevent accidental scalding.

Nappy change procedure

Utilising the 'Staying Healthy in Child Care' practices when changing a nappy to reduce the spread of infection.

These are:

- » Wash hands.
- » Place a piece of paper towel on the change mat under children's bottoms for soiled nappies or nappies that potentially may leak.
- » Put on gloves.
- » Remove the nappy and place in the nappy bin. Use a nappy bag for soiled nappies.
- » Remove any soiled or wet clothing.
- » Clean the child's bottom.
- » Remove the paper towel if used and put it in the nappy bin.
- » Put the gloves in the nappy bin - remove gloves by peeling them back from the wrist and turning them inside out as they are removed.
- » If a child requires specific cream, place a clean paper towel under the child's bottom. Put on clean gloves. Place a suitable amount of cream on the glove and spread onto the child's bottom. Remove the paper towel and place it in the nappy bin. Remove the gloves and place in nappy bin.
- » Dress the child.
- » Wash and dry each child's hands after nappy change or toileting. Return the child to the play area.
- » Clean the nappy change mat and area with spray solution.
- » Wash your own hands using correct technique in warm soapy water.

References:

Education and Care Services National Act 2010
 Education and Care Services National Regulations 2011
 Education and Care Service National Law Act & Regulations 2010
 Revised National Quality Standards for Early Childhood Education 2018
 Toilet Routines, Fka Children's Services, 2004
 Staying Healthy Preventing infectious diseases in early childhood education and care services 5th Ed. 2012

Administration and Authorisation of Medication July 2019

Purpose

This Procedure is designed to ensure that educators implement appropriate practices when administering medication to children including ensuring that all medication administered or applied to children attending the Service has been requested by the authorised person for the child (as per Regulations 93, 95, 96) and that the Service and educators maintain written medication administration records for children in the Service (Regulation 92; NQS QA 2).

In the event that something goes wrong as a result of administration of medication parent's instructions are of little value as the child becomes the plaintiff against the educator. The educator is taking responsibility for knowing about the medication.

At no time will students, volunteers or visitors to the Service administer medication to a child attending the Service whilst at the Service. Any medication to be administered must be administered by a Diploma qualified educator and checked by a second educator prior to the medication being administered. This is to avoid any circumstance of incorrectly administering medication to a child except in the case of an asthma or anaphylaxis emergency or other medical condition emergency which has an accompanying management plan signed by a Doctor in which case any educator can administer prescribed medication following the medical conditions management plan.

Prescribed or over the counter medication cannot be administered by the Service for the first time if the child has not had this medication before. This is to minimise the risk of a child having a reaction to any medication whilst at the Service.

Procedure

1. Parent's/guardians written permission must be given for all medication to be administered or applied to children, on the Services Medication Administration Record. The medication must be administered in accordance with any instructions attached to the medication or any written or verbal instructions provided by a registered medical practitioner and in strict accordance with Regulations 92, 93, 94, 95, 96.

These instructions must include:

- The name of the child
 - The name of the medication
 - The time and date the medication was last administered, including by the parent at home in the previous 24 hour period.
 - The time and date, or the circumstances under which the medication should next be administered.
 - The dosage of the medication to be administered.
 - The manner in which the medication is to be administered.
 - Parent's/guardian name and signature authorising administration
2. All medication must be in the original container, with original labels and instructions and has the child's name on the container and be before the expiry or use by date.
 3. The educator is to document on the Medication Administration Record

- The name of the medication administered
 - The dosage that was administered
 - The time and date the medication was administered.
 - The manner in which the medication was administered
 - Educators signature as the person who administered the medication
 - Signature of a witnessing educator (except in the event of an Asthma or Anaphylaxis emergency or other medical condition emergency).
4. Written signed instructions for all on-going medication and all long term medication must be obtained from the child's doctor and these must be reviewed regularly at a period of time set by the prescribing medical practitioner. A Medical Condition Management Plan must be completed for any child who requires on-going medication to be administered by an educator at the Service and must only be administered in strict accordance with Regulations 92, 93, 94, 95, 96 and as per the Administration and Authorisation of Medication policy.

All Medical Condition Management Plans including Anaphylactic and Asthma Management plans or other medical condition management plan must be reviewed at least annually and signed by a registered medical practitioner.

1. If any educator has a concern about a request to administer any medication, she/he must consult with the Approved Provider or person in charge before the medication is administered.
6. All medication (both prescribed and over the counter) administered to a child must be recorded on the official Medication Administration Record prior to the educator administering the medication as per Regulation 92.

Asthma Plans

The Service must have a recent copy of the Asthma Management Plan, signed by the child's doctor. A copy of the plan will be retained by the Approved Provider in the child's file and a copy given to the child's Lead Educator to ensure the health, safety and wellbeing of the child and that consistent procedures are followed. A medical conditions managements plan and risk minimisation plan including a communication plan will be developed by the Service in conjunction with the parent/guardian.

All medication given for Asthma is to be documented.

All educators will be encouraged to undertake training in Emergency Asthma Management every three years with annual updates on the use of asthma medication/inhalers.

Anaphylaxis Plans

The Service must have a recent copy of the child's Anaphylaxis Management Plan, signed by the child's doctor. A copy of the plan will be retained by the Approved Provider in the child's file and a copy given to the child's Lead Educator to ensure the health, safety and wellbeing of the child and that consistent procedures are followed. A medical conditions managements plan and risk minimisation plan including a communication plan will be developed by the Service in conjunction with the parent/guardian.

All medication given for anaphylaxis is to be documented.

Anaphylaxis Management Plans must be reviewed at least annually and signed by the child's doctor. (see Anaphylaxis Policy).

All educators will be encouraged to undertake training in Anaphylaxis every three years with annual updates on the use of anapens and epipens.

Prescribed or over the counter medication cannot be administered by the Service for the first time if the child has not had this medication before. This is to minimise the risk of a child having a reaction to any medication whilst at the Service.

Prescribed Medications by a Registered Medical Practitioner

All prescribed medications for the child must state on the label the date of prescription, child's name, dosage and times to be administered. The dosage and times to be administered must be strictly adhered to e.g. before or after food, and must be from its original packaging. The medication can only be administered to the child for whom it has been prescribed, from the container bearing the child's name and with a current use by date.

Medications must **NOT** be administered if the product is past its expiry date. Medications must **NOT** be administered for the first time whilst at the service by Educators and can be refused due to possible allergic reaction or side effects.

Where the label states "take as directed", the parent must obtain written information about the medication from the doctor.

Creams / Ointments: if prescribed the same rules as prescribed medications apply.

The child's name, amount and time of application must be stated on the tube or bottle. Expiry date must be checked before administering.

Over the Counter Medication

All over the counter medication administered to children whilst at the Service must have the child's name written on the packaging, the packaging should include dose, times and length of period to be administered. The expiry date must be checked and not used if out of date. If no instructions are on the packaging written information for use must be provided from the child's doctor or pharmacist. Care should be taken when asked to administer medications to which the child could show adverse reactions. Check with the parent if the medication has been administered before?

Dietary supplements

If a child requires dietary supplements whilst in care the same rules as prescribed medications apply. Supporting documentation is required from a medical practitioner or specialist, this must include detailed instructions for managing the condition and the provision of supplements.

Vitamins

It is strongly urged that vitamins be administered at home by the parents. However, where parents request that vitamins be administered to children whilst at the Service, the same rules as prescribed medications apply. Supporting documentation is required from a

medical practitioner, specialist or pharmacist and the dosage recommended on the bottle must be strictly adhered to.

Alternative Medicines

(Naturopathy etc.)

Alternative medicines shall not be administered by an educator as it is not reasonable to expect an educator to have the same level of confidence as to the source and effect of alternative medicines.

Medication Administration Sheet

Each administration of medication will be recorded on the Medication Administration Record by the educator administering the medication and a second educator who checks the medication being administered and include the following details;

- (a) The name of the child
- (b) The authorisation to administer medication signed by a parent or authorised nominee named in the child's enrolment record as authorised to consent to administration of medication.
- (c) The name of the medication to be administered
- (d) The time and date the medication was last administered
- (e) The time and date, or the circumstances under which, the medication should be next administered
- (f) The dosage of the medication to be administered
- (g) The manner in which the medication is to be administered
- (h) If the medication is administered to the child –
 - (i) The dosage that was administered; and
 - (ii) The manner in which the medication was administered; and
 - (iii) The time and date the medication was administered; and
 - (iv) The name and signature of the educator who administered the medication and the second educator who checked the medication prior to it being administered;

Emergency Authorisation

- (i) In the case of an emergency authorisation to administer medication –
 - (i) May be given verbally by a parent or a person named in the child's enrolment record as authorised to consent to administration of medication and must be administered in accordance with the procedure outlined in this policy; or
 - (ii) If a parent or person named in the enrolment record cannot reasonably be contacted in the circumstances, authorisation may be given verbally by a registered medical practitioner or an emergency service.
- (j) Educators must give written notice to a parent of a child as soon as practicable, if medication is administered to the child under an authorisation given verbally by a registered medical practitioner or an emergency service.

Exception to authorisation requirement – anaphylaxis or asthma emergency (Regulation 94) or an emergency related to a child's medical condition where a medical management plan has been provided and is signed by the child's Doctor.

A child who requires emergency medication under their Medical Management Plan cannot attend the Service without the medication.

Procedure

- (i) Before giving any medication always check that the authorisation has been signed by a parent or authorised nominee.
- (ii) Also, check the health information recorded in the child's enrolment record before administering any medication.
- (iii) Due to the possibility of side effects, the first dose of a newly-prescribed medicine should be administered by the child's parent/s or medical/nursing professional. A child having medication for the first time should not attend care and may be refused on this day due to the risk of possible side effects/reaction. If a child has started a new medication the parent/guardian must advise the educator of when the last dose was administered so that the educator can observe for any reaction.
- (iv) All medication must be in the original container, bearing the original label and instructions.
- (v) This medication must be administered in accordance with any instructions attached to the medication or any written instructions provided by a registered medical practitioner.
- (vi) All medication must be handed to the educator for correct storage (refer to all instructions on the product label). All medication must be kept where it cannot be accessed by children. Medication required to be refrigerated should be stored in a container at the rear of the top shelf or in the highest door compartment. Medication must not be left in the child's bag.
- (vii) If a child becomes ill while in care, the educator must contact the parent to seek instructions. Verbal permission to administer medication may be given but written authorisation is required when the child is collected. Medication must be administered according to the procedure outlined in this policy.
- (viii) Medication must not be administered if:
 - (i) It is complex and requires skill to use and the educator has not received suitable training
 - (ii) It is out of date
 - (iii) The wrong child's name is on the label
 - (iv) The container has no label
 - (v) The educator does not have an appropriate measuring glass or spoon
 - (vi) It is in any way outside the guidelines set in this Procedure.
- (ix) Immediately after administration of a dose, the medication must be returned to the storage area. Medications must not be left within reach of children, or unattended at any time.
- (ix) The Medication Administration Record must be completed and kept with the child's enrolment records. When the Medication Administration Record is full or at the end of each year the record will be stored in the child's file.

References:

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

National Quality Standard for Early Childhood Education and School Aged Care

Staying healthy preventing infectious diseases in early childhood education and care services 5th Ed. 2012

This policy sets out clear guidelines and expectations to be followed with regard to the management of medical conditions and medical emergencies in children (NQS QA 2).

The management of medical conditions in children should be viewed as a shared responsibility. Upon enrolment or at a time when a medical condition or medical emergency occurs.

The Approved Provider will

1. Identify children with a medical condition.
1. Provide families where a child has a medical condition with a copy of the Medical Conditions and Medical Emergencies Policy upon enrolment.
2. Provide all educators and staff within the Service with a copy of the Medical Conditions and Medical Emergencies Policy.
3. Require all Lead Educators to maintain current approved and accredited First Aid, CPR, Anaphylaxis and Emergency Asthma Management training including Anaphylaxis and Asthma update annually and encourage all other educators and staff to undertake this same training.
4. Provide families with an appropriate Medical Condition Management Plan upon enrolment. The completed Plan to be returned to the Service prior to care commencing. The Plan is to be kept on the child's file and a copy is to be given to the child's Lead Educator and other educators who work directly with that child including Support staff – Centre Cook and Administration.
5. The Medical Condition Management Plan to be reviewed by a doctor if required and/or parent annually.
6. May deem it necessary with some medical conditions to source specific training for Educators regarding the medical condition and management prior to care commencing.
7. In consultation with educators and family develop a Risk Minimisation Plan including a communication plan to ensure
 - a. Risks relating to the child's specific health care need, allergy or relevant medical condition are assessed and minimised.
 - b. If relevant, to ensure that practices in relation to safe handling, preparation, consumption of food are developed and implemented.
 - c. If relevant, that any other parents are notified of any known allergens that pose a risk to the child and strategies for minimising the risk are developed and implemented.
 - d. Ensure that the plan includes how all educators, staff, students and volunteers can identify the child, the child's Medical Condition Management Plan and the location of the child's medication.
 - e. If relevant, to ensure that the family and educators fully understand that the child cannot attend the Service without medication prescribed by the child's medical practitioner in relation to the requirements as stated in the Medical Condition Management Plan.
8. In consultation with educator and family develop a communication plan to ensure that:
 - a. Relevant educators and staff are informed about the Medical Conditions and Medical Emergencies Policy, Medical Condition Management Plan and the Risk Minimisation Plan for the child.

- b. Inform parents that changes to the Medical Condition Management Plan can occur if the child's condition changes, this would require a new plan to be provided. The Risk Minimisation Plan can also change and a discussion about the changes should take place with the educator and Approved Provider or Nominated Supervisor.

Educators will

1. Maintain current approved and accredited First Aid, CPR, Anaphylaxis and Emergency Asthma Management Training.
2. Some medical conditions may require specific training to ensure appropriate management of the condition can be provided.
3. Ensure that they have a current Medical Condition Management Plan and understand the procedure to follow in caring for the child.
4. In consultation with the family, optimise the health and safety of the child through supervised management of the child's condition.
5. Ensure that they follow the Medical Condition Management Plan in providing ongoing or emergency care for the child.
6. Complete medication records in accordance with requirements whenever administering of medication is required.
7. Promptly communicate to parents any concerns about the child's health.
8. In consultation with the parent and Approved Provider develop a Risk Minimisation Plan including a communication plan.
9. Implement and follow the Risk Minimisation Plan and communication plan.
10. When on outings always carry the child's Medical Condition Management Plan and emergency contacts and if relevant emergency medication. The excursion risk assessment for any outing should consider any child that may need consideration due to a medical condition.
11. All medication will be stored safely out of reach of children, but easily recognisable and not locked away. Care to be taken according to storage requirements for specific medications.

Families will

1. Inform the Approved Provider or Nominated Supervisor upon enrolment or on initial diagnosis, that their child has a medical condition, health care need or allergy.
2. Provide all relevant information regarding the child's condition to the Service.
3. In some medical conditions families may be informed that specific training for Educators may be required prior to care commencing.
4. Complete and return the Medical Condition Management Plan prior to care commencing.
5. Discuss with the Approved Provider or Nominated Supervisor and the child's Lead Educator the child's medical condition and care requirements.
6. Provide an updated/reviewed Medical Condition Management Plan annually to the Service.
7. Communicate all relevant information and concerns with the Approved Provider or Nominated Supervisor and child's Lead Educator regarding the child's medical condition.
8. Inform the Approved Provider or Nominated Supervisor or Lead Educator of any changes in the child's condition that impact the care required.
9. In consultation with the Approved Provider or Nominated Supervisor and Lead Educator develop a Risk Minimisation Plan including a communication plan for the child.
10. If relevant ensure that all food is securely stored and clearly labeled and that the child has been provided with an adequate amount of suitable food and drink whilst in

attendance at the Service which is safe for that child in relation to their medical condition, health care need or allergy.

11. Provide all relevant medications to the child's Educators at all times that the child is in attendance at the Service.
12. Understand that the child will not be able to attend the service, if the medication is part of the Medical Condition Management Plan and is not available on arriving for the commencement of care at the Service at any time or if the Approved Provider or a Lead Educator determines in their opinion that the Service is unable to effectively manage a risk identified in the child's Risk Management Plan such as a child appearing unwell or a risk identified in the child's Risk Management Plan being present.

Ambulance

When assessing an ill or injured child educators must consider if an ambulance is required. An Ambulance may be called for any injury that requires major first aid or any injury that occurs around the head, face or neck such as a head injury, broken limb, medical episode such as seizures, convulsions or collapse, severe allergic reaction including anaphylactic reaction, vomiting following a blow to the head or heavy fall or any sudden onset of lethargy including pale or limp or a severe asthma attack or asthma attack where steps in the asthma action plan have been followed but do not appear to be working. If necessary the educator will call the ambulance first then contact the parent. If an ambulance is not called the educator is to contact the parent informing them of the injury and ask the parent/guardian if they would like an ambulance to be called. These injuries are considered Serious Incidents and must be reported – see Serious Incidents page 61-62.

Young Adventurers Early Childhood Education Services encourages all families to ensure they have current Ambulance cover. Costs associated with Ambulance calls or transport in an Ambulance will be passed onto the family. Families on concession, pension or any other benefit must check if Ambulance cover is provided for as part of the concession, pension or benefit.

References:

Education and Care Services National Law 2010
Education and Care Services National Regulations 2011
Education and Care Service National Law Act & Regulations 2010
Revised National Quality Standards for Early Childhood Education 2018

The wellbeing, care and safety of children is paramount to our Service.

All children will have access to immediate first aid by educators who hold current approved qualifications in First Aid, Anaphylaxis Management Training and Emergency Asthma Management Training (NQS QA 2).

Procedure

Lead Educators will maintain current approved qualifications in First Aid that includes;

- (i) Emergency life support and cardio-pulmonary resuscitation
- (ii) Convulsions
- (iii) Poisoning
- (iv) Respiratory difficulties
- (v) Management of severe bleeding
- (vi) Injury and basic wound care
- (vii) Administration of auto-immune adrenaline device

All other educators will be encouraged to hold and maintain current first aid, emergency asthma management and anaphylaxis training.

All qualifications will be approved by the National Authority.

Lead Educators will maintain current approved qualifications in Anaphylaxis Management Training and Emergency Asthma Management Training at all times.

Educators will administer first aid in accordance with their training.

Educators will have access to a first aid kit that is suitably equipped, easily recognizable and readily accessible to adults at the Service. First aid kits will be located in each of the three children's rooms and kitchen.

Educators will take a first aid kit with them on all excursions/outings.

References:

Education and Care Services National Act 2010

Education and Care Services National Regulations 2011

Education and Care Service National Law Act & Regulations 2010

Revised National Quality Standards for Early Childhood Education 2018

The Approved Provider and Nominated Supervisor must take reasonable steps to ensure that the needs for sleep and rest of children being educated and cared for by the Service are met, having regard to the ages, development stages and individual needs of the children (Regulation 81). Sleeping facilities will be provided to enable a number of children to sleep or rest at any one time in individual, safe and suitable beds and bedding (NQS QA 3).

PURPOSE

To prevent child accidents and injuries.

To ensure that children have individual access to appropriate bedding to ensure undisturbed sleep.

To minimise the risk of cross infection.

To ensure a positive sleeping environment.

PROCEDURE

Lead Educators and parents will discuss individual children's sleeping habits and preferences on enrolment. No child will be forced to sleep however children who appear tired will be encouraged to rest for a short period if both the Lead Educator and parent/guardian feel it is necessary for the child's wellbeing.

Educators will ensure there is one cot or mat or other age appropriate bedding for each child requiring a sleep/rest at the Service each day.

There must be individual clean bed linen for each child. Cots and mats must be wiped over with a detergent and water solution before being used by another child.

All cots must meet Australian Standards and be used as per the manufacturer's instructions, i.e. weight, mattresses etc.

Educators must check stability of locking devices on port-a-cots before each use.

Cots should be free of large toys, bumpers etc. that could be a safety risk to the child.

When in use cots are to be set up in an area away from any items that could be pulled into the cot by the child such as curtains or items on shelves.

Close supervision is necessary for babies napping in port-a-cots.

Babies who fall asleep on mats, bouncers, prams or other baby equipment must be moved to a cot as soon as possible to ensure safe sleeping practices.

Educators will implement safe sleeping practices and environments based on SIDS guidelines including placing babies in cots at the lower end of the cot (feet touching the base) and placed on their backs to sleep.

Sleeping children will not be left unattended. Children in cots are to be checked at five minute intervals to ensure they are comfortable and free of any hazard or danger.

Our Service does not provide separate sleeping rooms for children. This is to ensure adequate supervision is maintained. Cots and mats may be moved within the children's rooms or outdoors provided an adequate space is available that is suitable for children to sleep comfortably and safely and provided there is room for educators to move around one full side of the cot or mat.

Children will be given enough time to transition from play to sleep to allow a smooth routine and unhurried transition.

Lead Educators are to decide in collaboration with parents/guardians at what stage children will progress to a mat rather than a cot. Factors to consider include the weight of the child and the importance of reducing the need for educators to lift children in and out of cots.

It is recommended that bottles are not to be given to children in cots however if this does occur an Educator must sit close by to actively supervise the child. Educators should ensure any child drinking a bottle is either held by the educator or able to feed themselves. Bottles are not to be propped up.

Educators are to check dummies and bottles prior to use to ensure they are not damaged. Damaged dummies or bottles will not be given to children.

References:

National Standard for Early Childhood Education and School Age Care

SIDS and Kids Safe Sleeping in Child Care Settings

Sudden infant death syndrome (SIDS) – reducing the risks

Baby Furniture – safety tips (Safety Centre – Royal Children's Hospital)

Safe Sleeping for Under 2's (Kidsafe/CAPFA)

Keeping Baby Safe – A guide to nursery furniture (Ministerial Council on Consumer Affairs)

Education and Care Services National Regulations 2011

Sleep Routines in Child Care, FKA Children's Services

Young Adventurers is registered as a Sunsmart Centre with the Cancer Council of Victoria. Children and educators will be protected from the harmful effects of the sun during the period from mid-August through to 30 April or up until UV indicators fall below 3 on scale. This protection will be in the form of wide brim or legionnaires hats, 30+ broad spectrum water resistant sunscreen and the provision of shade (NQS QA 2). Educators monitor UV Indicator levels via the Sunsmart app alerts.

During this period:

- Parents are asked to provide a wide brimmed or legionnaires hat.
- Children are required to cover their shoulders by wearing a t-shirt or shirt with collar or top with higher neckline and a rash vest or t-shirt over swimwear.
- A 30+ broad spectrum and water resistant sunscreen will be supplied by the Service.
- Parents may request their own sunscreen be used on their child and must ensure their child(s) name is clearly visible on the sunscreen and give the sunscreen to the educator on arrival at the Service or alternatively parents/guardian may choose to purchase a spare sunscreen to leave at the Service to be used for their own child ensuring their child(s) name is clearly visible on the sunscreen and given to the educator on arrival.
- Parents will be encouraged to apply sunscreen prior to leaving their child at the Service. Educators will confirm when sunscreen was applied.
- It is recommended in the SunSmart guidelines that sunscreen be reapplied to children with support from educators every two hours when playing outdoors.
- Any children not wearing a hat and sunscreen are asked to play in the shade or a suitable area protected from the sun.
- Babies less than 12 months are encouraged to play in the shade when the UV Indicator is above 3.
- The Service will provide spare hats so no child is excluded from outdoor play. However, parents are encouraged to pack a hat for their child so their child can be suitably protected and to encourage their child to practice self-help routines looking after their own hat during the day.
- Educators will role model sun smart behaviour to children and families including applying sunscreen themselves and wearing an appropriate sun safe hat at all times when outdoors during mid-August to the end of April or up until the UV indicators fall below 3 on scale.
- Excursions and other outdoor activities should be planned around the availability of shade.
- The Service will monitor UV level indicators and encourage children to play undercover or in the shade during extreme weather conditions such as extreme heat or cold.
- Educational activities will be provided regularly throughout the year to help educate children, families & educators about practising sun safety.

This policy will be reviewed every three years in line with SunSmart recommendations.

References:

National Standards 2.11

National Standard for Early Childhood Education and School Age Care

Sunsmart Information for Early Childhood Services www.sunsmart.com.au & the Cancer Council of Victoria

Education and Care Services National Regulations 2011

This policy confirms our commitment to encouraging children and families from all cultures to make healthy food and drink choices and promoting the importance of a healthy lifestyle including oral health.

Educators, staff and management acknowledge the importance of healthy eating and oral health behaviours which contribute to overall good health (NQS Area 2).

Healthy eating and good nutrition have a major influence on children's health and wellbeing and a direct impact on their growth and development. Oral diseases can negatively impact individuals through pain, discomfort, general health and quality of life. There are clear inequalities in dental health with higher rates of dental caries (decay) in children living in socially disadvantaged areas, rural and remote areas, and among Aboriginal children and children from culturally and linguistically diverse (CALD) backgrounds. Once a child begins to walk accidents involving the mouth are common. Injuries may vary from small chips (fractures) to the tooth being knocked out (avulsed).

Educators promote healthy food and drink choices and oral health through learning experiences, policies, conversations with children and through supportive links and partnerships that we have established within the community including working closely with Swan Hill District Health, dental visits, professional development for educators, games and activities for children and providing a wide variety of resources for educators, children and families. Educators also role model healthy food choices in their own practices including in the staff room, during staff meetings and during professional learning sessions.

All educators, staff and management actively promote healthy eating and good oral health by implementing this policy in our everyday practices. Creating positive lifestyle choices at a young age can have a long term positive affect on children's health and wellbeing in the future.

The message we want to send to children, families and the community is that we value the role good nutrition and oral health has in a person's overall health and wellbeing and we actively promote this within our service and encourage families to continue to promote this message within their homes.

The Early Years Learning Framework provides varied examples of how educators can promote healthy eating and physical activity with children in their program (EYLF, 2009). The Education and Care Services Regulations require that all educators implement safe food handling, preparing and storing of food to minimise the risks to children being educated and cared for as part of the Service (Regulation 77).

In Victoria all child care centres that prepare and serve food to children onsite are rated as class 1 high risk. Services are required under the *Food Act 1984* to nominate one employee as the Food Safety Supervisor which is a Nationally Recognised Training Course designed to ensure that appropriate procedures are followed by all educators and staff in storing, preparing and serving food to children.

Services who provide food have a responsibility under the Education & Care Services National Regulations to ensure that food or drinks provided are nutritious and adequate in quantity; and are chosen having regard to the dietary requirements of individual children

taking into account each child's growth and development needs and any specific cultural, religious or health requirements (Regulation 78, 79).

Our Service menu is reviewed by the Healthy Eating Advisory Service on an annual basis and includes a wide variety of healthy food choices for all meals and snacks. The menu is displayed in the rooms or foyer areas of rooms at the Service.

Parents/guardians are invited to contribute ideas of healthy nutritious meals and snacks that may be added to the menu choices in collaboration with the centre cook and Approved Provider or Nominated Supervisor.

Educators must also ensure that children have access to safe drinking water at all times; and are offered food and beverages on a regular basis throughout the day. Water and milk are the only drinks provided to children by this Service.

Children who have bottles will not be left to drink these unattended and laying down and will be prevented from taking bottles into their cots or on rest mats unless they are sitting upright to prevent milk pooling at their rear of their mouths adding to possible tooth decay.

On advice from the public health department of Swan Hill Rural City Council children are to drink town water not rainwater to reduce the risk of contamination that may occur from rainwater runoff into tanks.

Food should be discouraged from being brought into the service however if this is necessary the food served to children must be declared by signing the food register located in the kitchen. Educators may refuse to offer any food or drink supplied by parents that does not meet our Nutrition and/or Oral Health Policy or hygiene policy.

Birthday celebrations are joyous occasions which parents and children often like to share with our Service. 'Sometimes' foods such as sweets or cakes may be allowed in limited quantities for a special occasion however their consumption by children will be limited by educators to ensure that we continue to promote healthy eating initiatives. We encourage parents to send healthy food options for celebrations.

Healthy eating: Eating a wide variety of foods from the five food groups each day. Healthy eating also means eating in a way that is socially and culturally appropriate, having regular meals and snacks and eating food to satisfy hunger, appetite and energy needs.

Nutrition: The process of providing or obtaining the food necessary for health and growth
'Sometimes' foods and drink: Sometimes foods are high in fat, sugar and salt or a combination of these. They typically have little nutritional value and are often processed and packaged.

Oral health: Eating, speaking and socialising without discomfort or embarrassment

Healthy Eating Guidelines

- Breastfeeding is welcome at this Service.
- Exclusive breastfeeding is recommended, with positive support, for babies up to six months. Continued breastfeeding is recommended for at least 12 months – and longer if the mother and baby wish.
- If an infant is not breastfed, is partially breastfed, or if breastfeeding is discontinued, use an infant formula until 12 months of age.

- Introduce suitable solids at around six months.
- Make sure that food offered to children is appropriate to the child's age and development, and includes a wide variety of nutritious foods consistent with Dietary Guidelines for children and Adolescents.
- Provide water in addition to age-appropriate milk drinks. Infants under the age of six months who are not exclusively breastfed can be offered cooled boiled water in addition to infant formula.
- Plan mealtimes to be positive, relaxed and social.
- Encourage children to try different food types and textures in a positive eating environment.
- Offer an appropriate amount of food but allow children to decide themselves how much they will actually eat.
- Offer meals and snacks at regular and predictable intervals.
- Ensure that food is safely prepared for children to eat – from the preparation stages to consumption.

To achieve a well-balanced diet of wholesome foods each day

For an infant

- Support a mother to continue breastfeeding for 12 months from birth, or longer, depending on wishes of mother and child
- Encourage breast milk or infant formula to be continued as the main drink until the infant is 12 months old
- Provide cooled, boiled water if extra fluids are needed
- Discourage all other drinks, other than boiled water and breast milk or infant formula
- Encourage the introduction of solid food to an infant around six months of age. Recommended first solid foods are infant rice cereal then pureed fruit and vegetables
- Encourage the introduction of iron rich foods as soon as possible after the infant is six months old by giving them meat, poultry, fish, legumes (e.g. baked beans). For a non allergic infant encourage the introduction of all basic food groups after they are six months old. For an infant with a family history of allergy seek professional advice from a dietitian or food specialist re the introduction of allergenic foods such as cow's milk, dairy products, soy, egg, nuts, peanuts, fish
- Ensure foods given in care are not "first time foods"
- Introduce solids slowly and individually in consultation with parents to enable intolerances or allergies to be detected
- Encourage the provision of a suitable range of food textures and finger food according to the age and development of the infant. Start teaching an infant to drink from a cup (with a spout or straw) at 6 months old, with educator holding the cup. At 12 months, baby can hold cup himself/herself
- If formula is used, use cow's milk based formula until 12 months of age. Use soy based or other special formulas only for infants who cannot take dairy based products or because of specific medical, cultural or religious reasons
- It is not safe for parents to bring pre-prepared infant formula for their child. This is because of the small risk of bacteria not killed during the formula preparation process growing in the bottle after it is prepared. Parents/guardians must supply the required measured amount of infant formula and cool boiled water as per the instructions provided with the infant formula which educators can reheat and mix during the day.
- Children's bottles/drinkers, toys, dummies, blankets must be clearly labelled with the child's name.
- It is requested that parents/guardian ensure their child has had an adequate and nutritious breakfast before arriving at the Service. If a child has not eaten before arriving at the Service parents/guardians should inform the child's educator.

For a child aged 1 to 5 years

- Encourage food to be provided from each of the basic food groups every day (bread and cereal, dairy food or dairy alternatives, fruit, vegetables, meats or meat alternatives)
- Ensure that town drinking water is freely available at all times

- “Sometimes foods” such as chips, chocolates, lollies, muesli and fruit bars, fast foods and sweetened drinks such as juice, cordials and soft drinks are not provided by the Service and cannot be brought into the Service by any child, parent/guardian.
- Offer foods of a different colour and texture daily
- Ensure any vegetarian meal provided contains a protein source
- Encourage the use of full cream dairy foods up to age 2 years. Thereafter, reduced fat dairy products should be encouraged.
- Breast milk or pasteurised cow’s milk should be encouraged at this age. Soy (except soy formula when specifically indicated), rice and other vegetarian beverages are inappropriate alternatives to breast milk, formula or pasteurised whole cow’s milk in the first 2 years of life.
- Teach children to drink from a cup (with a spout or straw)
- Serve meals and snacks on a regular schedule allowing for a child who has specific timing and amount needs. Snacks are an important part of a young child’s diet, ensure they are nutritious.

For all children

- Accommodate special food needs for a child who has food allergy reactions or requires a special diet
- Ensure nutritious “extra food” is available for children when they are hungry such as fruit and vegetables
- Provide information on suitable food for a child in care to a parent on request.
- Inform the child’s parent how much food and drink the child has consumed while in care if requested by the parent/guardian
- Limit party type foods to times when a celebration is planned and serve a fruit and vegetable platter as part of the party
- Drink bottles may be used with water only
- Seek information from nutrition experts when necessary
- Ensure that town drinking water is freely available at all times
- Any cooking or food experiences an educator provides will focus on healthy food options, for example tasting plates with a variety of fruit or vegetables, fruit kebabs, vegetable soup.

To ensure all food and drink offered to a child in care is safe and hygienic.

For an infant

- Avoid bottle feeding an infant while they are lying down
- Use only clean bottles and teat assemblies to store expressed breast milk and prepared infant formula
- Wash hands before preparing or handling expressed breast milk or infant formula
- Prepare infant formula strictly according to instructions on the container
- Refrigerate, at 4 degrees C or less, all expressed breast milk and prepared infant formula in the main part of the refrigerator at the back. Expressed breast milk may also be frozen
- Warm breast milk or infant formula in bottles by standing them for a few minutes in warm water. Do not warm bottles in microwave
- Warm milk bottles only once. Never re-warm or re-refrigerate bottles that have already been warmed once. Throw out all leftovers if a child has not finished the bottle within 20 to 30 minutes
- Provide information on suitable ways to safely transport bottles of breast milk or infant formula to parent on request. It is not safe for parents to bring pre-prepared infant formula for their child. This is because of the small risk of bacteria not killed during the formula preparation process growing in the bottle after it is prepared
- Encourage a parent to provide breast milk or infant formula in more containers of smaller volumes to minimize wastage (e.g. 120 ml bottles).

For all children

- Supervise children by sitting with them while they are eating or drinking. Provide plates, cutlery and cups. Discourage direct sharing of food between children. Use utensils when serving food. Encourage a child to be calm and seated while eating and drinking
- Children are to wash their hands before eating or handling food
- Reduce the risk of choking by avoiding food that can break off into hard pieces or food that is hard and spherical

- Keep all food preparation areas and kitchen utensils clean.
- Wash hands before preparing and handling any food
- Store all food at a safe temperature and store perishable foods in a refrigerator at 4 degrees C or less
- Serve and store hot food according to the Food Laws. Food Laws are regulations that outline safe food handling practices
- Do not reuse or rewarm leftover food that has already been warmed once.
- Do not store, or prepare, raw and cooked food together
- Ensure animals are always kept away from food and food preparation areas
- Install insect screens on all windows and doors to the food preparation and storage areas or cover food during the preparation process to avoid insects contaminating food.

To ensure the environment is culturally and developmentally appropriate

- Encourage children and their educator to sit together at meal times as this is important for role modelling, learning, socialisation and safety
- Do not use food as a means of discipline (i.e. as reward, incentive, comfort or as punishment)
- Choose food awareness activities from a variety of cultures
- Recognise and accept multicultural differences
- Celebrate special occasions with appropriate food
- Use routine feeding times to strengthen emotional/social bonds between Educator and child or children
- Assist each child to have practical experience in food preparation
- Discuss food with the children as they are eating or when preparing meals.
- Serve different food separately on the child's plate whenever possible, to teach different food colours, tastes and textures
- Borrow/make resources to help children learn about food with a focus on healthy eating
- Encourage independence at meal and snack time with children self-feeding, using utensils, setting the table and helping to clear up
- Families will be provided with information on the importance of children's nutrition and ideas for healthy lunches and snacks through newsletters, brochures and discussions.

The Service will avoid serving nuts to children however the Service is not a designated nut free zone. Children who have an allergy to nuts will be identified on enrolment and educators and staff will follow the child's medical management plan prepared by the child's doctor in consultation with the child's parent/guardian. Educators should avoid eating nuts before or during their shift or bringing nuts into the Service. Where a child has been identified as being at risk of anaphylaxis the Service is to consider in collaboration with the child's parent/guardian ways to limit the known allergen being used at the Service or only being used in a way that limits the child's access to the allergen – refer Young Adventurers Anaphylaxis policy and procedures.

This policy will be monitored by staff, families, management and external healthy eating advisory services and will be reviewed as part of the Service's policy review schedule in 2020.

References:

Australian Dietary Guidelines. National Health & Medical Research Council, 2013.
 Infant Feeding Guidelines, National Health & Medical Research Council 2012.
 Get up and Grow Healthy Eating and Physical Activity for Early Childhood, Commonwealth of Australia 2009
 Dietetics Department Swan Hill District Health Service 2018
 Early Years Learning Framework. Belonging, Being & Becoming 2009
 Victorian Early Years Learning Framework, for all Children from Birth to Eight Years. Department of Education and Training 2016.
 Education and Care Services National Regulations 2011
 Education and Care Service National Law Act & Regulations 2010
 Revised National Quality Standards for Early Childhood Education 2018

1. Policy statement

Values

Anaphylaxis is an extreme allergic reaction which can be life threatening for both adults and children affected. Our Service is committed to:

- Providing, as far as practicable, a safe and healthy environment in which children at risk of anaphylaxis can participate equally in all aspects of the children's program and experiences.
- Raising awareness about allergies and anaphylaxis with families and children in the Service.
- Actively involving the parents/guardians of each child at risk of anaphylaxis in assessing risks, developing risk minimisation strategies and management strategies for their child.
- Ensuring educators and staff have adequate knowledge of allergies, anaphylaxis and emergency procedures.
- Encourage all educators and staff to undertake regular certified Anaphylaxis Awareness training and annual updates.

Purpose

The aim of this policy is to:

- Minimise the risk of an anaphylactic reaction occurring while the child attends the Service.
- Ensure that educators and staff respond appropriately to an anaphylactic reaction by initiating appropriate treatment, including competently administering an EpiPen® or Anapen®.

2. Scope

The *National Standards* require licensed children's services to have an anaphylaxis management policy in place. This policy is required whether or not there is a child diagnosed at risk of anaphylaxis enrolled at the service. It applies to children enrolled at the service, their parents/guardians, staff, sub-contractors, educators and licensee as well as to other relevant members of the service community, such as volunteers and visiting specialists. The National Standards include the matters to be included in the policy, practices and procedures related to anaphylaxis management and staff training.

3. Background and legislation

Anaphylaxis is a severe, life-threatening allergic reaction. Up to two per cent of the general population and up to five per cent of children are at risk. The most common causes in young children are eggs, peanuts, tree nuts, cow's milk, bee or other insect stings, and some medications.

Young children may not be able to express the symptoms of anaphylaxis.

A reaction can develop within minutes of exposure to the allergen, but with planning and training, a reaction can be treated effectively by using an adrenaline auto-injection device such as an EpiPen® or Anapen®.

Educators, staff and parents/guardians need to be made aware that it is not possible to achieve a completely allergen-free environment in any service that is open to the general community. Staff and Educators should not have a false sense of security that an allergen has been eliminated from the environment. Therefore our Service recognises the need to adopt a range of procedures and risk minimisation strategies to reduce the risk of a child having an anaphylactic reaction, including strategies to minimise the presence of the allergen in the service or the affected child's exposure to the allergen.

Legislation

Education and Care Services National Act 2010

Education and Care Services National Regulations 2011

Health Act 1958

Health Records Act 2001

Occupational Health and Safety Act 2004

4. Definitions

Allergen: A substance that can cause an allergic reaction.

Allergy: An immune system response to something that the body has identified as an allergen. People genetically programmed to make an allergic response will make antibodies to particular allergens.

Allergic reaction: A reaction to an allergen. Common signs and symptoms include one or more of the following: hives, tingling feeling around the mouth, abdominal pain, vomiting and/or diarrhoea, facial swelling, cough or wheeze, difficulty swallowing or breathing, loss of consciousness or collapse (child pale or floppy), or cessation of breathing.

Ambulance contact card: A card that the service has completed, which contains all the information that the Ambulance Service will request when phoned on 000. An example of this is the card that can be obtained from the Metropolitan Ambulance Service and once completed by the service it should be kept by the telephone from which the 000 phone call will be made.

Anapen®: A type of adrenaline auto-injector (see *Adrenalin auto-injection device*).

Anaphylaxis: A severe, rapid and potentially fatal allergic reaction that involves the major body systems, particularly breathing or circulation systems.

Anaphylaxis medical management action plan: a medical management plan prepared and signed by a Registered Medical Practitioner providing the child's name and allergies, a photograph of the child and clear instructions on treating an anaphylactic episode. An example of this is the Australian Society of Clinical Immunology and Allergy (ASCIA) Action Plan.

Anaphylaxis management training: accredited anaphylaxis management training that has been recognised by the National Authority and includes strategies for anaphylaxis management, recognition of allergic reactions, risk minimisation strategies, emergency treatment and practise with a trainer adrenaline auto-injection device such as the EpiPen® and Anapen® trainer.

Adrenaline auto-injection device: A device containing a single dose of adrenaline, delivered via a spring-activated needle, which is concealed until administered. There are a range of commercial devices including the EpiPen® and Anapen®.

Adrenaline auto-injection device training: training in the administration of adrenaline via an auto-injection device such as an EpiPen® or Anapen® provided by allergy nurse educators or other qualified professionals such as doctors, first aid trainers, through accredited training or through the use of the self-paced trainer CD ROM and trainer EpiPen® and Anapen®

Children at risk of anaphylaxis: those children whose allergies have been medically diagnosed and who are at risk of anaphylaxis.

EpiPen®: This is one form of an auto-injection device containing a single dose of adrenaline, delivered via a spring-activated needle, which is concealed until administered. Two strengths are available, an EpiPen® and an EpiPen Jr®, and are prescribed according to the child's weight. The EpiPen Jr® is recommended for a child weighing 10-20kg. An EpiPen® is recommended for use when a child is in excess of 20kg.

EpiPen® or Anapen® kit: An insulated container, for example an insulated lunch pack containing a current adrenaline auto-injection device, a copy of the child's anaphylaxis medical management action plan, and telephone contact details for the child's parents/guardians, the doctor/medical service and the person to be notified in the event of a reaction if the parent/guardian cannot be contacted. If prescribed an antihistamine may be included in the kit. Auto-injection devices (e.g. EpiPen® or Anapen®) are stored away from direct heat.

Intolerance: Often confused with allergy, intolerance is a reproducible reaction to a substance that is not due to the immune system.

No food sharing: The practice where the child at risk of anaphylaxis eats only that food that is supplied or permitted by the Service or parent/guardian, and does not share food with, or accept other food from any other person.

Nominated staff member: A staff member nominated to be the liaison between parents/guardians of a child at risk of anaphylaxis and the licensee. This person also checks the adrenaline auto-injection device such as an EpiPen® or Anapen® is current, the auto-injection device (EpiPen® or Anapen®) kit is complete and leads staff practice sessions after all staff have undertaken anaphylaxis management training.

Communication plan: A plan that forms part of the policy outlining how the Service will communicate with parents and staff in relation to the policy and how parents and staff will be informed about risk minimisation plans and emergency procedures when a child diagnosed at risk of anaphylaxis is enrolled in the Service.

Risk minimisation: The implementation of a range of strategies to reduce the risk of an allergic reaction including removing, as far as is practicable, the major sources of the allergen from the Service, educating parents and children about food allergies and washing hands after meals.

Risk minimisation Plan: A plan specific to the Service that specifies each child's allergies, the ways that each child at risk of anaphylaxis could be accidentally exposed to the allergen while in the care of the Service, practical strategies to minimise those risks, and who is responsible for implementing the strategies. The Risk Minimisation Plan should be developed by families of children at risk of anaphylaxis and Educators or Staff at the Service and should be reviewed at least annually, but always upon the enrolment or diagnosis of each child who is at risk of anaphylaxis. A sample Risk Minimisation Plan is outlined in Schedule 3 of this document.

Service community: all adults who are connected to the children's service.

Treat box: A container provided by the parent/guardian that contains treats for example foods which are safe for the child at risk of anaphylaxis and used at parties when other children are having their treats. Non-food rewards, for example stickers, stamps and so on are to be encouraged for all children as one strategy to help reduce the risk of an allergic reaction.

5. Procedures

1 The Approved Provider of this Service is to ensure the following:

- There is an anaphylaxis management policy in place containing the matters prescribed in the Education and Care Services National Law Act 2010 and Education and Care Services National Regulations 2011.
- The Services Medical Conditions and Medical Emergencies procedure is available for all parents and guardians at the Service.
- Encourage all educators and staff in the Service whether or not they have a child diagnosed at risk of anaphylaxis attending the Service undertake training in the administration of the adrenaline auto-injection device such as an EpiPen® or Anapen® every 12 months and recorded this in the staff records. It is recommended that practice with the trainer EpiPen® or Anapen® is undertaken on a regular basis, preferably quarterly.

2 In services where a child diagnosed at risk of anaphylaxis is enrolled educators and staff shall also:

- Conduct an assessment of the potential for accidental exposure to allergens while child/ren at risk of anaphylaxis are in the care of the Service and develop a risk minimisation plan in consultation with educators and staff and the families of the child/children.

- Ensure that a notice is displayed prominently in the main entrance of the Service stating that a child diagnosed at risk of anaphylaxis is being cared for or educated at the Service.
- Ensure all Lead Educators have completed recognised training on Anaphylaxis and annual updates and encourage all assistant educators and casual staff to undertake recognised anaphylaxis management training approved by the National Authority including the administration of an adrenaline auto-injection device, are aware of symptoms of an anaphylactic reaction, the child at risk of anaphylaxis, the child's allergies, the individual anaphylaxis medical management action plan and the location of the auto-injection device (EpiPen® or Anapen®) kit .
- Ensure that no child who has been prescribed an adrenaline auto-injection device such as an EpiPen® or Anapen® is permitted to attend the Service or its programs without that device.
- Ensure parents/guardians of the child diagnosed at risk of anaphylaxis are provided with a copy of the Services Medical Conditions and Medical Emergencies procedure.
- Implement the communication strategy and encourage ongoing communication between parents/guardians, educators and staff regarding the current status of the child's allergies, this policy and its implementation.
- Display an 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.
- Comply with the procedures outlined in Schedule 1 of the model policy.
- Ensure that a child's individual anaphylaxis medical management action plan signed by a registered medical practitioner is inserted in to the enrolment records for each child. This will outline the allergies and describe the prescribed medication for that child and the circumstances in which it should be used.
- Ensure that all educators and staff know the location of the anaphylaxis medical management plan and that a copy is kept with the auto-injection device (EpiPen® or Anapen®) kit.
- Ensure that the educators accompanying children outside the Service on excursions carries the anaphylaxis medication and a copy of the anaphylaxis medical management action plan in the auto-injection device (EpiPen® or Anapen®) kit

Educators and Staff responsible for the child at risk of anaphylaxis shall:

- Ensure a copy of the child's anaphylaxis medical management action plan is visible to all Educators and Staff.
- Follow the child's anaphylaxis medical management action plan in the event of an allergic reaction, which may progress to anaphylaxis.

- In the situation where a child who has not been diagnosed as allergic, but who appears to be having an anaphylactic reaction:
 1. Call an ambulance immediately by dialling 000.
 2. Commence first aid measures.
 3. Contact the parent/guardian.
 4. Contact the person to be notified in the event of illness if the parent/guardian cannot be contacted.
- Practice adrenaline auto-injection device (EpiPen® or Anapen®) administration procedures using an EpiPen® or Anapen® trainer and “anaphylaxis scenarios” on a regular basis, preferably quarterly.
- Ask all parents/guardians as part of the enrolment procedure, prior to their child’s attendance at the Service, whether the child has allergies and document this information on the child’s enrolment record. If the child has severe allergies, ask the parents/guardians to provide a medical management action plan signed by a Registered Medical Practitioner.
- Ensure that parents/guardians provide an anaphylaxis medical management action plan signed by the child’s Registered Medical Practitioner and a complete auto-injection device (EpiPen® or Anapen®) kit (which must contain a copy the child’s anaphylaxis medical management action plan) while the child is present at the Service.
- Ensure that the auto-injection device (EpiPen® or Anapen®) kit is stored in a location that is known to all educators and staff, including relief staff; easily accessible to adults (not locked away); inaccessible to children; and away from direct sources of heat.
- Regularly check the adrenaline auto-injection device (EpiPen® or Anapen®) expiry date. (The manufacturer will only guarantee the effectiveness of the EpiPen® or Anapen® to the end of the nominated expiry month).
- Comply with the procedures outlined in Schedule 1 (attached).

Parents/guardians of children shall:

- Comply with the procedures outlined in Schedule 1(attached).

Parents/guardians of a child at risk of anaphylaxis shall:

- Inform the Service, either on enrolment or on diagnosis, of their child’s allergies.
- Develop an anaphylaxis risk minimisation plan with the child’s Lead Educators which can then be communicated by the Lead Educators to all educators and staff.
- Provide the Service with an anaphylaxis medical management action plan signed by the registered medical practitioner giving written consent to use the EpiPen® or Anapen® in line with this action plan.
- Provide the Service with a complete EpiPen® or Anapen® kit.

- Regularly check the adrenaline auto-injection device (EpiPen® or Anapen®) expiry date.
- Assist educators and staff at the Service by offering information and answering any questions regarding their child's allergies.
- Notify the Service of any changes to their child's allergy status and provide a new anaphylaxis action plan in accordance with these changes.
- Communicate all relevant information and concerns to the Service, for example, any matter relating to the health of the child.
- Comply with the Service's policy that no child who has been prescribed an adrenaline auto-injection device such as an EpiPen® or Anapen® is permitted to attend the Service or its programs without that device.
- Comply with the procedures outlined in Schedule 1 (attached).

6. Related documents

Related documents at the service

- Enrolment checklist for children at risk of anaphylaxis (Schedule 2 attached).
- Sample Risk Minimisation Plan (Schedule 3 attached).
- Brochure titled "Anaphylaxis – a life threatening reaction", available through the Royal Children's Hospital, Department of Allergy.
- Relevant service policies such as:
 - Enrolment
 - Illness and Emergency Care
 - Nutrition
 - Hygiene and Food Safety
 - Asthma
 - Inclusion
 - Communication

Contact details for resources and support

- Australasian Society of Clinical Immunology and Allergy (ASCIA), at www.allergy.org.au, provides information on allergies. Their sample Anaphylaxis Action Plan can be downloaded from this site. Contact details for Allergists may also be provided. Telephone 0425 216 402.
- Anaphylaxis Australia Inc., at www.allergyfacts.org.au, is a non-profit support organisation for families with food anaphylactic children. Items such as storybooks, tapes, EpiPen® and Anapen® trainers and so on are available for sale from the Product Catalogue on this site. Anaphylaxis Australia Inc. provides a telephone support line for information and support to help manage anaphylaxis. Telephone 1300 728 000.

- Royal Children's Hospital, Department of Allergy, at www.rch.org.au, provides information about allergies and the services provided by the hospital. Contact may be made with the Department of Allergy to evaluate a child's allergies and if necessary, provide an EpiPen® or Anapen® prescription, as well as to purchase EpiPen® or Anapen® trainers. Telephone (03) 9345 5701.
- Department of Education and Training website at www.education.vic.gov.au/anaphylaxis provides information related to anaphylaxis, including frequently asked questions related to anaphylaxis training.

Training

- Access the Department of Education and Training website for information about free training for staff members in services where there is a child diagnosed at risk of anaphylaxis enrolled
At: www.education.vic.gov.au/anaphylaxis
or
- There are a range of providers offering anaphylaxis training, including Royal Children's Hospital Department of Allergy, first aid providers and Registered Training Organisations. Ensure that where there is a child diagnosed at risk of anaphylaxis enrolled in the service the anaphylaxis management training undertaken is accredited and approved by the National Authority.

7. Authorisation

This policy was adopted by Young Adventurers Early Childhood Education Services on 1st June 2016

8. Review date

This policy shall be reviewed biannually.

9. Evaluation

The Approved Provider will:

- Discuss with educators and staff their knowledge of issues following their participation in anaphylaxis management training.
- Ensure enrolment forms are kept up to date and that information provided by parents/guardians is current and complete.
- Discuss this policy and its implementation with parents/guardians of children at risk of anaphylaxis to gauge their satisfaction with both the policy and its implementation in relation to their child.
- Respond to complaints.

- Review the adequacy of the response of the Service if a child has an anaphylaxis reaction and consider the need for additional training and other corrective action.
- Routinely (e.g. monthly) review each auto-injection (EpiPen® and Anapen®) kit to ensure that it is complete and the auto-injection device (EpiPen® or Anapen®) is not expired.
- Liaise with parents of children at risk of anaphylaxis.

Parents/guardians shall:

- Read and be familiar with the policy.
- Identify and liaise with the Approved Provider and their child's Lead Educator.
- Bring relevant issues to the attention of the Service.

References:

Dietary Guidelines for Children & Adolescents in Australia. Incorporating the Infant Feeding Guidelines for Health Workers. NHMRC 2003 www.nhmrc.gov.au/publications/synopses/dietsyn.htm

Dietetics Department Swan Hill District Health Service

Education and Care Services National Regulations 2011

Education and Care Service National Law Act & Regulations 2010

Revised National Quality Standards for Early Childhood Education 2018

Australasian Society of Clinical Immunology and Allergy (ASCIA)

Anaphylaxis Australia Inc.

Royal Children's Hospital, Department of Allergy



Young Adventurers

Early Childhood Services

Schedule 1 Risk Minimisation Plan

The following procedures should be developed in consultation with the parent or guardian and implemented to help protect the child diagnosed at risk of anaphylaxis from accidental exposure to food allergens:

In relation to the child at risk:

- This child should only eat food that has been specifically prepared for him/her.
 - Where the service is preparing food for the child, ensure that it has been prepared according to the parent's instructions.
 - Some parents will choose to provide all food for their child.
- All food for this child should be checked and approved by the child's parent/guardian and be in accordance with the risk minimisation plan.
- Bottles, other drinks and lunch boxes, including any treats, provided by the parents/guardians for this child should be clearly labelled with the child's name.
- There should be no trading or sharing of food, food utensils and containers with this child.
- In some circumstances it may be appropriate that a highly allergic child does not sit at the same table when others consume food or drink containing or potentially containing the allergen. However, children with allergies should not be separated from all children and should be socially included in all activities.
- Parents/guardians should provide a safe treat box for this child to be used during special celebrations where changes may be made to the centre menu.
- Increase supervision of this child on special occasions such as excursions, incursions or family days.

In relation to other practices at the programs:

- Ensure tables, high chairs and bench tops are washed down after eating.
- Ensure hand washing for all children before and after eating and, if the requirement is included in a particular child's anaphylaxis medical management action plan, on arrival at the children's service.
- Restrict use of food and food containers, boxes and packaging in crafts, cooking and science experiments, depending on the allergies of particular children. Staff / Educators should discuss the use of foods in such activities with parents/guardians of this child and these foods should be consistent with the risk minimisation plan.
- All children need to be closely supervised at meal and snack times and consume food in specified areas. To minimise risk children should not 'wander around' with food.
- Educators and staff should use non-food rewards, for example stickers, for all children.

- The risk minimisation plan will inform the children's service's food purchases and menu planning.
- Food preparation personnel (educators, staff and volunteers) should be instructed 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.
- Parents/guardians are asked not to bring food into the Service to assist the Service in maintaining a healthy and safe environment for children.

Schedule 2 Enrolment Checklist for Children at Risk of Anaphylaxis

- ❑ A risk minimisation plan is completed in consultation with parent/guardian, which includes strategies to address the particular needs of each child at risk of anaphylaxis, and this plan is implemented
- ❑ Parents/guardians of a child diagnosed at risk of anaphylaxis have been provided with a copy of the Service's Anaphylaxis management policy and Medical Conditions and Emergencies policy.
- ❑ All parents/guardians are made aware of the Anaphylaxis management policy
- ❑ Anaphylaxis medical management action plan for the child is signed by the child's Registered Medical Practitioner and is visible to all staff. A copy of the anaphylaxis medical management action plan is included in the child's auto-injection device (EpiPen® or Anapen®) kit.
- ❑ Adrenaline auto-injection device such as an EpiPen® or Anapen® (within expiry date) is available for use at any time the child is in the care of the service
- ❑ Adrenaline auto-injection device is stored in an insulated container (e.g. EpiPen® Kit or Anapen® Kit), in a location easily accessible to adults (not locked away), inaccessible to children and away from direct sources of heat
- ❑ All staff, including casual staff, are aware of each EpiPen® kit or Anapen® kit location and the location of the anaphylaxis medical management action plan
- ❑ Staff responsible for the child/ren diagnosed at risk of anaphylaxis undertake accredited anaphylaxis management training approved by the National Authority, which includes strategies for anaphylaxis management, risk minimisation, recognition of allergic reactions, emergency treatment and practise with an EpiPen® and Anapen® trainer, and is reinforced at quarterly intervals and recorded annually
- ❑ The service's emergency action plan for the management of anaphylaxis is in place and all Educators and Staff understand the plan
- ❑ A treat box is available for special occasions (if relevant) and is clearly marked as belonging to the child at risk of anaphylaxis
- ❑ Parent/guardian's current contact details are available

- ❑ Information regarding any other medications or medical conditions (for example asthma) is available to staff
- ❑ If food is prepared at the service, measures are in place to prevent contamination of the food given to the child at risk of anaphylaxis

Schedule 3 Sample Risk Minimisation Plan for Anaphylaxis

The following suggestions may be considered when developing or reviewing a children's service risk minimisation plan.

How well has the children's service planned for meeting the needs of children with allergies who are at risk of anaphylaxis?	
1. Who are the children?	<ul style="list-style-type: none"> • List names of each of the at risk children
2. What are they allergic to?	<ul style="list-style-type: none"> • List all of the known allergens for each of the at risk children • List potential sources of exposure to each known allergen and strategies to minimise the risk of exposure. This will include requesting that certain foods/items not be brought to the service
3. Does everyone recognise the at risk children?	<ul style="list-style-type: none"> • List the strategies for ensuring that all educators and staff, including casual staff and cooks, recognise each of the at risk children • Confirm where each child's Action Plan (including the child's photograph) will be displayed
Do families and staff know how the service manages the risk of anaphylaxis?	
<ul style="list-style-type: none"> • Record when each family of an at risk child is provided a copy of the service's Anaphylaxis management policy • Record when each family member provides a complete auto-injector (EpiPen®) or Anapen® kit • Test that all educators and staff, including casual staff, know where the auto-injector (EpiPen® or Anapen® kit is kept for each at risk child • Regular checks of the expiry date of each adrenaline auto-injection device are undertaken by a nominated staff member and the families of each at risk child • Service writes to all families requesting that specific procedures be followed to minimise the risk of exposure to a known allergen. This may include requesting the following <u>are not sent</u> to the service: <ul style="list-style-type: none"> ○ Food containing the major sources of allergens, or foods where transfer from one child to another is likely, for example peanut, nut products, whole egg, chocolate ○ Food packaging of risk foods (see known allergens at point 2), for example cereal boxes, egg cartons and so on • A new written request is sent to families if the food allergens change 	

- Ensure all families are aware of the policy that no child who has been prescribed an adrenaline auto-injection device such as an EpiPen® or Anapen® is permitted to attend the service without that device.
- The service displays the ASCIA generic poster, *Action plan for anaphylaxis*, in a key location and locates a completed ambulance card by the telephone/s
- The auto-injector (EpiPen® or Anapen®) kit including a copy of the anaphylaxis medical management action plan is carried by a educator or staff member when a child is removed from the service e.g. excursions

Do all staff know how the children's service aims to minimise the risk of a child being exposed to an allergen?

- Think about times when the child could potentially be exposed to allergens and develop appropriate strategies, including who is responsible for implementing them (See following section for possible exposure scenarios and strategies)
- Menus are planned in conjunction with parents/guardians of at risk children
 - Food for the at risk child is prepared according to their parents'/guardians' instructions to avoid the inclusion of food allergens
 - As far as practical the food on the menu for all children should not contain ingredients such as milk, egg and peanut/nut products to which the child is at risk
 - The at risk child should not be given food if the label for the food states that the food may contain traces of a known allergen
- Hygiene procedures and practices are used to minimise the risk of contamination of surfaces, food utensils and containers by food allergens
- Consider the safest place for the at risk child to be served and consume food, while ensuring they are socially included in all activities, and ensure this location is used by the child
- Service develops procedures for ensuring that each at risk child only consumes food prepared specifically for him/her
- NO FOOD is introduced to a baby if the parent/guardian has not previously given this food to the baby
- Ensure each child enrolled at the service washes his/her hands before and after eating and on arrival if required as part of a particular child's medical management plan.
- Teaching strategies are used to raise awareness of all children about anaphylaxis and no food sharing with the at risk child/ren and the reasons for this
- Bottles, other drinks and lunch boxes provided by the family of the at risk child should be clearly labelled with the child's name
- A safe 'treat box' is provided by the family of each at risk child and used by the service to provide 'treats' to the at risk child, as appropriate such as during celebrations

Do relevant people know what action to take if a child has an anaphylactic reaction?

- Know what each child's anaphylaxis medical management action plan says and implement it
- Know who will administer the adrenaline auto-injection device (EpiPen® or Anapen®) and stay with the child; who will telephone the ambulance and the

parents; who will ensure the supervision of the other children; who will let the ambulance officers into the service and take them to the child

- All educators and staff with responsibilities for at risk children have undertaken anaphylaxis management training approved by the National Authority and regular practise sessions for the administration of the adrenaline auto-injection device (EpiPen® or Anapen®).

How effective is the service's risk minimisation plan?

- Review the risk minimisation plan with families of at risk children at least annually, but always upon enrolment of each at risk child and after any incident or accidental exposure.

Possible exposure scenarios and strategies

Scenario	Strategy	Who
Food is provided by the children's service and a food allergen is unable to be removed from the service's menu (for example milk)	Menus are planned in conjunction with parents of at risk child/children and food is prepared according to parents instructions Alternatively the parent provides all of the food for the at risk child	Approved Provider, Educators, Cook, Parent
	Ensure separate storage of foods containing allergen	Approved Provider, Educators & Cook
	Cook, educators & staff observe food handling, preparation and serving practices to minimise the risk of cross contamination. This includes hygiene of surfaces in kitchen and children's eating area, food utensils and containers	Cook, Educators & Staff
	There is a system in place to ensure the at risk child is served only the food prepared for him/her	Cook, Educators & Staff
	An 'at risk' child is served and consumes their food at a place considered to pose a low risk of contamination from allergens from another child's food. This place is not separate from all children and allows social inclusion at mealtimes	Educators & Staff
	Children are regularly reminded of the importance of no food sharing with the at risk child	Educators & Staff
	Children are supervised during eating	Educators & Staff
Party or celebration	Give plenty of notice to families about the event	Approved Provider, Educators, Staff & Parents
	Ensure a safe treat box is provided for the at risk child	Educators & Staff
	Ensure the at risk child only has the food approved by his/her parent/guardian	Educators & Staff

		Specify a range of foods that families may send for the party and note particular foods and ingredients that should not be sent	Approved Provider, Educators, Staff & Parents
Protection from insect allergies	sting	Specify play areas that are lowest risk to the at risk child and encourage him/her and peers to play in the area	Educators & Staff
		Increase supervision of at risk children around plants that attract bees	Educators & Staff
		Ensure the at risk child wears shoes at all times outdoors	Educators & Staff
		Quickly manage any instance of insect infestation. It may be appropriate to request exclusion of the 'at risk' child during the period required to eradicate the insects	Approved Provider, Educators & Staff
Latex allergies		Avoid the use of party balloons or contact with latex gloves	Educators & Staff
Cooking with children		Ensure parents/ guardians of the 'at risk' child are advised well in advance if ingredients need to be bought by the parents	Educators & Staff

References:

Australasian Society of Clinical Immunology and Allergy

www.allergy.org.au

Anaphylaxis Australia Inc.

www.allergyfacts.org.au

Royal Children's Hospital, Department of Allergy

www.rch.org.au

Department of Education and Training

www.education.vic.gov.au/anaphylaxis

Education and Care Services National Act 2010

Education and Care Services National Regulations 2011

Education and Care Service National Law Act & Regulations 2010

Revised National Quality Standards for Early Childhood Education 2018

Emergency and Evacuation (Non-medical emergencies)

July 2019

Planning to manage incidents and emergencies assists educator's and staff to protect adults and children, to maintain children's wellbeing, maintain a safe environment and to meet requirements of relevant workplace health and safety legislation.

The Approved Provider is required to have a clear plan for the management of emergency situations to ensure that all educators and staff are able to act calmly and effectively, reducing the risk to adults and children (NQS QA 2). An Emergency Management Plan template is available from the Department of Education & Training and is a compulsory requirement for all early childhood services and schools. The Emergency Management Plan is to be communicated to all educators and staff. A copy of our Service's Emergency Management Plan is kept on the shelf in the main office in the Emergency Supplies box.

In addition to the Emergency Management Plan an Emergency and Evacuation Floor Plan which identifies all exits and includes instructions on what to do if an emergency occurs is on display at all exits of the Service and must be practiced/rehearsed every 3 months with children. A brief summary of the evacuation drill is to be recorded including the date and time of rehearsal, any persons involved including educators, staff, children and any other adults. The summary should include the role each educator and staff member had during the evacuation drill, any problems/issues that occurred that could pose a risk during an emergency and what strategies have been implemented to reduce this risk.

In the event of an emergency and evacuation off-site at the Service all educators, staff members, students, volunteers and children will leave the Service with at least one ipad or phone and WALK to the Ken Harrison Reserve sporting oval and wait at the Swan Hill Tennis Courts clubhouse. Lead Educators are to collect the Room Sign-In book and any children's medication prior to leaving the Service provided it is safe to do so. Efforts will be made to contact parents once those present at the Service at the time of the emergency and evacuation have been relocated to the meeting point.

At the time that those present at the Service are prevented from leaving the Service due to an emergency outside of the Service all those present at the Service are in the first instance to remain in their rooms or in the second instance to relocate to the staff room or laundry. All efforts will be made to advise parents of the children attending the Service of the emergency however the priority for all educators, staff, students and volunteers is to ensure the safety of all children in attendance at the Service. The service has engaged Swan Hill Security Services – Panic button has been installed at the front desk and on a remote, sensors are in rooms.

Educators and staff at this Service have nominated a code word to be used in the event that any person feels threatened by another person or intruder or educators and/or staff feel threatened or believe that the health, safety or wellbeing of the children at the Service is at risk. When the code word is used all Educators and Staff in attendance at the Service are to regroup with the children in their room and an available educator or staff member is to call 000 for assistance. Where possible educators and staff are to remain indoors until the Approved Provider or Nominated Supervisor determines that there is no longer a threat at the Service. If such an incident occurs educators and staff are to reassure the children and inform parents as soon as practicable that an incident has occurred and outline the steps

educators and staff took to manage the incident. A serious incident notification should be made by the Approved Provider or Nominated Supervisor to the Regulatory Authority notifying them of the incident using the NQAits portal via the ACECQA website.

The Approved Provider is to be notified of any such emergency and/or evacuation of the Service for any reason including during an emergency and evacuation drill.

An emergency evacuation drill will be conducted every three months to ensure all educators and staff understand the requirements in a real emergency. An emergency whistle will be used to alert all educators, staff and children of the emergency whether it be for a drill or real incident. There is a whistle located in the kitchen above the fridge and in the main office area and in children's rooms.

References:

Education and Care Services National Act 2010

Education and Care Services National Regulations 2011

Education and Care Service National Law Act & Regulations 2010

Revised National Quality Standards for Early Childhood Education 2018



Young Adventurers
Early Childhood Services

All reasonable precautions and measures are taken to provide and maintain an environment that is safe and without risks to the health of educators, staff, students, volunteers, children and parents/guardians during the hours of operation of the Service.

The responsibility for workplace health and safety is a mutual goal of the Approved Provider and educators and staff (NQS QA 7).

This Procedure applies to all environments where education and care programs provided by this Service take place including excursions.

Educators and staff are also responsible for ensuring the wellbeing of themselves and others within the workplace by reporting any concerns or potential concerns of harassment or bullying to the Approved Provider immediately. Everyone has the right to feel safe and protected in their workplace from any forms of harassment or bullying.

Young Adventurers Early Childhood Education Services has a zero tolerance of harassment or bullying and will take the appropriate action against employees who are found to be liable for such behaviour. The Approved Provider has the right to decide at his/her discretion the steps that will be taken if they become aware of any concern or potential concern of harassment or bullying to protect the health, safety and wellbeing of all employees.

The Approved Provider will

- (i) Provide a safety check sheet for indoor and outdoor play areas and instruct educators and staff in the correct procedure for completing the safety check.
- (ii) Provide educators and staff with safe equipment. Maintenance of equipment is the responsibility of the Approved Provider. Educators and staff using such equipment are responsible for ensuring the equipment is clean and report any issues, damage or required maintenance to the Approved Provider.
- (iii) Promote workplace health & safety through education, information and instruction.
- (iv) Ensure that educators and staff maintain a high level of awareness of workplace health and safety issues.
- (v) Encourage each educator and staff member to regard accident prevention as an individual responsibility.
- (vi) Foster a working environment to encourage educators and staff to report difficulties.
- (vii) Require that every accident and incident is reported, and where appropriate, investigated to ensure that any necessary action will be taken to reduce safety and health risks.
- (viii) Encourage all educators and staff to plan when to take leave for holiday breaks and take time off when they are unable to work due to personal or family health matters.

- (x) May request an educator or staff member to undergo a medical assessment or other relevant professional assessment at any time if they have concerns about an educator's or staff member's health that could potentially affect the health, safety and wellbeing of children in care.
- (xi) Support OH+S Rep in their roll. Provide training if available. Provide paid time to undertake their roll.

Educators and Staff members

- (i) Must ensure that they are fit to carry out duties associated with their position.
- (ii) Must not wilfully or recklessly interfere with or misuse any equipment used in the interests of health and safety or welfare.
- (iii) Must not wilfully place at risk the health or safety of any person involved in the Service.
- (iv) Will be responsible for safe work practices
- (v) Will diligently exercise their responsibility for control of working conditions, practices and workload.
- (vi) Will be alert for safety and health risks in the environment and report these to the Approved Provider.
- (vii) Will comply with OH&S procedures and requirements including all safety instructions to avoid unnecessary risk.
- (viii) Will maintain a clean, tidy, safe and secure environment within the Service including both indoor and outdoor areas.
- (ix) Notify the Approved Provider of any change to the educator's or staff member's health that may affect their ability to perform their duties.
- (xii) Will report any concern or potential concern of harassment or bullying to the Approved Provider immediately.

For more information on the requirements for employers and employees
www.worksafe.vic.gov.au

References:

National Quality Standard for Early Childhood Education and School Age Care
Occupational Health and Safety Act 2004

A culture of open communication, in which the Approved Provider, educators, staff and families are able to comment on the Service's practices and influence management decisions, allows the Approved Provider to become aware of potential concerns before they turn into formal grievances and complaints (NQS QA 7).

Educators and staff and families have the right to have legitimate grievances investigated and resolved.

The Regulatory Authority must receive and investigate complaints arising under National Law and National Regulations (section 260).

The Approved Provider's responsibilities in relation to serious incidents and complaints include:

The approved provider must display the name and telephone number of the person at the education and care service to whom complaints may be addressed (regulation 173(2)(b)); display the contact details of the Regulatory Authority (regulation 173(2)(e)); develop policies and procedures in relation to dealing with complaints (regulation 168(2)(o)); notify the Regulatory Authority of serious incidents and any complaints which allege a breach of legislation

(Section 174(2)(a) and (b), regulation 12, element 7.3.3); have processes in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner (element 7.3.4).

Complaints

From 1 October 2018 Services are required to notify the regulatory authority of a complaint that alleges:

- a serious incident has occurred or is occurring while a child is being educated and cared for by a service
- the National Law and/or National Regulations have been contravened (section 174(2)(b))

Serious Incident and emergency

Changes have been made to the definitions of 'serious incident' and 'emergency' for notification purposes to regulatory authorities.

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

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

There is a summary of all notifications and timeframes on the ACECQA website: acecqa.gov.au/nqf-changes/information-sheets-andresources

Notification of serious incidents and complaints to the Regulatory Authority

The Regulatory Authority must be notified of a serious incident (section 174(2)(a)) or complaint (section 174(2)(b)) in writing in the case of the death of a child, as soon as

practicable but within 24 hours of the death, or the time that the person becomes aware of the death; any other serious incident, within 24 hours of the incident or the time that the person becomes aware of the incident; a complaint within 24 hours of the complaint or incident using the NQAits portal via the ACECQA website.

Which notifications must be investigated?

Notifications of serious incidents and complaints, that allege the safety, health or wellbeing of a child or children was or is being compromised while that child or children is or are being educated and cared for by the approved education and care service and/or the National Law and/or National Regulations may have been contravened, will be investigated by the Regulatory Authority.

The Regulatory Authority in Victoria

The Department of Education and Training, Quality Assessment and Regulation Division can be contacted on 1300 307 415 or by email at licensed.childrens.services@edumail.vic.gov.au.

Procedure

- (i) Verbal complaints may be made to the Approved Provider or Nominated Supervisor and will be dealt with informally.
- (ii) The Approved Provider may use their discretion to determine whether an educator or staff member should be informed of a verbal complaint against them.
- (iii) Where a verbal complaint is deemed to be a concern in relation to the health and safety of children the Approved Provider has the responsibility to investigate the matter even though the complainant does not want to make a written complaint.
- (iv) If there is a trend or pattern of complaints, formal or informal, against an educator or staff member an investigation will be carried out.
- (v) Formal complaints are written complaints received by the Service about the Service.
- (vi) If the complainant is not happy with the outcome of a verbal complaint, a formal complaint may be lodged.
- (vii) Formal complaints must be in writing, clearly identifying the problem and all relevant details, and signed by the person making the complaint.
- (viii) Formal complaints will be treated as confidential where possible.
- (ix) Investigation of complaints will be carried out by the appropriate officer, with all results and outcomes registered on the confidential complaints file.
- (x) Relevant parties will be informed of outcomes.

References:

Australian Children's Education & Care Quality Authority
Education and Care Services National Act 2010
Education and Care Services National Regulations 2011
National Quality Standard for Early Childhood Education and School Age Care

All legally required records will be maintained in a system that complies with requirements of the Department of Education and Training, The Information Privacy Act 2000, The Health Records Act 2001 and Young Adventurers Early Childhood Education Services Policies and procedures including Governance Procedures.

To maintain Child Care Subsidy approval, providers must keep certain records and notify the Department of Education of certain events. Failure to keep these records and provide the required notifications can result in an infringement notice, civil penalty order, criminal prosecution, suspension or cancellation of provider or service approvals, or other penalties (NQS QA 7).

All providers must keep and maintain the following records:

- complaints made to the provider, or to any of the services of the provider, relating to compliance with Family Assistance Law
- a record of attendance for each child for whom care is provided (regardless of eligibility for Child Care Subsidy), including records of any absences from care
- statements or documents demonstrating that additional absence days in excess of the initial 42 absence days satisfy requirements (see [Reporting absences](#)).
- copies of invoices and receipts issued for the payment of child care fees
- copies of all Statements of Entitlement issued and any statements issued to advise that there was a change of entitlement.

Providers must also keep a written record of the following, even if they would not otherwise record them in writing:

- any notice given to a state or territory body about a child at risk of abuse or neglect
- copies of the evidence and information provided with an application for approval about persons with management or control of a provider and persons responsible for the day-to-day operation of a service
- any evidence or information produced to obtain police checks and working with children checks for personnel and to support any statements about these checks in an application for provider or service approval.

Written records include records that are made and stored electronically, as long as they are stored safely and any changes, apart from incidental changes related to their storage and display, are also recorded.

Providers must keep written records of all required background checks for specified personnel.

Records must be kept for seven years.

File notes may be created to record details of telephone conversations, meetings or conversations which commit the Service to a particular course of action or which authorise the action of a third party. These file notes will be attached to the relevant family or child's file.

Educator and Staff records including payroll information will be maintained by the Approved Provider and stored in a lockable cabinet onsite.

Administration records will be stored in lockable cabinets at all times.

Staff will not take administration records home without the permission of the Approved Provider (refer Confidentiality of Records/Privacy Policy and procedures).

Requests for access to records will be according to Freedom of Information and Privacy Policies.

For more information on record keeping refer to Young Adventurers Early Childhood Education Services Governance; Confidentiality of Records/Privacy/ Educator & Staff Records including Students & Volunteers & Enrolment Policies.

References:

Child Care Service Handbook July 2019
Education and Care Services National Act 2010
Education and Care Services National Regulations 2011
The Information Privacy Act 2000
The Health Records Act 2001



Young Adventurers
Early Childhood Services

Educator & Staff records including students & volunteers

July 2019

Young Adventurers Early Childhood Education Services will maintain a *Register of Educators and Staff Members* otherwise referred to as a *Staff record* in accordance the Education and Care Services National Regulations (R145). The record will include information about the Nominated Supervisors (R146); other staff members (R147); the educational leader (R148); students and volunteers (R149(1)).

The register will be maintained by the Approved Provider and be available to the Regulatory Authority upon request (NQS QA 4).

The Approved Provider will

1. Maintain the register.
2. Ensure that all educators, staff members, students and volunteers have a completed record on file.
3. Ensure that the relevant information including any approved training and qualifications are included, attached to the record.
4. In relation to all educators, staff members, students and volunteers - sight and record identifying numbers and dates including expiry of the police check (if applicable) and working with children check. Record as appropriate by the Approved Provider, Nominated Supervisor or Certified Supervisor.
5. Update if changes occur to educator or staff member details.
6. In relation to students and volunteers record the date and hours of participation for each student or volunteer who attends the service.
7. In relation to educators and staff members record the hours that each educator works directly with children being educated and cared for by the service e.g. staff roster or staff timesheet.
8. Maintain a record of period that an early childhood teacher is in attendance at the service (R132).

Educators, staff members, students and volunteers will

2. Provide the Approved Provider or Nominated Supervisor with accurate information to be recorded and maintained in the register.
3. Notify the Approved Provider or Nominated Supervisor of any changes to their circumstances such as phone number, address and name.
4. Provide current documentation regarding qualifications and training.
5. Provide current police check (if applicable) and working with children checks for sighting by the Approved Provider or Nominated Supervisor.

References:

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

Education and Care Service National Law Act & Regulations 2010

Revised National Quality Standards for Early Childhood Education 2018

Responsible handling of personal and health information is a key aspect of this Service to comply with the Education and Care Services National Law Act and National Regulations.

The Approved Provider is committed to protecting an individual's right to privacy, and compliance with obligations imposed by the Information Privacy Act 2000 (Vic); the Health Records Act 2001 and the Education and Care Services National Law Act 2010 (NQS QA 7).

This Confidentiality of Records/Privacy Policy explains some of the Information Privacy Principles (IPPs) and Health Privacy Principles (HPPs) and how they apply to this Service.

In addition to the above Acts, the Charter of Human Rights and Responsibilities Act 2006 expands the right to privacy to personal or health information which is not documented.

Information in a child's record must not be divulged or communicated, directly or indirectly, to another person other than:

- a) To the extent necessary for the care or education or medical treatment of the child
- b) To a parent or guardian of the child or another person who has lawful authority to require the information
- c) The Regulatory Authority or an Authorised Officer
- d) If expressly authorised, permitted or required to be given by or under any Act or law
- e) With the written consent of the person who provided the information.
- f) To convey information to the Regulatory Authority required for reporting purposes in relation to the Funded Kindergarten program or any other funding or grants program provided by the Regulatory Authority to this Service.

Any breach of the ten Privacy Principles of the Information Privacy Act 2000 or the Health Records Act 2001 or the Charter of Human Rights and Responsibilities Act 2006 may result in disciplinary procedures or dismissal.

Disciplinary steps will be in accordance with procedures relating to this Service's Discipline Policy.

Educators and staff must maintain confidentiality in relation to children in care and their families.

Any breaches in confidentiality may result in dismissal or disciplinary action.

Educators and staff are not permitted to remove children's records or other confidential information from the Service for any reason unless permission has been given by the Approved Provider or Nominated Supervisor in which case the educator or staff member is to ensure that the records are used only for the purpose of providing an education and care program for that child and stored in a way that ensures the information contained is not divulged to anyone outside of the Service.

The only exception is when an educator or staff member is making a Child Protection or Child First Report in which case the educator or staff member making the report is entitled

to use the Service's phone facilities if they wish without the need for prior approval from the Approved Provider or Nominated Supervisor.

Confidentiality of records/Privacy includes any information contained and/or transmitted electronically about the Approved Provider, educators, staff, children and families at the Service using methods such as email, fax or social media such as Facebook, Instagram, twitter or the like.

Information relating to educators, staff, students or volunteers contained in the Staff Records folder will be stored in a locked cabinet and is only to be used and/or updated by the Approved Provider, Nominated Supervisor or Administration/Receptionist. This is to maintain the privacy of all Educators and Staff and to ensure that the Service complies with the Education and Care Services National Regulations Division 9 Staff and Educator Records – Centre Based Services.

Where a request is made by a non-custodial parent for information from the Service regarding their child's attendance records or any other information regarding their child the Educator and/or Staff member is to direct the parent to the Approved Provider or Nominated Supervisor in which case the Approved Provider or Nominated Supervisor will contact the child's custodial parent for direction before conveying such information. This information can be obtained by the non-custodial parent through a court subpoena if required.

Permission must be given by the Approved Provider or Nominated Supervisor before any educator or staff member can use any written material belonging to Young Adventurers Early Childhood Education Services outside of the Service. Written information includes observations, photos, named art work or other documentation obtained from or about the child whilst the child attends the Service. The requirement for permission to be obtained as stated above is extended to any students or volunteers at the Service.

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References:

Charter of Human Rights and Responsibilities Act 2006
Education and Care Services National Act 2010
Education and Care Services National Regulations 2011
Health Records Act 2001
Privacy Act 2000

The Approved Provider acknowledges that from time to time the Service and/or its educators and/or staff members may want to advertise or promote events or programs to the community (NQS QA 7). All proposed advertising that contains any association or reference to Young Adventurers Early Childhood Education Services including print media, radio, television and internet must be approved in the first instance by the Approved Provider or Nominated Supervisor to ensure that all relevant Service policies and procedures are adhered to.

Definition

Media: Print media, radio, television, internet, posters, leaflets.

Social Media: Web-based and mobile-based technologies, which are used to turn communication into interactive dialogue between two or more individuals, organisations or communities. Social Media refers to social networking sites such as Facebook, MySpace, video and photo sharing websites like Flickr, YouTube, micro-blogging sites like Twitter, blogs including corporate blogs, personal blogs or blogs hosted by traditional media, forums and discussion boards like Whirlpool, Yahoo! Groups and Google Groups, online encyclopedias such as Wikipedia, any other websites that allow individuals or companies to use simple publishing tools.

In relation to any social media program:

Educators will

- Behave with caution, use courtesy, honesty and respect and do not use false or misleading information
- Comply with relevant laws and regulations, including the Privacy Act which prohibits the disclosure of personal and confidential information, the Copyright Act and the Defamation Act
- Reinforce the integrity, reputation, philosophy and values of Young Adventurers Early Childhood Education Services at all times
- Use correct spelling and proper grammar
- Only include photos or videos of educators, staff, children and their families with the permission of the individuals in the photos or videos.

Educators will not

- Use abusive, profane or sexual language or any discriminatory material in relation to a person or group based on their age, colour, creed, disability, family status, gender, nationality, marital status, parental status, political opinion/affiliation, pregnancy or potential pregnancy, race or social origin, religious beliefs/activity, responsibilities, sex or sexual orientation
- Use or print materials that could potentially compromise an individual educator meeting the Services Code of Conduct or Policies and procedures.
- Use or print materials that would offend contemporary standards of taste and decency

- Print or use personal details or references to the Services, it's educators and/or staff, children or families who use, have used or plan to use the service unless permission is given by the individual or group of individuals
- Use or print statements that might be considered to be bullying or harassment.

The Approved Provider will

- Monitor educators and staff members use of the Service's internet from time to time to ensure the use complies with this policy.
- Utilise family day care activities to promote media coverage where possible
- Radio and television may be utilised for interviews and promotion of the Services operations and activities with full permission of any educators, staff or families involved.
- Ensure any posters and leaflets are concisely worded and simple, and include the Young Adventurers Early Childhood Education Services logo and where possible be saved as .pdf format which is a more secure way of saving electronic information produced by the Service for intended use by others within or outside of the Service.



References:

Privacy Act 2000

Charter of Human Rights and Responsibilities Act 2006

Education and Care Services National Law Act & National Regulations 2010

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Early Childhood Services

Young Adventurers Early Childhood Education Services aims to provide high quality education and care programs for children and will at times provide support to students or volunteers who request to complete a practical placement or work experience at this Service which relates to a unit or units of a relevant early childhood course.

All students or volunteers must arrange for a representative from their Registered Training Organisation (RTO) or School/College to make contact with the Service to request the placement at which time the following information will be communicated.

A copy of the Service's Students and Volunteers policy will be given to the representative and student or volunteer prior to the placement being offered.

Any student or volunteer must attend a brief interview with the Approved Provider and Educational Leader of the Service prior to placement commencing to enable the Service to determine if the placements or work experience goals set by the student and his/her RTO or School/College can be achieved and to ensure the policies and procedures of the Service are maintained at all times. Attendance at the interview by the RTO or School/College representative who requested the placement will be at the discretion of the RTO or School/College and is not compulsory.

Any student or volunteer attending the Service is required to act in accordance with the Services policies and procedures at all times and must meet the following criteria.

- A representative from the student or volunteer's RTO or School/College is required to make contact with the Service's Approved Provider or Educational Leader at the beginning of the placement and at least once during the student or volunteers placement to ascertain the progress of the student or volunteer in relation to the goals set.
- If aged 18 years or over must be able to provide a current and approved Working with Children Check - Volunteer or Employee capacity. The check must be sighted by the Approved Provider prior to commencement as a student or volunteer
- Any student or volunteer must be fully supervised and not left alone with children at any stage during their placement with the Service.
- Access will not be permitted to the Service's computer server or systems unless permission is given by the Approved Provider or Nominated Supervisor.
- Any student or volunteer must sign the Visitors record when attending the Service during the time that the Service is providing education and care for children.
- A brief plan outlining the student or volunteers goals in relation to their studies and practical or workplace experience will be recorded and monitored by the Educational Leader throughout the time the student or volunteer attends the Service.
- Students and volunteers are not counted towards the Educator-to-child ratio.
- Appropriate attire will be worn by the student or volunteer which ensures they can participate in the program in a safe manner. Appropriate attire will consist of black pants or black skirt or black knee length shorts, black shoes with enclosed toes, a collared shirt or polo shirt of any colour. All attire worn is to be

clean and in good repair and free from rips or tears. Jewellery is permitted however consideration should be given to ensuring earrings or nose rings or other piercings are small enough that a child is unlikely to catch his/her hands, fingers or clothing on it or be able to pull the piercing out which could result in an injury to the student or volunteer or pose a choking hazard to children if the piercing becomes dislodged from its location.

- The student or volunteer is expected to seek regular feedback from the Approved Provider and/or Educational Leader to improve their skills and knowledge.
- The student or volunteer is to inform the Service if they are unable to attend any of the planned placement of work experience days by contacting the Service between the hours of 8am to 6pm Monday to Friday on 0350329729. Attendance or 'make-up' days are solely the responsibility of the student and their RTO or School/College and cannot be guaranteed to be available at the Service. In addition it is up to the student or volunteer to also inform their RTO or School/College if they are unable to attend any of their planned placement or work experience days.
- Young Adventurers Early Childhood Education Services is not required to continue a placement of a student or volunteer in the event that the Approved Provider or Nominated Supervisor or Educational Leader of the Service believes that the placement or work experience is not beneficial to the student or volunteer; or to the Service or children and families of the Service.

Prior to placement - students and volunteers

Tour of centre

Introduce staff

Appoint a mentor – usually the Room Leader in addition to the Educational Leader

Hours of placement

Discuss Confidentiality Policy including observations & photos/videos protocol & Social Media Policy

Evacuation Procedures

Dress code

Allergies at Centre

Young Adventurers Early Childhood Services

Reference:

Education and Care Services National Regulations 2011

Education and Care Service National Law Act & Regulations 2010

Revised National Quality Standards for Early Childhood Education

Fee Policy

July 2019-June 2020

Position Statement

Young Adventurers fees are payable two weeks in advance at all times.

Our preferred method of fee payment is via Direct Debit utilising the Debit Success system with payments occurring on a Friday. The Direct Debit form must be returned to our service prior to your child's enrolment start date. Alternate fee payment arrangements may be available upon request. Payments are scheduled to occur on a fortnightly basis however weekly or monthly payment options are available by request. It is the parents /guardians responsibility to ensure there is enough money in their account to cover these charges on this day.

Two subsequent declined payments may result in your placement being cancelled until arrangements are made to recover your due fees. Please note Debit Success charge families a failed payment fee for declined transactions which is non-refundable. Our service will cover the set up costs and weekly transaction fees for all direct debits excluding any failed payment fees.

A change of details form can be collected from our office if you need to change your personal details or account details. This must be received the day prior to your next due direct debit transaction.

Two weeks notice in writing must be given to alter or cancel your bookings. If this is not adhered to normal fees will be charged for the period.

Your child's booked days cannot be swapped for staffing and placement reasons however if additional days become available they may be offered to families upon request in which case the additional fee will be added to your next direct debit transaction.

From 1st July 2019 we have updated our Holiday Discount Fee to now include a \$10 discount for any absences that are marked by parents using the Kindynow app for both holidays or illnesses by 9am. 2 weeks notice is no longer required prior to the child's absence to access the discount – however this discount is not applicable to children enrolled in the Kindergarten program Option 1 or 2 as they already receive discounted fees. The discount does not apply to public holidays unless your child is absent immediately prior to or following a public holiday – see Absence Holiday/Illness Discount Fee below.

As we bill in advance the fee may need to be backdated and credited to the account following the absence period. We encourage parents to still record upcoming holidays in the Green book on the front desk as this helps us plan in advance for staffing and meals & to ensure the discount is applied.

In addition to the Child Care Holiday Discount Fee we will continue to provide a sibling discount for families who have more than one child enrolled at the centre (excluding Kinder children who already receive discounted fees).

Young Adventurers Fees from JULY 2019 are as follows:

Child Care \$117 per day (valid from 1st July 2019)

Child Care Sibling \$110 per day (valid from 1st July 2019)

Absence Using Kindynow app: Holiday/Illness Discount Fee \$10 discount off the full Child Care Fee per child per day for absences marked by parents by 9am using the Kindynow app (valid from 1st July 2019)

Casual booking \$117 per day (valid from 1st July 2019)

Kindergarten – a term fee applies see attached Fee Schedule July 2019- June 2020

Late Collection Fee \$25 per child per day & additional \$1 per minute after 6pm.

Fees are payable for ALL days booked, including any absences due to illness, holidays or public holidays. Invoices will be emailed or can be sent at any time on request.

All meals are provided & included in your fees. This includes children accessing the Kindergarten program. Nappies are also provided & included in your fees if required.

Our centre closes annually for the period between Christmas Day and New Year. Families will not be charged during this closure period. Closure dates are displayed in the centre foyer.

Child Care may be available before & after a Kindergarten session – a fee applies see attached Fee Schedule July 2019- June 2020.

Kinder program The kindergarten program will only be offered during school terms however families who require care during school holidays can retain their usual booking and will be charged the usual full day fee. It is a requirement of the Kindergarten Funding from the Department of Education and Training that any child enrolled to attend the Kindergarten program must attend for a minimum 15 hours per week and as such a minimum two day booking if required for all Kindergarten enrolments. A minimum two day booking applies to children enrolled in the kinder program only.

Casual bookings Casual bookings may be available by contacting the Service at any time during opening hours or can be booked using the Kindynow app. Families can view their child's current bookings up to 2 weeks in advance on the Kindynow app & can set notifications to inform them if a vacancy arises in their child's room, book casual days & mark their child as absent using the Kindynow app.

Subsidies The Family Assistance Office provides Childcare subsidies to eligible families including Kindergarten families choosing Option 1,2 or 4 to assist with the cost of childcare. Please contact Centrelink to check your eligibility prior to enrolment. It is the families' responsibility to register for any subsidies directly with Centrelink.

As fees are estimated in advance & in goodwill occasionally Centrelink may cancel or withhold subsidy payments from the Service for families due to outstanding tasks or issues between Centrelink and the family. If this results in subsidies not being paid by Centrelink to the Service for a family then the family will be required to pay the outstanding amount to the Service. Please note our Service is unable to contact Centrelink on families behalf and has no control over how much subsidy is paid. This is managed between families and Centrelink. Families must respond to Centrelink requests for information including ensuring their child's immunisations are up to date to avoid having subsidy payments cancelled.

Late Collection Fees – It is a legal requirement that children must be collected from our service by 6pm and that no children are to remain on the premises after 6pm. A late fee of \$25.00 per child will apply after 6pm with an additional \$1 per child per minute charged. If you are going to be late for any reason, please contact the educators at our Centre prior to 6pm. If your child is not collected by 6.15pm and no contact has been made between the parent or one of your nominated emergency contacts Police will be notified. Our operating permit and insurance is valid between the hours of 8am to 6pm and cannot be extended for any period outside of these hours. Please allow enough time to arrive, greet your child and staff, exchange information about your child's day and sign your child out therefore leaving

the premises by 6pm. Failure to pick up your child by 6pm may result in instant termination of your enrolment with the two week notice period waived.

If at any stage you have financial difficulties, please speak to the Director. If fees lapse by 2 weeks and no special arrangements have been made your child's place will be considered vacant and may be offered to another child. Families experiencing hardship may be able to apply to Centrelink for increased subsidies (Centrelink - Additional Childcare Subsidy Hardship).

Fee review Fees will be reviewed in March each year. Families will be given one month's notice of any changes to the current fee schedule. Enquiries regarding fees can be made to the owner/Approved Provider: Marg Hartshorn on 50329729.



Young Adventurers

Early Childhood Services



2019-2020 Fee Schedule

Child Care \$117 per day (valid from 1st July 2019)

Child Care additional sibling \$110 per day (valid from 1st July 2019)

ABSENCE USING KINDYNOW APP: HOLIDAY ABSENCE/ILLNESS DISCOUNT A \$10 discount off the full Child Care Fee of \$117 per child per day or the Sibling Discount fee of \$110 per child per day using Kindynow app (excludes Kinder enrolled children who already have discounted fees).

4 Year Old Kindergarten 2020 program:

1. **Option 1** Full fee paying families \$2295 per term Year Round includes school holidays & attend between 8am and 6pm. Fee is prior to any eligible subsidies being deducted
2. **Option 2** Full fee paying families \$1,900 per term excludes school holidays & attend between 8am and 6pm. Fee is prior to any eligible subsidies being deducted
3. **Option 3** Health Care Card/Concession Families or Early Start Kinder Grants \$0 no cost (40 weeks only between 9am and 4.30pm)
4. **Option 4** Child Care booking in Kindergarten program \$117 per day anytime between 8am and 6pm. Fee is prior to any eligible subsidies being deducted

Hours before or after Kindergarten program on same day as Kindergarten booking \$15 per hour or part thereof (for families using Option 3). Fee is prior to any eligible subsidies being deducted

Late collection fee \$25.00 per child will apply after 6pm with an additional \$1 per child per minute charged.

Inclusions All meals & nappies are included this includes children accessing the Kindergarten program.

Subsidies The Family Assistance Office provides Childcare subsidies to eligible families including Kindergarten families choosing Option 1,2 or 4 to assist with the cost of childcare. It is the families' responsibility to register for any subsidies directly with Centrelink. As fees are estimated in advance and in goodwill occasionally Centrelink may cancel or withhold subsidy payments from the Service for families due to outstanding tasks or issues between Centrelink and the family. If this results in subsidies not being paid by Centrelink to the Service for a family then the family will be required to pay the outstanding amount to the Service. Please note our Service is unable to contact Centrelink on families behalf and has no control over how much subsidy is paid by Centrelink to the Service on families behalf. Families must respond to Centrelink requests for information including ensuring their child's immunisations are up to date to avoid having subsidy payments cancelled by Centrelink.

Fees are payable for ALL days booked, including any absences due to illness, holidays or public holidays. Invoices will be emailed or can be sent at any time on request.

Benefits of accessing child care or Kindergarten at our centre

- Nutritionally balanced meals provided including in the Kindergarten program – m/tea; lunch; a/tea.
- Nappies provided if required.
- Greater flexibility - no additional charge for care required before or after kindergarten on the same day as kindergarten for full fee paying families Option 1 or 2. Small fee applies to all other families.
- Children don't have to transition to another service to access their Funded Kindergarten year.
- Small group sizes in our Kindergarten room (up to 16 children per day with 2 educators).
- One drop off point for families needing child care & kindergarten saving you valuable time.
- Natural home like environment set on 2 acres with an emphasis on promoting sustainable practices.
- No fundraising levies/duties or working bees leaving you more time with your family.

Christmas closure Our centre closes annually for the period between Christmas Day and New Year. Families will not be charged during this closure period. Closure dates are displayed in the centre foyer.

Fee review Current Fees or subsequent year's Fees will be reviewed in March each year. Families will be given one month's notice of any changes to the current fee schedule. Enquiries regarding fees can be made to the owner/Approved Provider: Marg Hartshorn on 50329729.



Young Adventurers

Early Childhood Services

Uniform/Dress Code Policy

July 2019

A uniform has been provided by the employer to all employees. The uniform is not compulsory however it is expected that the choices provided by the employer will allow all educators and staff members to be comfortable whilst conveying a professional image of the Service within the community. Educators or staff who do not wear a uniform must wear a name badge. Employees who choose not to wear the uniform must continue to ensure they convey the same standard of professional image in their choice of clothing including black bottoms and black enclosed full covered toe only. No items of clothing chosen by the employee are to be ripped, torn or stained and must be in good condition and not faded or washed out.

Uniforms can be ordered through McAlpines Sewing Centre Swan Hill. Permission must be gained from the employer before ordering uniforms. Uniforms contain an embroidered company logo and the educator and staff member's first name. The selected uniform items have been registered by the employer in the *Register of Approved Occupational Clothing Approval Registration Number CW75268* to enable employees to claim a tax deduction on any additional uniform items purchased above those provided by the employer.

Employees can choose from the following items which will contain the company logo:

- o Black with white pinstripe collared polo shirt with company logo
- o Black or white buttoned up shirt with alternate black or white check
- o Charcoal Cardigan
- o Black Softshell long sleeve jacket, vest or hoodie
- o Black pant 'Perfect pant brand – Eve, Kate or Stella style'

Full-time staff will be provided with two shirts and two pants; part-time and casual staff will be provided with one shirt and one pants. Uniforms bearing the company logo remain the property of the employer, cannot be used by individuals or employers not associated with this Service and should be returned to the Service on termination of employment with this Service.

Shoes

The type of shoe must be black with enclosed full covered toe

Jewellery/piercings

Items of jewellery worn by the employee must not pose a hazard to the employee or children such as being accidentally caught in equipment and/or pulled out or broken by children. Piercings are acceptable provided they are safe and cannot be easily dislodged. Nose rings or ring type piercings should be replaced with studs during working hours to minimize injury to the employee through accidentally being pulled or removed by a child. The employer will not be held liable for items of jewellery lost or broken as a result of employees undertaking their required duties at the Service. Employees should refrain from bringing or leaving valuable items in their bags, in the staff room or other areas of the Service.

Hair, makeup, tattoos

The employer acknowledges some employees may have questions regarding the acceptance by the employer of any personal attributes relating to hair styles, makeup and/or tattoos. These attributes help the employee to express their individuality and personality and therefore there are no restrictions on the type of hair, makeup or tattoos however consideration must be given by the employee to ensure personal health, hygiene and safety can be maintained.

Noise Management Plan (NMP)

July 2019

This plan has been developed in consultation with the Noise Impact Assessment Report also referred to as the Acoustic Report prepared by Audiometric and Acoustic Services Hear Data Pty. Ltd. dated 7 February 2014 Ref. no.3112.4 and as a measure imposed by the Victorian Civil and Administrative Tribunal in their Order dated 30 October 2014 for our Services Planning Permit. The information contained in this NMP sets out the measures to be implemented by the Service to limit any impacts on the use of the amenity of the locality as a consequence of the emission of noise coming from the site.

- All playground gates will be fitted with self-closing locking mechanisms. Consideration will be given to selecting slow release locks that reduce the sound of gates closing.
- Crying children who cannot be comforted will be taken inside the Centre.
- The behavior of children will be monitored and modified as required by adequately trained child care staff to prevent loud outbursts.
- Parents and guardians will be informed on enrolment of the importance of noise minimization when entering the site, dropping off or picking up children.
- Educators will control the level of their voice both inside and outside.
- Amplified music will not be used outdoors.
- Plastic wheeled bikes and trikes will not be used.
- Children will be encouraged to play respectfully away from neighbouring playground boundaries.
- Speed restriction signs will be erected for vehicles on entrance to the site.
- A silent security system will be installed to monitor the premises indoors and outdoors with a direct link to Security Services.
- The condition of any acoustic fencing will be well maintained at all times to ensure its effectiveness.
- The centre will be closed for a two week period from Christmas each year.
- All new windows and doors will be double glazed.
- All rooms will be fully insulated.
- There is no access to the south side of the dwelling by adults or children other than to attend to the existing services installed as per existing plans.
- The centres operating licence restricts children to only being educated and cared for on the premises between 8am and 6pm weekdays.
- Children will be discouraged from using noisy toys outdoors.
- All staff will be informed as part of the Services orientation training on the Service's NMP and the significance of adhering to the plan. Any issues that arise will be brought to the attention of Staff and discussed at regular meetings.
- Acoustic ceiling panels have been installed to filter noise from the inside of the building into the ceiling cavity which will contribute to the comfort of Staff and children within the centre.
- All new windows and doors will consist of double glazing.
- Fencing including any acoustic fencing will be kept in good condition and well maintained by the Service to ensure its functionality and design.
- A contact phone number for the Centre's director will be made available to neighbours to facilitate communication and to resolve any noise issues that may arise due to operation of the Centre.

Reference:

Victorian Civil and Administrative Appeals Tribunal Order 30 October 2014 P942

Audiometric and Acoustic Services Hear Data Pty. Ltd. Noise Impact Assessment Report dated 7 February 2014 Ref. no. 3112.4

Car Parking

July 2019

Twelve on-site car parking spaces has been provided including one disabled space for the convenience of educators, staff, families and visitors to the Service.

The following car parking policy has been adopted by this Service to ensure compliance with Swan Hill Rural City Council's Planning Permit conditions for the Service and to best support families, visitors and others attending the Service.

All vehicles that drop off and pick up children and others to and from the Service must be conducted within the designated on-site parking area.

The area set aside for car parking must only be used for the parking of vehicles and for no other purpose.

All vehicles must enter and exit the site in a forward direction. A passing lane is located at the entrance to the car park if required by patrons during busy times and is to be used to passing not parking.

There is strictly to be **no parking** on the road reserve at the front of the Service or on the road reserve of neighbouring properties by educators or staff. Families will also be asked to comply with this requirement. If the Service's car park is full all day parking is available along Yana Street. Educators and staff may want to consider using other means of transport to and from the Centre such as walking or using public transport. There is a regular town bus service with a designated bus stop on the corner of Yana Street and Harrison Crescent on the opposite side of Yana Street from the Service.

It is recommended by the Approved Provider that educators and staff employed by the Service will utilise parking along Yana Street rather than on-site during busy drop off and pick up times to free up car parking places for families and visitors to the service. Early Shift or Late Shift staff being those rostered to open or close the Service can use the car park to improve their personal safety at these isolated times of the day. Exceptions include educators or staff where their health, safety or wellbeing would be impacted if they were to park outside of the Service such as when they are incapacitated in any way or need to lift or carry bulk items to or from the Service or when rostered on short shifts between the hours of 10am and 3pm which are traditionally quieter times for drop off or picking up of children from the Service.

Educators and staff should choose where possible to park in those car parking spaces farthest away from the main entrance which will aim in freeing up closer spaces for families and others particularly in inclement weather conditions.

Any issues by educators or staff regarding car parking recommendations and/or requirements need to be raised with the Approved Provider as soon as practicable.

The Service and all of its indoor and outdoor environments must be maintained in a clean and tidy condition at all times.

Educators and staff must actively contribute to a cleaning schedule designated by the Approved Provider in collaboration with all staff in an efficient and timely manner and to the satisfaction of the Approved Provider or Nominated Supervisor.

A number of routine cleaning tasks are necessary and expected to be implemented by all educators and staff throughout the day to ensure the health, safety and wellbeing of educators, staff, students, volunteers, children, families and visitors attending the Service.

Lead Educators are responsible for ensuring their designated rooms and outdoor areas are clean and free of clutter or rubbish. There is adequate room in the service area at the rear of the site for storing bulky items or items that require maintenance or disposal. Items that require maintenance need to be recorded in the maintenance log for the attention of the Approved Provider and removed from the environment immediately or as soon as practicable.

Lead Educators in collaboration with the Approved Provider will develop a roster of cleaning tasks that need to be shared by all educators and staff. The cook position is mainly excluded from this roster as they have separate requirements under public health regulations pertaining to their work area however the cook will be expected to contribute to general washing of staff dishes as required from the staff room so as to limit the number of educators and staff moving around the kitchen during busy periods. In addition educators and staff are to ensure they clean and tidy up after themselves in the staff room, office area and toilet areas. Requests for additional supplies for staff room or toileting areas can be made with the Approved Provider such as tea and coffee supplies, room deodorant etc. Or put on the shopping list in Kitchen area.

Carpets will be cleaned annually during the centre closure period or more often as needed.

Educators and staff need to take care when cleaning to ensure adequate supervision of children and to ensure wet floors are avoided during opening hours to prevent falls.

Washing of children's sheets/linen is to occur each day and is the responsibility of the Lead Educators to ensure provision is made for this in the cleaning roster. Sheets/linen that is not soiled does not require washing after each use provided it is stored in a separate cover and only used for that same child. All sheets/linen will be washed at the end of each week. Clothesline facilities are provided at the rear of the site in the service area. Drying facilities will be available in the centre laundry however to promote sustainability educators and staff are to avoid using the dryer unless the weather does not permit items to be hung out to dry.

Cleaning supplies are to be clearly labelled if not stored in their original container and are to be stored in a locked area out of reach of children when not in use. Educators and staff are to avoid spraying cleaning products within close proximity of children and others – refer to other relevant Service Policies and procedures relating to health, hygiene and safety.

Any issues or concerns regarding the cleaning roster should be raised in the first instance with the Lead Educators and then if not resolved with the Approved Provider or Nominated Supervisor.

This Service is fitted with a Security System which monitors the centre after hours. The system is monitored by a local security company who can login when the centre is closed to determine if someone unauthorised has gained access to the centre.

Sensors are installed in all children's rooms and the main office which are all fitted with cameras that are only activated when the security system is switched on and the centre is closed.

Footage recorded is written over every 24 hours.

Children and educators are not monitored or recorded by the security system.

In addition to the security system a 'panic' button is also available at the service for educators to contact the security service in the event that they need immediate assistance. All educators have been trained in using the device located in several locations within the centre.

Visitors to the Service as supervised at all times.



Young Adventurers

Early Childhood Services