The Northern Nursery School

Philosophy

And

Policies, Procedures & Practices

Compiled and updated January 2008

Reviewed November 2008
Reviewed November 2011
Reviewed September 2012
Reviewed July 2013

Northern Nursery School reserves the right to make changes to all policies as legislation changes or as necessary.
CONTENTS

The Northern Nursery School Philosophy ................................................................. 5
Children’s Curriculum & Our Approach to Programming and Documentation .................. 9

1. CHILDREN’S POLICIES .................................................................................. 14

   Additional Needs Policy .................................................................................... 15
      Learning Environments ................................................................................. 16
      Positively Promoting Each Child’s Personal Ability ................................................... 16
      Professional Support Services for Children ....................................................... 17
      Professional Development for Educators ......................................................... 17

   Administration of Authorised Medication Procedures ........................................... 18
      Medication Given at NNS .............................................................................. 19

   Child Protection Policy .................................................................................... 23
      Statement of Commitment ............................................................................ 24
      Code of Conduct ......................................................................................... 24
      Definition of Significant Harm .................................................................... 30
      Reportable allegations of Child Abuse or Neglect against an Employee of the NNS .. 34
      Improper Behaviour and Breach of Duty of Care ............................................... 36
      Teaching Protective Behaviour with Children ................................................ 37

   Children with Medical Conditions Policy – Anaphylaxis, Asthma and Diabetes ...... 39
      Information that must be provided in Enrolment Record .................................. 40
      Identifying Children with Medical Conditions ................................................. 40
      Medical Conditions Risk Minimisation Plan .................................................... 41

   Continuity of Education and Care Policy ............................................................ 45

   Cystic Fibrosis Policy ....................................................................................... 47

   Death of a Child at Preschool ........................................................................... 51

   Education, Curriculum and Learning Policy ....................................................... 53

   Environmental Sustainability Policy .................................................................. 56

   Epilepsy Policy ............................................................................................... 59

   Excursion Policy .............................................................................................. 62

   Food, Nutrition and Waste Free Policies (We are a Nut-Free Preschool) ........... 65
      Nutrition for Life: Healthy Eating Habits in Preschool and Beyond .................. 65

   Waste Free Morning Tea and Lunch – Nude Food .............................................. 69

   HEALTH, SAFETY AND WELLBEING OF CHILDREN ................................... 71
      Illness at Preschool ....................................................................................... 71
      Temperatures ............................................................................................... 72
      Administering Paracetamol / Panadol .................................................................. 73
      Over-the-Counter Medication ....................................................................... 73
      Emergency Treatment ............................................................................... 73
      Immunisation ............................................................................................ 73
      Contagious Diseases .................................................................................. 74
      Prevention of Cross-Infection .................................................................... 74
      General Hygiene Procedures ...................................................................... 76
      Hygiene Maintenance .................................................................................. 77
      Safety Procedures ......................................................................................... 78
The Environment................................................................. 78
Supervision........................................................................ 79
First Aid............................................................................ 79
Accidents and Injuries....................................................... 79
Safe Supervision of Children ............................................ 79
Accident /Emergency Procedure....................................... 80
HIV AIDS Policy................................................................. 82
Orientation for Children Policy........................................... 84
Photography Policy............................................................ 86
Physical Activity For Young Children............................. 88
Relationships with Children and Inclusion Policy............. 91
Sand Pit Policy ................................................................. 98
Sleep, Rest, Relaxation and Clothing.............................. 100
Sun Protection..................................................................... 102
Technology Usage Policy................................................ 104
Unenrolled Children Policy.............................................. 106
2. WAITING LISTS, ENROLMENTS AND FEES......................... 107
Acceptance and Refusal of Authorisations Policy............. 108
Enrolment Policy................................................................. 109
Waiting List...................................................................... 111
Enrolment:...................................................................... 112
Hours of Operation: Strictly 9:00am-3:00pm.................... 114
Delivery and Collection of Children…………………….... 114
The Care of Children Left at the Preschool after 3.00pm.... 115
Cancelling the Enrolment of a Child’s Place.................... 115
Fees Policy...................................................................... 117
Fees............................................................................. 117
3. MANAGEMENT, PARENTS AND FAMILIES............................ 120
Animals and Pets............................................................... 121
Code of Conduct for Staff................................................. 122
Ethical Code of Conduct.................................................. 122
Family Law and Access Policy......................................... 127
Governance Policy .............................................................. 129
Service Structure.............................................................. 129
Lines of Communication within Northern Nursery School. 130
Harassment Policy............................................................. 132
National Quality Framework Policy................................. 134
Parental Interaction and Involvement in the Preschool....... 136
Parental and Family Involvement.................................... 137
Parent Grievances............................................................. 138
Policy and Procedure Review Policy............................... 140
Privacy and Confidentiality Policy................................. 142
Preschool Privacy Guidelines.......................................... 143
Confidentiality Procedures.............................................. 144
Record Keeping and Retention Policy ................................................................. 146
Social Networking Usage for Staff and Families Policy ........................................ 152
Staffing Arrangements Policy ............................................................................. 152
  Supervision of Preschool .................................................................................. 156
  Educator to Child Ratios ................................................................................... 157
Staffing Employment Policies ............................................................................. 158
Resolution of Disputes between Staff Members and/or the Director (Nominated Supervisor) ........................................................................................................... 164
Staff Employment Procedures ............................................................................ 171
Staff Stress Management Guidelines .................................................................. 174
Occupational Rehabilitation Program .................................................................. 174
Students and Volunteers ...................................................................................... 176
Chemical Spills Policy ......................................................................................... 178
Emergency Management and Evacuation Policy ................................................... 180
  Emergency Evacuation Procedures and Drills ................................................... 180
  Maintenance of Fire Equipment ........................................................................ 183
Emergency Service Contact Policy ...................................................................... 184
Lockdown Policy .................................................................................................. 186
Physical Environment (Workplace Safety, Learning and Administration) Policy .... 188
  On-going Maintenance ..................................................................................... 191
The Children’s Groupings ................................................................................... 191
Safety Checks ....................................................................................................... 191
Cleaning of Buildings, Premises, Furniture and Equipment ................................... 192
Toy Cleaning ....................................................................................................... 193
Sun Protection ..................................................................................................... 193
Water Safety ....................................................................................................... 195
Kitchens ............................................................................................................... 195
Inspection and testing of electrical equipment ..................................................... 195
Maintenance of Fire Equipment ......................................................................... 195
Back Care and Manual Handling ....................................................................... 195
Playground Safety .............................................................................................. 197
Tobacco, Drug and Alcohol Policy ..................................................................... 200
Work Health and Safety Policy .......................................................................... 202
  Consultation, Cooperation and Coordination .................................................. 203
  Health and safety representatives .................................................................... 204
Health and Safety Committees .......................................................................... 205
Environmental Management Plan ...................................................................... 207
The Northern Nursery School Philosophy

Our vision for children is to create a nurturing environment where children learn how to learn within a supportive, collaborative culture. This inspires creativity and intellectual engagement, growing confident, caring and capable social beings that are respectful and valuing of their own and other’s uniqueness.

Our vision for families is to build a spirit of community, grounded in rich relationships, partnerships and connections that shape and inspire our creative and educational program. We are committed to continuous improvement within a supportive, nurturing and beautiful environment for all children and families.

Our vision for our team is to strive for excellence, with a commitment to professional, respectful partnerships, valuing staff development, supporting the philosophy, ideals and teaching practices of The Northern Nursery School.

**CREATIVITY**

**C Competence**

We are committed to continuous improvement, which involves our whole community. Our children are involved in all aspects of our program and the vision for the preschool. We work with children as a team of capable and competent learners who are eager to explore and engage in learning. We value their uniqueness and individuality and embrace their meaningful contributions within our educational program. Children learn in many different ways: they are experimenters, scientists, researchers, artists, collaborators, explorers and observers, each with 100 languages and more to explore. We value and encourage all of their learning styles, processes and contributions in their quest to make sense of their world. Our program builds on their strengths, interests, abilities and skills; their well-being is at the core of our work.

**R Relationships**

Our spirit of community is grounded in rich relationships, partnerships and connections that shape and inspire our creative and educational program. We value social relationships as the foundation for creating potential and possibilities within a supportive, nurturing and beautiful environment, for all children. Relationships and relatedness are at the heart of our preschool. We create a culture where children and families can feel they ‘belong’. We encourage an inclusive culture, where children, parents and staff communicate effectively and respectfully. We believe that learning happens during social interactions and collaborations with others. While developing relationships, children learn how to express themselves, listen to others, sharing and debating ideas to create new learning. Children learn to be open and empathetic to differences and diversity by engaging together, sharing joy, sadness, anger and laughter. In acknowledging that parents are the most important people in their children’s lives and have the biggest influence on their child’s learning, it is our priority to work closely and collaboratively with parents and children. We support this relationship through our interactions with families; in developing social capital we involve parents in all aspects of our service operation, including the Management Committee, the Social Club and Room parents, building a strong foundation that reflects the identity and needs of our community.

**E Equity**

Every child has the right to be protected from being hurt and mistreated in body or mind. Equity and inclusion are key values of the Northern Nursery School. One of our most significant practices is mutual respect and understanding towards others. We believe each child has the ability and potential to be responsible and become active citizens of the world. As citizens of Australia we acknowledge, respect and value the traditional custodians of the land and believe that the Aboriginal and Torres Strait Islander people and their history are unique. In our work with children and families we aim to instil knowledge and appreciation of the Aboriginal and Torres Strait Islander culture and heritage, founded on understanding and respect, valuing of their history past and present. These values in being pro-active against bias and inequity influence our program of inclusion and our teaching practices. Each child and family’s uniqueness is valued, as are their strengths, abilities, culture, lifestyle choices and beliefs, which contribute to the rich fabric of our community. We have a priority of inclusion for children with additional needs, supported by high staff ratios and a
special education teacher that works closely with children, staff and families to ensure each child has the best opportunity to grow in all aspects of their well being and development.

A  Aesthetics

The beauty of our aesthetic environment and approach to curriculum planning is inspired and influenced by the Reggio Emilia Approach; we regard the environment as the ‘third teacher’. Our environment and resources reflect our vision in providing children with creative and self-expressive learning experiences that build an appreciation and understanding of art, nature and environmental sustainability. The environment is powerful in its effect on children’s behaviours and responses towards learning. The environment is shaped by its teachers, children and parents who contribute their ideas to create relevance and meaning, underpinned by principles of environmental sustainability, light and natural and recycled resources. A child’s thinking and learning is made visible through the displays, documentation and presentation of their artwork, interactions and materials. Respectful and careful consideration is given to the selection and arrangement of materials and their qualities including colour, texture, smell and sound.

T  Teaching Programs and transitions

Our teaching program is underpinned by our philosophy, policies, ‘the hundred languages of children’ (Loris Malaguzzi, founder of the Reggio Emilia Approach) and the National Quality Framework, National Quality Standards and the Early Years Learning Framework. Our philosophies, frameworks and practices all support an emergent, play based teaching program that is inspired by children. Our project work grows from the knowledge children bring, the interests and ideas they explore and the diversity and richness of our families. Our program builds children’s abilities to learn how to learn together, engaging children in a dialogue full of questions and possibilities, creating a rich foundation of education for life. Our culture is unique, as is the quality of the aesthetic experience we provide for children and the beauty of their environment. Our image of the child influences the flow of each day, where time to learn and plan together is essential to their learning. Children’s work reflects creative expression, intentional teaching and collaboration with their community. Our documentation and visual displays show us images of children thinking and making sense of ‘belonging, being and becoming’ in their world. It shows us how adults and children learn together and that non-verbal languages reveal thoughts and feelings that provoke further expression. It also challenges us to reconsider our view of children’s capabilities. Our documentation is significant in our work with children; it makes children’s learning and the reflective practices of educators visible. Our documentation is a celebration of what is possible when children are given the opportunity to take responsibility for their own learning in a real and meaningful way.

Within each day and over the year we use transitions to support children with change. We believe children are capable of managing change and challenges, especially if supported by adults early in their lives, building emotional intelligence and resilience. Planned and spontaneous transitions at preschool, as children flow from one activity and or experience to another and in preparing children for school, create valuable learning opportunities for children in embracing change and building capability and confidence.

I  Imagination

Young children are given the time and space to extend their imagination and creative intelligence through expressing theories and ideas. Time is an essential part of a child’s experience, bringing focus, depth and thoughtfulness to their work. Children are encouraged to enjoy being children, working together through a play based curriculum, to experience the wonders and delight that stem from their imaginings and ideas. Our educators value, respect and build on these experiences and together with the children, document and reflect on the conversations, interests and possibilities that arise, which inspire and stimulate further learning. Documentation is more than a record of what has been done; it is a way of making the 100 Languages of children visible.

Our curriculum is founded on the development of relationships that involve children in discussion, exploration and collaboration, supported by rich environments, a wide range of open-ended resources and creative experiences. These include music, movement and dance, the visual arts, language and literacy, numeracy, science, nature, food and nutrition, environmental sustainability and health and safety. Our teaching is intentional and focused, valuing the
uniqueness of each child, providing children with opportunities to develop a wide range of skills and knowledge. Through active involvement and meaningful engagement, children build understanding of the role creativity and multi-literacies play in their lives as powerful forms of expressing their imagination.

V Values

Children’s values are shaped and guided as they experience day-to-day life within their family, preschool and community. We encourage children to think critically and be advocates for others and themselves, using their skills to recognise stereotypes and bias. Our collaborative discussions provide children with opportunities to consider others points of view when forming their own ideas and expressing their opinions. We promote values that support children in becoming active contributors and participators within society. Our educators create environments where children can happily and constructively work together, knowing they can make a difference to their world.

Children are encouraged to develop a positive self-esteem, which respects the differences and similarities within society, demonstrating empathy, care and regard for each other. We believe that children can express their ideas and challenge others without inflicting emotional and physical hurt and we support children in understanding which forms of expression are appropriate and empathetic to others. Our children are involved in caring for and enjoying our beautiful physical environment and through this and ongoing discussions, they learn respect for nature and grow in their understandings and actions in practicing environmentally friendly, sustainable practices.

I Image of the child

Central to our vision is the powerful ‘image of the child’. We do not see children as empty vessels that require filling with facts; we see them as full of potential, competent and capable in building their own theories and acknowledge. Our pedagogical approach is underpinned by the theorists Loris Malaguzzi, Dewey, Piaget and Vygotsky who have transformed the perspective of and practice in early childhood education. Children are powerful contributors to their own learning and accordingly they play an active role in choosing the day’s investigations and topics.

The role of our educators has changed from instructors to co-researchers; co-constructing and researching knowledge together with children and families. We explore ideas and interests and form decisions through planning and collaboration, scaffolding children’s learning through dialogue with others. Through our pedagogical documentation and shared reflections we are able to learn more about children. This in turn provides valuable research on the learning of both educators and children, building on the quality of our program.

T Training, in-service and pedagogical documentation

The NNS is committed to our staff team and prioritises professional development as a key to building the quality of the curriculum for children and the work environment. It recognises that professional development not only benefits the individual staff member but through sharing with others it also benefits the team and the organisation as a whole. Through ongoing provision of professional development opportunities for all our staff, the team is kept current about contemporary research, legislation and early childhood qualifications. Our early childhood educators are specialists in their field and we recognise and value their professionalism. We employ well-qualified and experienced educators, who are motivated and inspired in creating our program and making children’s learning and development visible through their reflective pedagogical documentation. Evaluation of each child’s progress and development is a combination of continual reflection and discussion with families, using the Early Years Learning Framework to guide our practice and shape our long term goals for children. In our commitment to supporting our educators and children in their work, we provide 3 educators for each group of 20 children, in line with current research on best practice and quality outcomes for children.

Y Yesterday, today and tomorrow

Since the 1930s, the Northern Nursery School has educated preschoolers through the application of best current pedagogical early childhood practice and a commitment to continuous improvement through self assessment. Our
voluntary Management Committee of parents provides a strong vision for the preschool underpinned by financially responsible practices and adherence to all Regulatory obligations. They are advocates for children and have commitment and vision in the early childhood field. They are committed to providing high staff ratios, staff development and training, and investing in the physical environment as contributing factors in providing a quality early childhood service.

Our strong connection to the Mosman community is demonstrated through our initiatives in reaching out through our social functions, community garden, Alumni, website and Facebook; we also have representation through Councilors from Mosman Council on our Management Committee. Our commitment is to children and families currently within NNS, but our vision is also for those children and families that will attend our wonderful preschool in the future.

Ratified by the Management Committee on 9th October 2013

From our philosophy statement we have developed the following policies.

All policies shall be reviewed periodically or in the event of any new information, legislative or organisational change, or incident that would demonstrate the need for a review; subject to the approval of the Management Committee.
Children’s Curriculum & Our Approach to Programming and Documentation

Background: Our Own History and the Importance of Teamwork

Each educator has beliefs and practices that are part of who they are as an early childhood professional. These individual differences are embraced, respected and valued through the way we work together as a team. The dynamics between educators, as we share ideas, reflect and question our work with children and consider new points of view, are fundamental to our journey of drawing out children’s potential. Our teaching relationships are underpinned with care and respect for the children, families and staff at the NNS.

The vitality of our program is an energy that educators and children produce together, as educators provide provocations and possibilities where children can engage in learning free from judgment. Dialogue between educators and children is a pedagogical process in which new ways of thinking emerge within the group. Educators listen to children and ask challenging questions to engage them in the joy of learning and research. “Inspiring educators always challenge children but do not set out to shape them and, through this relationship, children blossom and take on new responsibilities for their own learning. Good teaching recognises the unique potential of each child; it is valuing children in their wholeness as they are now” (Educators Who Change Lives. Andrew Metcalf and Ann Game, Melbourne University Press-2007).

Children are supported in their learning using influences and approaches from Reggio Emilia, Loris Malaguzzi and the National Quality Standards, including the Early Years Learning Framework. We use documentation as our key tool in making visible children’s journey of learning.

“Through documentation we leave traces that make it possible to share the ways children learn, as documentation is the process of reciprocal learning” (Rinaldi, C-1998).

From the beginning of each year, we embrace and build on children’s ideas and interests. We nurture and respect children and acknowledge them as capable and curious learners and provide a curriculum that challenges and extends their knowledge. We allow time and space for learning to occur; through our investigations, explorations, experiences and working together, solutions and answers evolve. It is an exciting and dynamic process, likened to an uncharted journey that together, children and educators set sail on.

"Learning and teaching should not stand on opposite banks and just watch the river flow by; instead, they should embark together on a journey down the water. Through an active, reciprocal exchange, teaching can strengthen learning how to learn."

Loris Malaguzzi ‘The Hundred Languages of Children’

Crucial to our approach in children learning how to learn together, is for children and educators coming together to discuss, reflect and plan the learning processes involved in investigating interests, ideas and provocations.

Image of the Child

The Australian early childhood field in 2011 was given new Laws and Regulations within a National Quality Framework. This included 7 National Quality Standards, the 1st one being a National Early Years Learning Framework (EYLF – Belonging, Being and Becoming with 5 Learning Outcomes).

The five Learning Outcomes are designed to capture the integrated and complex learning and development of all children across the birth to five age range. The outcomes are:

- 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
The outcomes are broad and observable. They acknowledge that children learn in a variety of ways and vary in their capabilities and pace of learning.

The Framework outlines best practice and reflects contemporary early childhood research and theory. It provides guidance and parameters for quality practice and it is intended that all early childhood programs in Australia are informed by it.

The EYLF moved away from a developmentally-based, structured curriculum and drew inspiration from the principals and values of the Reggio Emilia Infant, Toddler Centres in Italy and it is this inspiration that our NNS philosophy is inspired by.

Central to our philosophy is the ‘image of the child’ and the ‘quality of our ‘Team’. Our approach focuses on the powerful image of the child who is capable and connected to their world; a child, whose ideas and theories drive our investigations, giving meaning, sense and purpose to their work. Children’s views are respected and valued and in turn they learn to respect and value the views of others. The quality of the work of all staff and of the teaching practices of our educators in being committed to the wellbeing of children, knowledgeable and informed in their work, nurturing and inclusive in their relationships with families underpins the reputation of our preschool.

"Children are autonomously capable of making meaning from their daily life experiences through mental acts involving planning, coordination of ideas, and abstraction.... The central act of adults, therefore, is to activate, especially indirectly, the meaning-making competencies of children as a basis of all learning. They must try to capture the right moments, and then find the right approaches, for bringing together, into a fruitful dialogue, their meanings and interpretations with those children."

Loris Malaguzzi in his book "The Hundred Languages of Children":

International research, supported by our increasing knowledge of brain development, has led to a greater understanding of how children learn. Our image of the child has shifted from viewing children as ‘recipients of knowledge and learning’ to valuing them as competent, creative members of a group. The role of the educator has broadened from instructor, to facilitator and co-researcher alongside children. We value the process of children and educators coming together as co-constructors of meaning, working through processes and collaborating to gain knowledge and understanding of our world.

As we work together with the children, we juggle the many different aspects that are involved in our work, making choices about what and how we document children’s social stories and learning, what conversations we choose to listen to, which aspects need more exploration, or when it is time to end a project or move on to something new. It is interesting to see how our own individual styles of teaching and interacting with children affect the processes and outcomes for the group as a whole. We observe the learning that happens within a group as a whole, as well as the part an individual child plays within it. It is these very discourses and experiences that are our research and our journey. As we go forward our approach is constantly evolving and transforming so it stays current and appropriate for our children.

We Use Several Different Approaches to Documentation

‘Children’s Learning Journal’– where the focus is on individual and group dynamics, project work and experiences. We use written documentation, which includes anecdotal records, children’s conversations, direct observations and discussions between educators and children/families, highlighted by pictures and photos to visually record the learning that is occurring. We use our documentation as a basis for discussion and further planning.

This documentation makes visible children’s interests and their thinking visible. Educators use this documentation for planning, it is a tool for reflection to share with the children to provoke further learning.

Families gain a great deal of information by reading about the children’s day and so do the children. The children’s learning journal is read back to the children and they share their on reflections and add new comments. At the end of each week this is photocopied and given to parents to take home, so they too can share with their child the interests and experiences that occurred during the week and together follow up and discuss future ideas to contribute in the following week. Parent contributions add so much to our program in extending and deepening the interests that we are working on and building on our sense of ‘belonging and ‘community’.
Investigations – Where a particular interest, provocation or idea is explored over a period of time, we may keep a separate journal to document the collaboration, research and ‘journey of learning’ that occurred and we also write in our educator’s reflective journal. These interests may involve a small group of children or the whole group and the children may move in and out of it. Learning that is linked to investigating areas of interest has the opportunity to become more involved and in-depth, giving children the time to research and explore all the possibilities in their different learning styles.

Our pedagogical documentation tracks children’s learning, the processes they work through and how they construct meaning in what they are doing. This is a very important aspect of our work as educators, as it provides us with insight into how children learn. For example as the children explored the notion of trying to make ‘sticky sand’ to stick bricks together in their sand play, they exchanged ideas on what they could mix with the sand to make this happen. After a great deal of scientific exploration (mixing the sand with other materials) and discussions within the group that highlighted the fact we needed to use cement, the investigations broadened to include parents and a decision was made to investigate the possibility of actually building something using bricks and cement. The children researched ideas and explored their outdoor area and came up with many possibilities, which they drew or made as examples to share with the group. After looking at all the possibilities the group decided on one idea, which was building a bird bath. One of the children knew about building as her father was a builder and after some discussion, the children invited the parent to participate in this joint project. Further discussions took place where the properties of cement and mortar were researched, visits to building sites took place, discussions took place with those builders and observations were made on how bricks were stuck together and over a period of many weeks this interest continued to grow as the children took responsibility and worked through the steps that were needed to make the bird bath become a reality. You can see their beautiful work in our front garden where birds now come to bathe.

In the example above, children worked through an incredible range of skills and learnt what it means to work co-operatively and collaboratively as part of a social group, negotiating, compromising, taking the lead and also supporting the group in reaching a shared outcome.

In working through children’s interests, learning takes on meaning and relevance, and is driven by the child’s desire to find out more, increasing confidence and ability to take responsibility for their own learning.

Critical Thinking and Talking Time

By providing children with the opportunity to have small and large group times or meetings, the children can learn from each other, deepening their thinking.

Children gain confidence and self-esteem through sharing and expressing their ideas and asserting their feelings. They collaborate, ask questions and listen and respect others’ points of view. They gain an understanding of working through processes with others, taking responsibility and following through, making decisions that affect more than just themselves.

We view children as creative, competent, capable, and confident learners, able to be co-constructors of knowledge with educators and peers, and capable researchers eagerly in pursuit of knowledge. We see children as intelligent and thoughtful, as empathisers, as sharers of knowledge, philosophers, debaters and negotiators.

The exciting challenge for us, the educators at the NNS, is to create a challenging and stimulating environment that can keep up with all our intelligent, creative children.

Conversation Starters

Children at this age are becoming more aware of values and morals reflected within society, what is right and wrong and the shades of grey in between. As parents and educators we play a vital role in modelling, shaping and supporting children’s ideas and sense of meaning. We do this by valuing and respecting children’s opinions, listening to their thoughts and challenging their ideas.

The following open-ended questions (provocations) are examples that can be used to elicit ideas, provoke discussion and challenge values:

What do you know about…?

I was wondering what would happen next if…
How do you feel about ....?
What would you do if ....?
How do we find out about...
What do you think about ...
Do you know what we need to do next ...
How can we help others ....?
What can we do to support ....?
How can we include ....?
We have a problem how can you help ...

An example of the intellectual theories of children when asked open ended questions?

“Why is thinking important?” we asked Sienna and Neve? “ Sienna and Neve are 5 years old.
Sienna replied “Because it makes your brain have exercise and it’s good to get your brain to exercise”.
Neve responded “Because you think and your thinking can make something with your ideas”

There are so many more open ended questions that encourage children to think, to plan, to take responsibility for themselves and others and to be proactive and socially responsible, caring young people.

Investigation Possibilities

These can be an interest, topic, question or idea that emerges from the children, our educators or families. Educators provide the provocation to give children the opportunity to share existing knowledge and ideas, which form the basis of a web of ideas that is constructed as a source of possibilities from which to expand. Experiences to prompt investigation are provided in the environment and the journey is documented.

Educators meet and reflect on the documentation and make decisions about where it is leading; they include children and families in this discussion and map out the children’s key ideas, hypotheses and directions, focusing on the co-construction of meaning between children and adults.

The investigation may continue and develop into something that keeps growing or it can evolve into something else and take a different path of discovery and learning.

Artwork, Dialogues and Photos Displayed in the Room

These reflect current and past project work, moments, day-to-day discoveries and creative pieces. They represent significant ideas and meaningful work by our children and include pictures, artworks and conversations that occur during our day, which are identified by educators and/or children and families. Photos and documentation of the experience are displayed with the artwork and the documentation may be from the child’s or adult’s perspective and include teachers reflections and applied pedagogical theory.

Artwork and displays are presented aesthetically with careful thought to use of colour and light. There is an aesthetic balance of artwork in the room/environment so that it does not become visually cluttered, hectic or over-stimulating to the eye, as we wish the environment to reflect a respected and cared-for space. Windows provide light and reflect the world outside, so are not covered by paintings or paper.

Portfolios

Each child has an individual portfolio that contains information reflecting the child’s journey over the year at the NNS, including documentation about their individual and group experiences from the children’s learning journal, personal discoveries, individual reflections and stories of the child, photos, pictures and drawings, observations that detail interactions and relationships and anecdotal recordings of development throughout the year. Children can choose work they want to include and are given regular opportunities to view their portfolios and revisit and reflect on their work.
We encourage families to share in their child's journey of learning by taking their child's portfolio home to read and enjoy together, thereby reaffirming the child's work and preschool experiences. We also encourage families to add to them with stories and photos or drawings of family experiences. This gives us the opportunity to know families and children better and the possibility of including these special family experiences within our program.

We aim to make visible the creative expression, intellectual enquiry, physical development and social and emotional wellbeing of children, including children's expressions of knowledge, sense of meaning, problem solving and social interactions.
Additional Needs Policy

NQS

| QA3 | 3.1.3 | Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space. |
| QA5 | 5.1.2 | Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning. |
| QA5 | 5.1.3 | Each child is supported to feel secure, confident and included. |
| QA6 | 6.3.2 | Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities. |
| QA6 | 6.3.3 | Access to inclusion and support assistance is facilitated. |

National Regulations

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

EYLF

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

Aim

The Northern Nursery School is committed to the social inclusion, integration and participation of children with special and additional needs (disabilities and developmental delays, language delays, and children only speaking a language other than English) and will provide specialised support to oversee the individual objectives for that child. The NNS employs a part-time Special Education Resource teacher who acts as a resource and supports the team, child and families in their work with individual children within the program. In accordance with access and equity principles, children with additional needs are given priority of access to the NNS within the parameters in which we can meet their needs.

We will also make application to the Department of Education and Community, Northern Sydney S.C.A.N. and the Department of Education and Training Integration Support Program. These funds support the position of our Special Education Resource Teacher in her role to support all children with additional needs and their families that attend the NNS.

Something

When enrolling children with additional needs, the Director, Special Education Resource teacher and the child’s parents explore the anticipated level of resource support and educational needs of the child, prior to the child being offered a place. The process involves an initial meeting with the family in consultation with other specialists, therapists and educators who have prior assessment and experience in understanding the child’s specific educational needs in a mainstream preschool. If it is deemed that we can support the child within our setting the child will be offered a place.

In addition to planned special needs placements, the teachers also may identify a child with special needs from the group and recommend the child be referred for a developmental assessment within our regular program.

Implementation
As per the National Quality Standard, our service positively responds to and welcomes children with additional needs who:

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

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

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

**Learning Environments**

- The preschool environment and equipment will be designed or adapted to ensure access and participation by every child in the preschool to support the inclusion of children with additional needs.
- The preschool will ensure the program and curriculum meets the needs of children with additional needs. Learning materials and equipment such as books and games will reflect positive inclusion and children with additional needs in the community.
- The preschool will work with external professionals, families and children to ensure that our learning environments are most suited to each child with additional needs and children and families from culturally diverse backgrounds. And where appropriate, the preschool will keep a copy of any specific reports or goals provided by external resource providers and professionals for children with additional needs.
- Children will be encouraged to feel safe and secure during their education and care at the preschool by developing trusting relationships with educators, other children and the community.

**Positively Promoting Each Child’s Personal Ability**

We want children to develop to the best of their personal ability. Our philosophy highlights our commitment to equality and fairness for all children. Every child in our preschool is an individual and we aim to promote and encourage this by:

- Our commitment to ensuring each child is able to fully participate in their education and care at the preschool.
- Helping children to develop ease with and have a respect for physical, racial, religious and cultural differences.
- Enabling children to develop autonomy, independence, competency, confidence and pride.
- Providing all children with opportunities and resources that provides information about the additional needs of others.
- Employing educators who are skilled and knowledgeable in working with children, who encourage children to experience active and energetic play in order to develop their physical potential.
- Presenting children with opportunities that challenge gender roles.
- Encouraging children to develop friendships with each other based on mutual trust and respect.
• Including in our program and curriculum an awareness of cross-cultural and non-discriminatory practices.
• Including children’s interests in building our curriculum, valuing and respecting children’s life experiences, interests and social skills.
• Encouraging parents from non-English speaking backgrounds to contribute their knowledge and culture to the preschool to enhance the program.
• Engaging children in positive social interactions where they manage their own behaviour.
• Educators will use specific communication tools that support children in transitions, social interactions and making decisions about their day (social stories, visual cues, key words in child’s home language)

**Professional Support Services for Children**

• Our preschool works closely with external professional support services for children with additional needs.
• Educators will liaise with the Director (Nominated Supervisor) to ensure the needs of each child are met throughout their education and care at the preschool.
• The preschool will use the Enrolment Form and specialist’s reports to initially gather information about children with additional needs.
• Our special education teacher will contact families to encourage them to visit the preschool so their child can become familiar with the preschool and we can form a relationship with the child before they start.
• We will have regular meetings each term with families and health professionals to ensure the child is supported.
• Families are responsible for passing on information from any professional support services accessed outside of the service. This will promote the continuity of learning for each child.
• Information gathered about children with additional needs may be used to develop an individual support plan that will be kept on file at the preschool and shared with families, the child’s medical practitioners and/or professional support services and where appropriate the child’s local school if known by the family.
• The service will work with local schools to help children with additional needs transition well. We share information with the permission of our families about the needs of children to promote continuity of learning.

**Professional Development for Educators**

• Our preschool will access professional development for educators to meet the needs of each child with additional needs.

**Sources**

Education and Care Services National Regulations 2011

National Quality Standard

Early Years Learning Framework

**Review**

The review will be conducted by:

• Management
• Employees
• Families
• Interested Parties

Last reviewed: 2013 Date for next review: 2015
Aim

The preschool and all educators can safely administer any medication as necessary to children with the written authority of the child's parents. It is important to follow strict procedures to promote the health and wellbeing of each child using the service.

Medication may be given for sudden onset of illness or to children who have been diagnosed with long term medical conditions, (i.e., diabetes, severe allergies, asthma, ADHD).

Our preschool is committed to ensuring our educators are equipped with the knowledge and skills to manage situations to ensure all children receive the highest level of care and to ensure their needs are considered at all times. Providing families with ongoing information about medical conditions and the management of conditions is a key priority.

Procedures.

Our preschool will minimise the risks around medical conditions of children by:

- Collaborating with families of children with diagnosed medial conditions to develop a risk minimisation plan for their child;
- Informing all staff, including casual staff, educators and volunteers, of all children diagnosed with a medical condition and the risk minimisation procedures for these;
- Providing all families with current information about identified medical conditions of children enrolled at the service with strategies to support the implementation of the risk minimisation plan;
- Ensuring all children with diagnosed medical conditions have a current risk minimisation plan that is accessible to all staff; and
- Ensuring all staff are adequately trained in the administration of medication eg. Panadol, EpiPen, Ventolin.
• Ensuring all parents sign the permission form in the Enrolment Form, giving permission to staff to administer medication if necessary. The preschool will always phone parents before administering medication to inform them of the reason why and to get their permission, unless it is an emergency. See Emergency Administering of medication.

• Asking families who have a child with a long term illness upon enrolment and in conjunction with their family doctor, to provide the preschool with the appropriate action plan for their child’s health needs (i.e. Medication Action Plan, Asthma Plan, Diabetes and Anaphylaxis Plan). Parents will also receive a hard copy of this policy. This plan needs to include symptoms and triggers of which teachers need to be aware. An illness and medication report will be completed on each child, documenting steps taken and symptoms displayed and a risk minimization plan will be completed between parents and educators.

• Collaborating with families of children with medical conditions to develop a risk minimisation plan to ensure the child’s safety and wellbeing.

• Notifying parents of any known allergens at the preschool that pose a risk to a child

• Displaying the child’s medical management plan in the child’s room so it is visible to all staff members and volunteers, so the child can easily be identified.

• Not allowing a child to attend the preschool without their medication prescribed by the child’s medical practitioner in relation to the child’s specific health care need, allergy or relevant medical condition.

• Having regular communication with parents so that any changes to a medical management plan and risk minimization plan will be documented and shared between the preschool and the family.

• Ensuring parents and educators will complete a medication form in the event of any medication administered to a child.

• Sharing information about Action plans for children at induction for all staff, including casuals or volunteers.

• Ensuring all educators have current First Aid and Asthma and Anaphylaxis training.

Additional information:

ASTHMA- It is generally accepted that children under the age of six do not have the skills and ability to recognise and manage their own asthma effectively. With this in mind, our service recognises the need to educate its staff and families about asthma and to promote responsible asthma management strategies.

NNS will ensure that all Backpacks and First Aid Kits contain a blue reliever medication (e.g. Ventolin), a spacer device, face mask, 70% alcohol swabs and will refer to the child’s written instructions on their Asthma Plan before administrating medication;

ANAPHYLAXIS- see Allergies and Anaphylaxis policy (An EpiPen will be kept in labeled unlocked wooden box file, marked Epipen and taken on all emergency evacuations or excursions.

DIABETES- If a child with diabetes attends the NNS, the preschool will ensure that all staff are familiar with the symptoms of signs and symptoms and the emergency treatment of a low blood glucose level. NNS will ensure that a child’s Diabetes Action Plan is followed at all times and that families will provide the service with the child’s testing kit and hypo pack in case of an emergency.

Staff will call an ambulance if they feel emergency treatment is required for any child.

Where necessary, staff will modify activities in accordance with a child’s needs and abilities

Medication Given at NNS

The NNS will only administer prescribed medications. The medication must be in its original container, it must be current and it must be made out in the child’s name (not that of a sibling or parent). The prescription label should be attached to either the box or bottle and must be bought in for the medication to be administered.

Over-the-counter preparations such as decongestants and cough mixtures will not be administered unless specifically prescribed by a medical practitioner. The doctor must provide a letter each time. The child’s name, type of medication, dosage required and time of administration are to be entered by the parent on the child’s medication form for each day that treatment is required. The educator administering the drug is also to sign the medication form after he/she has administered the medication and the educator witnessing the administering of medication will also sign the form.(see Medication Policy Procedure).
If alternative medicines are used then the same procedures need to be followed as above and a letter from the relevant professional is required (e.g. naturopath).

Parents need to check that the medicine has been administered and sign the medication booklet again to acknowledge this.

ONLY medications prescribed by a doctor will be administered whilst at the preschool.

Medication will only be administered if a medication form has been completed and signed by the parent or guardian, stating the name of medication, reason for giving it, dose and time to give medication.

The medication itself must be provided by the child’s parents, have its original label and be in its original container, with a label clearly stating the child’s name, name of medication, clear instructions on how to give the medication and the dosage.

Any person delivering a child to the preschool must not leave medications in the child’s bag or locker. Medication needs to be handed to an educator to be safely stored in the kitchen or medication cupboard in the child’s room out of children's reach.

Procedures:

- Medication will only be administered to a child by a permanent staff member who holds a current first-aid certificate.
- Two educators will check that the medication form is filled out by the parent, detailing the name of medication, the time to be given, the dosage required and any other special instructions.
- Educator 1 should collect the medication from the refrigerator or cupboard in child’s room and take to the medication folder within the child’s room. Then call a second educator from the room to go through the next steps together, where educator 1 reads out aloud:
  - The name of the medication against the details on the medication form
  - The date on the medication to make sure it is current
  - The dosage written in the medication form by the parent against the details on the label on the medication prescribed
  - Educator 1 pours the medication into the measuring cup if liquid, or gets the tablet out of the container, or the puffer or epipen etc
  - If it is liquid medication both educators’ must check the medication mixture in the measuring cup to make sure the dose is correct
  - The child must be called to receive the medication
  - Both educators give medication to the child and watch to ensure the child takes all the medication and then the child must be given a drink of water
  - Both educators fill out and sign the medication form immediately and get the Director to sign off as well.
  - Educator 1 should then replace medicine in the refrigerator.

In short:

- Both educators will check this against the medication itself, as well as checking the that the medication is clearly labeled with dosage, child's name, name of the medication and the expiry date of the product before administering the medication.
- The educator administering the medication will fill out the details on the medication form and sign off on the form, the educator that witness's the administering of medication will also sign off on the form after checking the dosage before the child is given the medication and observing the child being given the medication.
- The educator will also make sure the Director signs off on the form after the medication is given, so the Director is aware that the child is being given medication and the reasons for this.

In the case of an overdose of medication being given to the child the Director must be informed immediately. The Poisons Information Centre must be rung on 131126 to find out what to do. They will need to know the name and the dose of medication that had been given to the child as well as the prescribed dosage. They will also need to know the age and the weight of the child (if known). Directions given by the Poisons Information Centre will be followed.
We will immediately inform the parent of the child and the Chairperson of the Management Committee.

Parents are particularly encouraged to ensure that when antibiotics are prescribed for their children, the full course of medication is completed. It is also preferred that medication be given at home and that discussion with your doctor would enable two doses a day to be prescribed rather than three.

**Medication for Long Term medical conditions - See Children with Medical Conditions Policy.**

Where medication for the treatment of long-term conditions or complaints such as asthma, diabetes or epilepsy is needed, either intermittently or on a continuous basis, the above conditions also apply. In addition, parents should acquaint educators with the particular manifestations of the condition as they apply to their child including such details as likely severity of attacks, warning signs, methods of acute care etc, a Risk Assessment Plan will be prepared. A letter from the child’s doctor or specialist is required detailing the medical condition of the child e.g. an Asthma Action Plan.

**Medication Procedures for Long Term medical conditions.**

All the procedures above will be followed in the requirements of prescription medication and the procedures of administering medication.

Permanent educators in each room will discuss with parents if a child needs medication and parents will be required to follow all of the above procedures.

If medication is in the form of a tablet and only part of the tablet is the required dose, then the parent must cut the tablet to the required dosage, witnessed by the educator, who then will sign the medication form under ‘Special Circumstances’. The tablet must be in its original container with the child’s name, dosage and expiry date.

**Emergency Administration of Medication**

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

**Emergency Involving Anaphylaxis or Asthma**

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

**Sources**

Education and Care Services National Regulations 2011

National Quality Standard

Early Years Learning Framework
**Review**

The review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

Last reviewed: 2013               Date for next review: 2015
NOTIFICATIONS OF ABUSE

IF ANYONE AT THE SERVICE HAS SUSPICIONS OF ABUSE, CONSULT THE MANDATORY REPORTERS GUIDE TO ASSESS WHETHER A CHILD IS AT RISK OF SIGNIFICANT HARM.

WWW.KEEPTHEMSAFE.NSW.GOV.AU

WHEN SOMEONE WITH MANDATORY REPORTING OBLIGATIONS HAS REASONABLE SUSPICION OF ABUSE THEY NEED TO CONTACT THE NSW CHILD PROTECTION HELPLINE

133627 (24 HOURS, 7 DAYS)

CONSULT THE SERVICE’S CHILD PROTECTION POLICY FOR MORE INFORMATION.
Educators, co-ordinators and educators are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.

National Regulations

<table>
<thead>
<tr>
<th>Regs</th>
<th>84</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Awareness of child protection law</td>
</tr>
</tbody>
</table>

**Aim**

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

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

The service aims to educate all parties about their roles in child protection and also about signs of abuse and ensure that all requirements of child protection requirements are being met.

**Who is affected by this policy?**

- Staff
- Families
- Child
- Management

**Child Protection Risk Management Strategy – Statement of Commitment**

**Statement of Commitment**

Our preschool fundamentally believes that all children have the right to a life that is free from harm and aims to provide an environment that is free from any type of abuse. Educators at our preschool have all attended child protection training and are aware of their obligations under the law in regards to the welfare of children.

**Child Protection Risk Management Strategy – Code of Conduct**

**Code of Conduct**

Our preschool upholds the following code of conduct in relation to employers, educators, volunteers, students, families and children:

**For Employers:**

- Ensure that all employees are:
- Clear about their roles and responsibilities regarding child protection.
- Aware of their obligations to immediately report suspected abuse to the Child Protection Hotline.
- Aware of the indicators when a child may be at risk of harm or significant harm.
• Provide training and development for all employees in the recognition and reporting of abuse and harm.
• Provide reporting procedures and professional standards for care and protection work.
• Conduct a Working with Children Check for anyone that will be heavily involved with service operations.
• Enable educators to have access to relevant acts, regulations, standards and other resources in order for them to complete their obligations.

For Educators:
• Report any situation where they suspect a child is at risk of significant harm to the Director and the Child Protection Helpline.
• Promote the welfare, safety and wellbeing of children at the service.
• Have an awareness of referral agencies for families where concerns of harm do not meet the significant harm threshold.
• Be aware of obligations as per the Mandatory Reporter Guide.
• Assist in supporting children and families when liaising with relevant government agencies.

For Families:
• Treat all children at the service equally and respectfully.
• Report any suspicions to the most senior person on duty when at the service.
• Respect the rights, dignity and worth of every person, regardless of their abilities, gender, religion or cultural background.
• Respect the decision of employees and teach children to do likewise.
• Focus on encouraging children’s efforts and learning.
• Support all efforts to remove any form of abuse in the service and encourage a safe and supportive service environment.

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

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

Recruitment
The service will keep up-to-date policies on recruiting, selecting, training and managing paid employees and volunteers.

The service is responsible for developing policies and procedures about recruitment, selection, management and training to ensure all persons working at the service are suitable.

When developing our recruitment strategy, our service will consider the following –
### Position Description

- establish an understanding of the roles and expectations for educators to provide a safe and supportive environment for children and young people
- become more aware of the tasks required for specific activities
- develop requirements of the position (sometimes referred to as selection criteria)
- identify training needs
- reduce the risk of harm to children and young people, and
- attract and retain educators.

### Advertising the Position

- include clear, concise details about your organisation
- provide brief details about the position and working conditions, and
- name a contact person for more information.

### Selection Process

- assessment of applicant
- interview process
- referee checks

### Probationary Period of Employment

- set goals
- identify training needs, specifically in relation to risk management practices, and
- provide support to the new employee to be successful in undertaking the role.

### Training

- Educators should receive training in the following areas:
  - identifying, assessing and minimising risks
  - the organisation's policies and procedures (including the organisation's code of conduct)
  - compulsory training as required by industry standards or legislation, and
  - handling a disclosure or suspicion of harm, including reporting guidelines.
  - Training can be formal such as:
    - higher education training and accreditation
    - training offered by external organisations
    - training developed and delivered internally, and
    - on-the-job training meeting key objectives.
  - Training can also be informal such as:
    - inviting police officers or Child Safety educators to meetings to discuss issues in relation to child protection
    - inviting other professionals to speak at meetings or functions, and
    - internal mentoring and coaching.

### Induction

- your organisation’s commitment to an environment that is safe and supportive for children and young people
- the standards of behaviour expected as detailed in your code of conduct
- your organisation’s safe and supportive policies and procedures, and strategies to minimise harm
- procedures to follow when a disclosure of harm is received
- reporting guidelines in relation to disclosures of harm and suspicions of harm
- their own rights and responsibilities, as well as those of children and young people
The following outlines the responsibilities for educators and related people to children’s services:

Children’s Services Educators must:

- Report any situation where they suspect a child is at risk of significant harm to the Director / Child Protection Helpline.
- Promote the welfare, safety and wellbeing of children at the service.
- Have an awareness of referral agencies for families where concerns of harm do not meet the significant harm threshold.
- Be aware of obligations as per the Mandatory Reporter Guide which is available at - WWW.KEEPTHEMSAFE.NSW.GOV.AU.
- Assist in supporting children and families when liaising with the NSW Department of Human Services (formerly DoCS) or other government agencies.
- It is imperative to remember that all employees, educators, carers and licensees are mandatory reporters for Department of Human Services. The service procedure dictates that reports regarding a child at risk to be made by the Nominated or Certified Supervisor. However, if this person fails to make a report you continue to be legally responsible to do so. It is the responsibility of the person that suspects child abuse to ensure a report is made.

Children’s Services Employers must:

- Ensure that all employees are:
  - Clear about their roles and responsibilities regarding child protection.
  - Aware of their obligations to immediately report suspected abuse to the Child Protection Hotline 133 627 (24 hours/7 days).
  - Aware of the indicators when a child may be at risk of harm or significant harm.
  - Provide training and development for all employees in the recognition and reporting of abuse and harm.
  - Provide reporting procedures and professional standards for care and protection work.
  - Conduct a Working with Children Check for anyone that will be heavily involved with service operations.
  - Report to the NSW Ombudsman any reportable allegations and convictions made against an employee and ensure they are investigated by the Head of the Agency with appropriate actions being taken when the investigation is complete.
  - Notify the Commission for Children and Young People of details of employees against whom relevant disciplinary proceedings have been completed and or persons whose employment has been rejected because of a risk identified in employment screening processes.
  - Enable educators to have access to relevant acts, regulations, standards and other resources in order for them to complete their obligations.

The following agencies have responsibilities regarding child protection. Our service will liaise with these services and agencies should child protection become an issue at our service. The services and their responsibilities are as follows:

Child Protection Helpline

- Receive and assess reports of children who are at risk of significant harm.
- Investigate and assess reports where there is a likelihood of risk of significant harm to a child or children.
• In cases involving child sex abuse or serious physical abuse the Child Protection Hotline 133627 (24 hours/7 days) will plan, conduct and manage with Police, the NSW Health Department (where a medical examination and counselling or support are needed) a joint investigation.

• Provide, arrange and request care and/or support for children and families.

• Inform reporting agencies of the progress and outcomes of assessments and investigations as permitted by law.

Child Wellbeing Unit

• To help and indentify whether a case meets the new threshold or risk of significant harm.

NSW Ombudsman’s Office

• Monitor the investigation of and in some cases investigated reportable allegations made against employees in government and non-government agencies, such as children’s services.

• The Ombudsman must be notified of all allegations of abuse or neglect of a child by a children’s services employee.

• A volunteer is also counted as an employee in this situation.

The Commission for Children and Young People

• Monitors trends and makes recommendations to government and non-government agencies on legislation, policies, practices and services affecting young children.

• Provides guidelines relating to employment screening for child related employment and maintains database of relevant disciplinary proceedings.

**Indicators of Abuse**

There are many indicators of child abuse and neglect. The following is a guide only. One indicator on its own may not imply abuse or neglect. Each indicator needs to be considered in the context of other indicators and the child’s circumstances.

**General indicators of abuse and neglect**

• marked delay between injury and seeking medical assistance

• history of injury

• the child gives some indication that the injury did not occur as stated

• the child tells you someone has hurt him/her

• the child tells you about someone he/she knows who has been hurt

• someone (relative, friend, acquaintance, sibling) tells you that the child may have been abused

**Indicators of Neglect in children**

• poor standard of hygiene leading to social isolation

• scavenging or stealing food

• extreme longing for adult affection

• lacking a sense of genuine interaction with others

• acute separation anxiety

• self comforting behaviours, e.g. rocking, sucking

• delay in development milestones

• untreated physical problems

**Indicators of Neglect in parents and caregivers**

• failure to provide adequate food, shelter, clothing, medical attention, hygiene or leaving the child inappropriately without supervision

• inability to respond emotionally to the child
- child abandonment
- depriving or withholding physical contact
- failure to provide psychological nurturing
- treating one child differently to the others

**Indicators of Physical Abuse in children**
- facial, head and neck bruising
- lacerations and welts
- explanations are not consistent with injury
- bruising or marks that may show the shape of an object
- bite marks or scratches
- multiple injuries or bruises
- ingestion of poisonous substances, alcohol or drugs
- sprains, twists, dislocations
- bone fractures
- burns and scalds

**Indicators of Physical Abuse in parents and caregivers**
- direct admissions from parents about fear of hurting their children
- family history of violence
- history of their own maltreatment as a child
- repeated visits for medical assistance

**Indicators of Emotional Abuse in children**
- feeling of worthlessness about them
- inability to value others
- lack of trust in people and expectations
- extreme attention seeking behaviours
- other behavioural disorders (disruptiveness, aggressiveness, bullying)

**Indicators of Emotional Abuse in parents and caregivers**
- constant criticism, belittling, teasing of a child or ignoring or withholding praise and affection
- excessive or unreasonable demands
- persistent hostility, severe verbal abuse, rejection and scape-goating
- belief that a particular child is bad or "evil"
- using inappropriate physical or social isolation as punishment
- exposure to domestic violence

**Indicators of Sexual Abuse in children**
- they describe sexual acts
- direct or indirect disclosures
- age inappropriate behaviour and/or persistent sexual behaviour
- self destructive behaviour
- regression in development achievements
- child being in contact with a suspected or known perpetrator of sexual assault
bleeding from the vagina or anus
injuries such as tears to the genitalia

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

- exposing the child to sexual behaviours of others
- suspected of or charged with child sexual abuse
- inappropriate jealousy regarding age appropriate development of independence from the family
- coercing the child to engage in sexual behaviour with other children
- verbal threats of sexual abuse
- exposing the child to pornography

**Indicators of Domestic Violence in children**

- show aggressive behaviour
- develop phobias & insomnia
- experience anxiety
- show systems of depression
- have diminished self esteem
- demonstrate poor academic performance and problem solving skills
- have reduced social competence skills including low levels of empathy
- show emotional distress
- have physical complaints

**Definition of Significant Harm**

A child is at risk of significant harm when the circumstances that are causing concern are present to a significant state. This means the concern is sufficient to warrant a response by a statutory authority, such as the NSW Police Force or Community Services, regardless of a family’s consent.

What is significant is not minor or trivial and may reasonably be expected to produce substantial and adverse impacts on the child’s safety, welfare or wellbeing.

The significance can be a result of a single act or omission or an accumulation of acts and omissions.

**Concerns don’t meet the Risk of significant Harm Threshold**

When concerns of harm do not meet the significant harm threshold, the service should offer and coordinate assistance or make a referral to other services. Services may be located through the Family Referral Services or through Human Services. Family consent will be sought before making referrals.

**Suspecting a Child is at Risk of Significant Harm**

Educators can access the Mandatory Reporter Guide ([www.keepthemsafe.nsw.gov.au](http://www.keepthemsafe.nsw.gov.au)) to decide if any of the following conditions are present to a significant risk:

- Physical abuse
- Neglect
- Supervision
- Physical shelter/environment
- Food
- Medical care
- Mental health care
- Education
• Sexual abuse
• Problematic sexual behaviour
• Psychological harm
• Relinquishing care
• Carer concerns
• Parent/carer substance abuse
• Parent/carer mental health
• Parent/carer domestic violence
• Unborn child

If an educator has reasonable grounds to suspect risk of significant harm, they are to use the Mandatory Reporter Guide to assess whether their concerns meet the threshold of risk of significant harm.

If there is an immediate danger to the child the police and/or the Child Protection Hotline should be contacted directly.

Reasonable grounds refer to the need to have an objective basis for suspecting that a child may be at risk of significant based on:

• First hand observation of the child, young person or family
• What the child, young person, parent or other person has disclosed
• What can reasonably be inferred based on professional training and/or experience.

*When the use of the Mandatory Reporter Guide advises risk of significant harm, a mandatory reporter must make a report to the Child Protection Helpline.*

**Documentation**

The service will maintain records to prepare and support its ability to make a report to the Child Protection Helpline. Records will be kept in line with our Privacy, Security and Confidentiality of Records Policy. The helpline will ask for the following information:

**Child’s Information**

• Name of the child or young person (or alias) or other means of identifying them
• Age and date of birth (or approximation)
• If the child is Indigenous
• Cultural background of the child, language spoken, religion and other cultural factors
• Name, age of other household children or young people
• Address of child and family
• If the child has a disability – nature/type, severity, impact on functioning
• Is the child/young person subject of an Apprehended Violence Order?
• Is the child or young person under the care of the minister or residing in out-of-home care?

**Family information**

• Name, age of parents/carer and household adults
• Home and/or mobile phone number
• Cultural background of parents, languages spoken, religion and other cultural factors
• Information about parental risk factors and how they link to child’s risk of harm
• Domestic violence
• Alcohol or other drug misuse
• Unmanaged mental health
• Intellectual or other disability
• Protective factors and family strengths
• Non-offending carers’ capacity to protect child
• Any previous suspicious death of a child or young person in the household?
• Is the carer/parent pregnant?
• Is the parent/carer subject of an Apprehended Violence Order?
• Description of the family structure.
• Name, age, gender of siblings. Do siblings live with the child or young person?

Reporters Details
• Name, service name, address, phone and email details
• Position
• Reasons for reporting today
• Nature of contact with child or family
• Nature of ongoing role with child or family (include frequency, duration and type)
• If report is being made by someone else in the agency, name of the agency worker who sourced the report

Other information
• If parent knows of the report and their response
• If child or young person knows about the report and their views
• Information related to worker safety issues
• Outcome of mandatory reporters guide

Once a report is made to the Child Protection Helpline no further report needs to be made unless new information comes to hand.

Notification of Abuse
When someone with mandatory reporting obligations has responsible suspicion of abuse they need to contact the Help Line and provide them with the necessary details. It is preferable that all documentation needed, be available at the time of the call to ensure that all information can be given at once.

Consult the Mandatory Reporters Guide to assess whether a child is at risk of significant harm.

The Child Protection Helpline phone number for mandatory reporters is 133627

It is important that when making a notification that the notifier asks the following questions in relation to notification;
• Name of person at Helpline who you spoke to.
• What the next step in the process is to be?
• What confirmation will be sent to confirm the report has been made?
• Is there any further action you as the notifier need to take?

Notification of those involved in Children’s Services
In the case that someone that provides care for children at the preschool has witnessed or has suspicions of another person involved in the care of children at the preschool of abusing children, the same definition of abuse applies to those involved in children’s services as it would to anyone outside the service.

Any person involved with the preschool is a mandatory reporter if they suspect someone involved in the preschool is abusing children. Any incident involving another person in the service must be reported to the Child Protection
Helpline. The above details must be provided to the Helpline. Your concerns should be raised with the Director and the Chairperson of the Management Committee as part of the process of notification.

If the above point of contact is the person that has raised suspicion then the most senior member of staff should notify the Helpline. As well as notifying the Helpline the most senior member of staff should contact their Children’s Services Advisor from the Department to inform them of the incident as it may also breach the regulations and be investigated as a licensing matter.

Confidentiality

It is important that any notification remains confidential, as it is vitally important to remember that no confirmation of any allegation can be made until the matter is investigated.

Safeguards for reporters

An individual who reports to Community Services is kept confidential. The reporter's identity is protected by law if the report is made in good faith. The law offers the following protections:

- The report shall not be held to be breach of professional etiquette or ethics or a departure from acceptable standards of professional conduct
- No liability for defamation can be incurred because of making of report
- The report, or its contents, is not admissible in any proceedings as evidence against the person who made the report
- A person cannot be compelled by a court to provide the report or give any evidences as to its contents

If the law enforcement agencies require the identity of the reporter in order to investigate serious offences alleged to have been committed against children, the identity of the reporter may be released to the police.

Disclosure

The individual who makes the complaint should not inform the person they have made the complaint about. This ensures the matter can be investigated without prior knowledge and contamination of evidence.

Further Information

All educators should be aware that when dealing with children who have been abused or are in other way related or affected by an abusive situation that they are not questioned about the abuse as this may hinder the formal investigation of the situation. Educators should not coerce additional information from children, but should keep a record of their disclosure should children disclose information. This information will be used as part of the formal investigation.

Notifying the Ombudsman

Special procedures are in place to deal with allegations of reportable conduct or convictions against employees of all government and some non-government agencies in NSW. The Ombudsman Act requires the Head of Agency to notify the Ombudsman within 30 days of becoming aware of any reportable allegations or conviction made against an employee in children’s services. The Ombudsman needs to be informed of any allegation regardless of the outcome.


Some matters are notifiable to the Ombudsman as an allegation of reportable conduct. These are only reported to the Child Protection Helpline if there are also current concerns or children at significant risk.

Allegations against those involved in the preschool

The service will provide appropriate support for any staff member who has a reportable allegation made against them.

Reportable Allegations
any sexual offence, or sexual misconduct, committed against, with or in the presence of a child (including a child pornography offence), any assault, ill treatment or neglect of a child, any behaviour that causes psychological harm to a child.

**Reportable allegations of Child Abuse or Neglect against an Employee of the NNS**

**Aim/Rationale**

Staff in children’s services can find themselves open to allegations of abuse unless care is taken to implement protective strategies for staff and children. It is the responsibility of the Director to carefully monitor the adequacy of the supervision of children throughout the day and ensure that appropriate strategies are implemented at all time.

The Director, Assistant Director and educators are mandated by law to notify any allegations of suspected abuse of a child, by an adult/staff member to the Ombudsman and the Department of Community Services (within 30 days). The primary responsibility and duty of care of every staff member is to ensure the health, safety and wellbeing of children at all times.

The Management Committee takes responsibility to ensure that all staff are appropriately screened, qualified, trained and supervised so that best practice can be achieved.

**Procedures**

- The first loyalty and responsibility of a staff member is to the child. Disciplinary action will be taken against any staff member who knowingly fails to take action to protect children from the risk of harm, either by their own doing or by another teacher behaving inappropriately.

- Staff member will strictly observe preschool policies in Child Protection and Behaviour Management, the Code of Ethics (AECA), to ensure they protect children at all times and do not perform any act that will place a child at risk of any form of harm, abuse or neglect.

**Procedures that protect staff members from allegations of abuse when working at the preschool**

- Individuals or groups of children must not be withdrawn into areas where they are not visible by other staff members, or taken into rooms that can be locked.

- Permanent educators /staff will ensure that they, at all times, remain readily accessible and within the visibility of other educators while with the children.

- Casual staff, students and volunteers are to be directed to ensure that they are never alone with children.

- Staff members are not allowed to stay back at the preschool to care for a child whose parents may be delayed in collecting him/her at the end of the day by themselves.

- All staff should be aware of their own level of tolerance and stress factors and acknowledge that there may be some children that are found to be more difficult to relate to than others.

- A minimum of two staff should be on the premises at all times.

**Notifying the relevant regulatory organisations when allegations of abuse are made against a teacher**

- The Director must immediately notify the Department of Community Services (DoCS), and find out what course of action it proposes to take and discuss the preschool’s proposed action. It is the responsibility of the Department of the Ombudsman and DoCS to ensure that if an allegation has been made it is properly investigated, and that appropriate action is taken following the investigation.

- The Director must also notify the Chair of the Management Committee.

- Should an allegation of abuse be made against a teacher, the Director must notify the Department of the Ombudsman and submit a report to the Ombudsman’s Office detailing the circumstances and any action taken as a result of the allegation within 30 days.

- When the allegation is made, the facts as stated must be recorded in writing, including dates, times, name of person involved, name of person making the allegation and the person making the report. All documentation concerning the allegation will be kept in a confidential file locked in the office.
• The Director will confirm with DoCS and the Department of the Ombudsman the course of action to be followed in notifying the staff member of the allegation and the reporting procedures to be followed, the protocol about removing the staff member from contact with the children until the investigation has been completed and the time frame of the investigation.

Follow-up procedures in notifying the staff member that an allegation has been made against them:

The Director will ask the staff member to come to the office, and together with the Chair of the Management Committee, will then advise the staff member:

• that an allegation has been made against them which will need to be investigated by DoCS in the first instance and possibly the police if necessary
• the basis of the allegation as confirmed with DoCS, and the steps that need to be taken in the process of the investigation
• that they will have to leave the premises immediately and not have any contact with the children, families or teachers whilst the investigation is in progress
• that they should not discuss the allegation with other teachers or parents whilst the investigation is in progress (this is to protect the staff members privacy and avoid creating bias or contaminating evidence, which could be detrimental to the investigation of the allegation)
• that the Director and Chair will provide support for the staff member as well as for the person making the allegation. This support can be given in the form of counseling or referral to an appropriate agency; the Director and Chair must maintain contact with the staff member as well as DoCS to ensure a quick resolution. Should there be delay in resolving the allegation, the Director will contact the Department of the Ombudsman
• that they will continue to be paid until a resolution is found
• that all parties will maintain strict confidentiality and any queries about the staff member’s absence will be answered by the following: “they are on personal leave”.

Follow-up procedures in notifying the family

• The Director and the Chair of the Management Committee will then arrange an immediate meeting with the parents of the child to discuss the situation and the procedures to be followed, so it is dealt with in a professional manner until there is a resolution of the allegation.
• If the allegedly abused child continues to attend the preschool, the parents or parties involved in the allegation are required to treat the matter confidentially and not discuss the matter with anyone apart from the Director.
• The Director and the Chair will examine policies and practices with regard to the alleged incident being able to occur and possible amendments to ensure there is no opportunity for recurrence of the incident.
• If the allegations of abuse are made against the Director, the Assistant Director and the Chair will assume responsibility for all the above tasks assigned to the Director. The Director would be asked to leave the premises whilst the investigations are taking place, and the Assistant Director will assume responsibilities for the daily operation of the preschool.
• Once investigations have been resolved, if the allegations prove unfounded the staff member will return to normal duties. If founded they will be considered as grounds for gross misconduct and, as per the disciplinary policy, they will be dismissed.
• DoCS and the Department of the Ombudsman will then be informed and the dismissed staff member’s name will be added to their register of confirmed abusers and this will be revealed whenever s/he applies for a job involving children.
Improper Behaviour and Breach of Duty of Care

Aim/ Rationale

Allegations may be made against a staff member for knowingly or unknowingly breaching their duty of care. Any allegations of improper behaviour or breach of duty of care must be addressed to ensure all children and staff members at the preschool are safe and protected at all times.

All staff members are to read and understand their responsibilities set out in the Code of Ethics, National Regulations, preschool policies and job descriptions. NNS will provide staff members with support and training in stress management and require all staff members to follow preschool policies and DoCS procedures if there is a breach of duty of care.

Procedures

- The first loyalty and responsibility of a staff member is to the child.
- Staff members must be proactive in recognising signs of stress or inappropriate behaviour in themselves and other staff members. In such instances, they should take action to address the behaviour or if necessary relieve themselves or other staff members of immediate responsibility and inform the Director. Staff members should also carefully document any observations of a staff member behaving inappropriately towards a child/children and present this to the Director in confidence.
- Disciplinary action will be taken against any staff member who knowingly fails to take any preventative actions to protect children from the risk of harm through their own doing or by another staff member behaving inappropriately.
- If a staff member breaches their duty of care, counseling and training will be offered to educate the staff member and to stop the behaviour from continuing. Please see Disciplinary
- The staff member will be given a warning, the first stage of a grievance procedure, and ongoing appraisal of the teacher’s working performance will commence. The teacher may seek union representation at any stage in the process.
- If the behaviour continues past the first incident, then the Director and Chair of the Management Committee will meet with the teacher in a place away from the children to discuss the breach of duty of care. This information must be documented and kept confidential. This will be the second stage of the grievance procedure.
- If there is no change, DoCS will be advised and advice will be sought from the Country Children’s Service on what steps to take in dismissing the teacher. The teacher will then be dismissed in accordance with legislative requirements and the preschool’s grievance procedures.
- All information regarding the teacher and the issues will be kept in a confidential file locked in the office.
- The Department of the Ombudsman and DoCS will be advised if the teacher is dismissed due to negligence or breach of duty of care.

Child Protection Risk Management Strategy – Information for Families

Information for parents and carers

Our organisation’s child and youth risk management strategy

Creating safe and supportive service environments for children and young people is everyone’s business. Our preschool is committed to providing the highest standard of service to children and young people and ensuring they are kept safe from harm.

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

We are committed to providing a safe and supportive environment so children:
• feel safe and protected from harm
• help plan activities and make decisions
• are consulted and respected, and
• Have their best interests considered and upheld.

The Northern Nursery School is required to have a written child and youth risk management strategy to protect the children and young people in our organisation from harm. The strategy will help ensure our organisation is a safe and supportive service environment for children and young people, by identifying and minimising risks. Screening employees and volunteers through safety screening clearances is also a part of our strategy.

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

• a statement of commitment
• a code of conduct for interacting with children and young people
• procedures for recruiting, selecting, training and managing paid employees and volunteers
• policies and procedures for handling disclosures or suspicions of harm, including reporting guidelines
• a plan for managing breaches of the child and youth risk management strategy
• policies and procedures for implementing and reviewing the child and youth risk management strategy and maintaining an employee register for Working With Children checks.
• risk management plans for high-risk activities and special events, and
• strategies for communication and support.

As a parent/carer, it is important for you to understand the policies and procedures that form the child and youth risk management strategy. A copy of the strategy is attached for your information and comment.

Teaching Protective Behaviour with Children

We aim to teach children -

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

Beliefs

Our service believes

• That children are capable of the same range of emotions as adults are.
• That children’s emotions are real and need to be accepted by adults.
• That a response given to a child from an adult in a child’s early stages of emotional development can be hugely positive or detrimental depending on the adult’s reaction.
• That children are very in touch with their bodies reactions to their emotions.
• That children who have a better understanding of their body’s response to an emotion are more able to foresee the outcome out a situation and avoid them, or ask for help.
Sources


Children and Young Persons (Care and Protection) Act 1998

The Ombudsman’s act 1974 (with the relevant child protection amendment in the reprinted version)

The Commission for Children and Young People Act 1998


Children Legislation Amendment (Wood Inquiry Recommendations) Act 2009 No 13

Education and Care Services National Regulations 2011

Early Years Learning Framework

Review

The review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

Reviewed: 2013  Date for next review: 2015
Children with Medical Conditions Policy – Anaphylaxis, Asthma and Diabetes

NQS

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

National Regulations

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

EYLF

<table>
<thead>
<tr>
<th>LO3</th>
<th>Children are happy, healthy, safe and connected to others.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Educators promote continuity of children’s personal health and hygiene by sharing ownership of routines and schedules with children, families and the community</td>
</tr>
<tr>
<td></td>
<td>Educators discuss health and safety issues with children and involve them in developing guidelines to keep the environment safe for all</td>
</tr>
</tbody>
</table>

Aim

The Northern Nursery School and all educators can effectively respond to and manage medical conditions including asthma, diabetes and anaphylaxis at the service to ensure the safety and wellbeing of children, staff and visitors.

Implementation

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

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

No child enrolled at the preschool will be able to attend the preschool without medication prescribed by their medical practitioner. In particular, no child who has been prescribed an adrenaline auto-injection device, insulin injection device or asthma inhaler is permitted to attend the service or its programs without the device.
Families are required to provide information about their child’s health care needs, allergies, medical conditions and medication on the Enrolment Form and are responsible for updating the preschool about all of these things, including any new medication, ceasing of medication, or changes to their child’s prescription.

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

Our preschool will implement, with parents, the Risk Minimisation Plan that supports the Medical Management Plan and will be advised to let the preschool know of any changes that will effect either of these plans.

**Information that must be provided in Enrolment Record**

The preschool’s Enrolment Form provides an opportunity for parents to help us effectively meet their child’s needs relating to any medical condition.

The enrolment record will include details of any:

- specific health care needs or medical conditions of the child, including asthma, diabetes, allergies, and whether the child has been diagnosed at risk of anaphylaxis.
- any Medical Management Plan provided by a child’s parents and/or registered medical practitioner. This Plan should:
  - have supporting documentation if appropriate
  - include a photo of the child
  - if relevant, state what triggers the allergy or medical condition
  - first aid needed
  - contact details of the doctor who signed the plan
  - state when the Plan should be reviewed.

Copies of the plan will be publicly displayed in the child’s room and a copy kept with the child’s medication, which also accompanies the child on any excursions, as well as a copy with the child’s enrolment form.

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

Parents are responsible for updating their child’s Medical Management Plan at the beginning of every year, or as necessary.

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

**Identifying Children with Medical Conditions**

Any information relating to a child’s medical conditions will be shared with all educators during inductions and at regular staff meetings. Educators will be briefed on the specific health needs of each child.

Our preschool will implement the following communications plan to ensure that relevant educators and staff are:

- informed about the Medical Conditions Policy and relevant medical management plan and risk minimisation plans , available from the Director (Nominated Supervisor).
- easily able to identify a child with medical conditions
- are aware of the requirements of any medical management plans and risk minimisation plans
- aware of the location of each child’s medication
- updated on the child’s treatment along with any regulatory changes that may affect practices for specific medical conditions.

The preschool will display information about a child’s medical management plan, risk minimisation plan, and the location of each child’s medication in an area that is visible and easily accessed by all educators to ensure all procedures are followed. We will explain to families why it is important for this information to be visible for the safety of the child and obtain parental consent.
If the preschool has a child/children diagnosed with anaphylaxis, this information will be highlighted on the Provider Information: The Operation of the Northern Nursery School notice in the foyer. The child/children will not be named.

**Medical Conditions Risk Minimisation Plan**

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

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

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

The preschool will routinely review each child’s medication to ensure it hasn’t expired.

**Medical Conditions Risk Minimisation Plan: Anaphylaxis/Allergy Management**

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

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

- not allow children to trade food, utensils or food containers.
- request families to label all bottles, drinks and lunchboxes etc with their child’s name.
- consider whether it’s necessary to restrict the use of food products in craft, science experiments and cooking classes so children with allergies can participate.
- instruct educators on the need to prevent cross contamination.
- request all parents not to send food with their children that contains highly allergenic elements even if their child does not have an allergy. For example, placing a sign in the foyer or near the front door reminding families about this.
- where a child is known to have a susceptibility to severe allergy or anaphylaxis to a particular food, the preschool will have an “allergy-awareness policy” for that food e.g. an “Allergy-Aware (Nut) Policy” which would exclude children or other individuals visiting the service from bringing any foods or products containing nuts or nut material such as:
  - peanuts, brazil nuts, cashew nuts, hazelnuts, almonds, pecan nuts
  - any other type of tree or ground nuts, peanut oil or other nut based oil or cooking product, peanut or any nut sauce, peanut butter, hazelnut spread, marzipan
  - any other food which contains nuts such as chocolates, sweets, lollies, nougat, ice creams, cakes, biscuits, bread, drinks, satays, pre-prepared Asian or vegetarian foods
  - foods with spices and seeds such as mustard, poppy, wheat and sesame seeds
  - cosmetics, massage oils, body lotions, shampoos and creams such as Arachis oil that contain nut material.
  - be aware that a child may have a number of food allergies or there may be a number of children with different food allergies, and it may not be possible to have an allergy free policy for all those foods involved. Nut allergy is the most likely to cause severe reaction and will take precedence.
• if appropriate, seat a child who is highly allergic at a different table when children are eating morning tea or lunch. This will always be done in a sensitive manner so that the child does not feel excluded.
• closely supervise all children at meal and snack times and to minimise risk, children will not be permitted to ‘wander around’ the preschool with food.
• ensure cooking experiences with children do not contain nuts or other ingredients that children have allergic reactions to.
• Ensure that all staff do not bring food containing nuts or other known allergens into the preschool.

Allergic reactions and anaphylaxis are also commonly caused by:
• all types of animals, insects, spiders and reptiles.
• all drugs and medications, especially antibiotics and vaccines.
• many homeopathic, naturopathic and vitamin preparations.
• many species of plants, especially those with thorns and stings.
• latex and rubber products.
• Band-Aids, Elastoplast and products containing rubber based adhesives.

Our preschool will ensure that sunscreen will only be used on allergic children if approved by their parents.

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

Parents should refer to http://www.allergy.org.au/content/view/10/3/#r1 for information.

Our preschool will ensure that child’s auto-injection device kit is stored in a location that is known to all staff, including relief staff, easily accessible to adults (not locked away), inaccessible to children, and away from direct sources of heat.

Our preschool will ensure that we have an emergency auto-injection device kit, which will be stored in the office in a location that is known to all staff, including relief staff, easily accessible to adults (not locked away), inaccessible to children, and away from direct sources of heat. This will be taken on any emergency evacuation procedures.

All staff will be on the lookout for symptoms of an allergic reaction as they need to act rapidly if they do occur. If a child is displaying symptoms of an anaphylactic reaction our service will:
• call an ambulance immediately by dialling 000
• ensure the first aid trained educator/educator with approved anaphylaxis management training provides appropriate first aid which may include the injection of an auto immune device EpiPen® in line with the steps outlined by the Australian Society of Clinical Immunology and Allergy http://allergy.org.au/health-professionals/anaphylaxis-resources/ascia-action-plan-for-anaphylaxis and CPR if the child stops breathing.
• contact the parent/guardian or the person to be notified in the event of illness if the parent/guardian cannot be contacted.
• Illness forms will be completed by the educators and signed off by parents and the Director (Nominated Supervisor)

Medical Conditions Risk Minimisation Plan: Asthma Management

Asthma is a chronic lung disease that inflames and narrows the airways. While developing the Medical Conditions Risk Minimisation Plan our service will implement procedures where possible to minimise the exposure of susceptible children to the common triggers which can cause an asthma attack. These triggers include:
• dust and pollution
• inhaled allergens, for example mould, pollen, pet hair
• changes in temperature and weather, heating and air conditioning
• emotional changes including laughing and stress
• activity and exercise
Risk minimisation practices will be carried out to ensure that the service is to the best of our ability providing an environment that will not trigger an asthmatic reaction. These practices will be documented and reflected upon, and potential risks reduced if possible.

Our preschool will ensure that child’s Emergency Asthma First Aid Kit is stored in a location that is known to all staff, including relief staff, easily accessible to adults (not locked away), inaccessible to children, and away from direct sources of heat.


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

- ensure a first aid trained educator/educator with approved asthma management training immediately attends to the child. If the procedures outlined in the child’s medical management plan do not alleviate the asthma symptoms, or the child does not have a medical management plan, the educator will provide appropriate first aid, which may include the steps outlined by Asthma Australia as follows:
  - Sit the child upright
  - Stay with the child and be calm and reassuring
  - Give 4 puffs of blue reliever puffer medication
  - Use a spacer if there is one
  - Shake puffer
  - Put 1 puff into spacer
  - Take 4 breaths from spacer
  - Repeat until 4 puffs have been taken
  - Shake, 1 puff, 4 breaths
  - If there is still no improvement call emergency assistance 000
  - Keep giving 4 puffs every 4 minutes until emergency assistance arrives
  - Contact the child’s parent or authorised contact where the parent cannot be reached.

The preschool will ensure that an Emergency Asthma First Aid Kit is stored in the office and known to all staff, including relief staff, easily accessible to adults (not locked away), inaccessible to children, and at room temperature in dry areas. The Emergency Asthma First Aid kit will be taken on Emergency evacuations and will contain:

- Blue or grey reliever puffer
- At least one spacer device that are compatible with the puffer

Spacers can only be used by one child at a time. That child can re-use the spacer but it cannot be used by anyone else until it has been sterilised through the dishwasher.

**Medical Conditions Risk Minimisation Plan: Diabetes**

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

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

All staff and parents will refer to [http://www.diabeteskidsandteens.com.au/whatisdiabetes.html](http://www.diabeteskidsandteens.com.au/whatisdiabetes.html) for an online presentation for children explaining how diabetes affects the body. Type 2 diabetes is managed by regular physical activity and healthy eating. Over time type 2 diabetics may also require insulin.

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

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

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

If we have a child at our preschool with diabetes, Northern Nursery School will ensure our first aid trained educators are trained in the use of the insulin injection device (syringes, pens, pumps) used by children at our service with diabetes.

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

• ensure the first aid trained educator provides immediate first aid which will be outlined in the child’s medical management plan and may include giving the child some quick acting and easily consumed carbohydrate.
• call an ambulance by dialling 000 if the child does not respond to the first aid and CPR if the child stops breathing.
• contact the parent/guardian or the person to be notified in the event of illness if the parent/guardian cannot be contacted.
• Illness forms will be completed by the educators and signed off by parents and the Director (Nominated Supervisor)

**Educator Training and Qualifications**

The Director (Nominated Supervisor) and Management Committee will ensure all educators at the preschool:

• hold a current approved first aid qualification
• have undertaken current approved anaphylaxis management training and
• have undertaken current approved emergency asthma management training.

Educators in our preschool recognise how serious anaphylaxis and asthma can be and will undertake steps to minimise the possibility of occurrence.

**Sources**

Education and Care Services National Regulations 2011

National Quality Standard

Asthma Australia

National Asthma Organisation

Australasian Society of Clinical Immunology and Allergy [www.allergy.org.au](http://www.allergy.org.au)

Australian Diabetes Council

**Review**

The review will be conducted by:

• Management
• Employees
• Families
• Interested Parties

Last reviewed: 2013 Date for next review: 2015
Continuity of Education and Care Policy

NQS

QA6  6.3.2  Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.

QA7  7.1.3  Every effort is made to promote continuity of educators and co-ordinators at the preschool.

EYLF

LO1  Children feel safe, secure, and supported

Aim

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

Implementation

Employment of Regular Educators

- When our preschool employs casual educators, or where volunteers and work experience students are present at the preschool, these persons will be engaged in an induction process that familiarises them with the preschool environment and any needs of children.
- The preschool policies and procedures, a staff handbook and description of their roles and responsibilities at the preschool will be available to the abovementioned persons.
- The preschool will seek to make use of the same casual staff where possible. This will ensure that casual educators are able to familiarise themselves with the preschool environment, expectations, and routine and children and their families. Building positive relationships between educators, children and families will encourage effective continuity of care.
- Where possible and without undue delay, regular educators will inform family members of any changes to staffing that will be occurring.

Learning and Transitions

- Children will be supervised when transitioning to and from the preschool (excursions) and within the preschool.
- Educators will help children transition between activities.
- To assist children transition to formal schooling, the preschool will support children to liaising with local primary schools. Children with additional needs will also be assisted by specialist support services We will develop plans to assist children transition to formal schooling.
- Individuals who are authorised to deliver and collect children will be encouraged to share information about their child each day.

Routine to Promote Continuity

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

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

When planning a transition staff will -

- Talk to children to prepare them, giving them advice as to what is happening next and when.
- Talk with families to see if all their child’s needs are being met.
• Ensure that the routine has flexibility to allow requests and suggestions from staff, families and children. Make use of familiar and favourite items of a child.

Sources
Education and Care Preschools National Regulations 2011
National Quality Standard
Early Years Learning Framework

Review
The review will be conducted by:
• Management
• Employees
• Families
• Interested Parties

Last reviewed: 2013 Date for next review: 2015
Cystic Fibrosis Policy

NQS

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

National Regulations

<table>
<thead>
<tr>
<th>Regs</th>
<th>90</th>
<th>Medical conditions policy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>91</td>
<td>Medical conditions policy to be provided to parents</td>
</tr>
<tr>
<td></td>
<td>92</td>
<td>Medication record</td>
</tr>
<tr>
<td></td>
<td>93</td>
<td>Administration of medication</td>
</tr>
<tr>
<td></td>
<td>94</td>
<td>Exception to authorisation requirement—anaphylaxis or asthma emergency</td>
</tr>
<tr>
<td></td>
<td>95</td>
<td>Procedure for administration of medication</td>
</tr>
<tr>
<td></td>
<td>96</td>
<td>Self-administration of medication</td>
</tr>
</tbody>
</table>

EYLF

<table>
<thead>
<tr>
<th>LO3</th>
<th>Children are happy, healthy, safe and connected to others.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Educators promote continuity of children’s personal health and hygiene by sharing ownership of routines and schedules with children, families and the community</td>
</tr>
<tr>
<td></td>
<td>Educators discuss health and safety issues with children and involve them in developing guidelines to keep the environment safe for all</td>
</tr>
</tbody>
</table>

Aim

The preschool and all educators will effectively provide care for children with Cystic Fibrosis. The preschool and all educators will ensure the safety and wellbeing of all children and will adopt inclusive practices to cater for the additional requirements of children with Cystic Fibrosis in a respectful and confidential manner.

Implementation

The preschool will ensure all educators are aware of the enrolment of a child with Cystic Fibrosis (CF) and have an understanding of the condition and the additional requirements of the individual child. The preschool will adhere to privacy and confidentiality procedures when dealing with individual health needs.

Confidentiality, privacy, dignity and safety

Young children often enjoy sharing the news and their experiences of living with CF with their friends. The degree and nature of this sharing should be discussed with parents so that they can support their child in this process.

Information exchange between the family and health professionals and the preschool is essential to support the child’s learning and enhance peer support. The sharing of information needs to be assessed and negotiated for each child with CF, with due consideration to their needs. Educators need information about routine and predictable emergency care as it affects the child’s access to the curriculum, and their safety.
Health Support Plan

For each individual child enrolled in the preschool with CF, a Health Support Plan will be developed by the Director (Nominated Supervisor) in conjunction with the child’s family. It will be based on the child’s health support needs as identified in their CF care plan and other care information (for example if the child also has asthma or diabetes).

A Health Support Plan for a child with cystic fibrosis should address the following components:

- overall wellness
- diet
- therapy and care
- internal body temperature control
- curriculum participation issues and
- potential emergency/first aid situations.

The information should focus on what educators need to know to provide routine and emergency care. It will be used by educators in planning support for the child.

In addition, a health support plan documents individualised support which educators have agreed to provide in the areas of:

- first aid
- supervision for safety
- personal care, including infection control
- behaviour support and
- additional curriculum support to enable continuity of education and care.

Overall Wellness

- The preschool and educators need to know if recent/frequent hospitalisation and/or general unwellness mean additional care and consideration. They also need to know of any infection control issues in addition to standard precautions.
- It is important to the future health of a child with CF, as with all children, to minimise the risk of cross infection of bacteria and viruses from others. This must be balanced with efforts to encourage children with CF to lead as normal lives as possible.
- Educators will alert the family of a child with CF when a particularly virulent strain of virus is present in the preschool, as parents may wish to keep their child with CF at home.
- All children in the preschool should be encouraged maintain hygienic practices. If possible, a child with CF should, discreetly, not be partnered or sit next to another child with an obvious cold or cough.

Diet

- Children with CF have difficulty maintaining their weight and growth patterns as they cannot absorb essential vitamins, minerals, fat and proteins. For this reason educators need to be aware of each individual child’s dietary requirements as prescribed by a medical professional.
- Children who need additional food supplements may receive them through a gastrostomy button located in their stomach. There are no routine care issues associated with a gastrostomy button for educators however if the area becomes red or inflamed, parents should be informed as soon as possible.
- Children with CF will often have non-prescription medication such as enzyme tablets, as well as prescription medication such as antibiotics, which the preschool and educators need to be aware of.

Therapy and Care

- Some children with CF may require complex/invasive health support, such as physiotherapy, while attending the preschool. This support should be provided by a visiting nurse or therapist.
- Some children with CF require nebulised medication prior to physiotherapy. While educators can supervise nebulised medication, this will generally be managed by a visiting health worker. Educators need training before supervising administration of medication via a nebuliser.
Body Temperature Control

- Children may need to be reminded to adjust their clothing to help maintain their internal body temperature control.
- A child with CF will have problems with internal temperature control and should be kept at a steady temperature in winter and summer. It is beneficial to place the child with CF in rooms that have heating and cooling where practical.
- Salt tablets may be required during warm weather. Educators should be informed about the required timing and amount of salt tablets and ensure the child has access to fluids at all times. Medical advice will be considered.

Participation in Education and Care Experiences

- An increase in fatigue or feeling tired is common for a child with CF. A lot of effort is required of a person with CF, on top of normal childhood activities, to maintain their health. Educators will be aware of this and provide adequate opportunities for rest.
- During the onset of infections, children with CF may experience difficulty breathing or catching breath. Educators should be aware that, as with other children, breathing difficulties also can be asthma related.
- Children with CF are continually battling infections or recovering from them, thus resulting in low energy levels and reduced concentration. Educators will be mindful of this when planning daily activities.
- A regular exercise program is very beneficial to children with CF as it helps loosen mucus, stimulates coughing and helps build up strength and endurance of the breathing muscles. Children with CF will be encouraged to take part in physical activity and exercise, following guidelines from the child’s medical practitioner.
- Children with CF can become dehydrated much more quickly than other children. In relation to this educators will:
  - encourage frequent drinks during and after exercise, and on warm days
  - ensure salt tablets are taken either before or after exercise on warm days with consideration of medical advice
  - avoid scheduling physical activity during temperature extremes
  - ensure children with CF remain, as far as is practical, in a fairly constant temperature, neither too hot nor too cold.

Potential Emergency Situations

Emergency situations associated with CF are rare.

If children have an intravenous line for medication, there are specific standard first aid responses which may be anticipated:

- Child reports discomfort, nausea, rashes or general unwellness.

*Call family emergency contact. If they cannot be reached, call the nominated cystic fibrosis nurse for advice.*

- Child reports redness, pain, inflammation or swelling at site.

*Call nominated cystic fibrosis nurse for advice, and then advise family emergency contact.*

- There is a leakage of some sort from the site.

*Call nominated cystic fibrosis nurse for advice, and then advise family emergency contact.*

- A needle or line falls out.

*Use standard first aid and apply pressure to stop any bleeding, call nominated cystic fibrosis nurse for advice, then advise family emergency contact.*

Supervision for Safety

The child’s Health Support Plan may include a range of routine accommodations so they can continue to access learning programs while effectively managing their health care. Accommodations could include:

- provision of additional time to support children managing their dietary requirements
• access to fluids and food, and the toilet, as needed
• rescheduling of physical activity to support body temperature control
• supportive and sensitive encouragement to participate in physical activity
• targeted social skills programs: frequent absences mean that some children with cystic fibrosis have difficulty making and retaining friends
• modification of the program and activities in response to the demands of therapy and treatment

Infection Control Consideration

Educators should be aware that, where there is more than one family in the preschool with CF, cross-infection is a serious health risk. For this reason, our preschool will only accept the enrolment of one child with CF at any given time. This is based on guidelines developed under the Cystic Fibrosis in Education and Children’s Preschools Planning and Support Guide for Education and Children’s Preschools 2008.

Behaviour Support

As for all children, behaviour expectations for children with CF should be consistent and predictable, and also sufficiently flexible to accommodate periods of stress and other potential mental health issues.

Sources

Education and Care Preschools National Regulations 2011
National Quality Standard
Early Years Learning Framework

Review

The review will be conducted by:

• Management
• Employees
• Families
• Interested Parties

Last reviewed: 2013       Date for next review: 2015
Death of a Child at Preschool

NQS

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

National Regulations

<table>
<thead>
<tr>
<th>Regs</th>
<th>Meaning of serious incident</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Incident, injury, trauma and illness policies and procedures</td>
</tr>
<tr>
<td>176</td>
<td>Time to notify certain information to Regulatory Authority</td>
</tr>
</tbody>
</table>

Aim

Educators or the Director (nominated supervisor) will ensure that immediate and appropriate action is taken, and ensure that all relevant authorities are notified, in the event of the death of a child whilst at the Service.

Who is affected by this policy?

- Child
- Staff
- Families
- Management

Implementation

Educators will follow and implement this procedure immediately:

- Do not move the child that has been critically injured, or move anything within the area until the police arrive. A member of staff with a current first aid qualification must begin first aid procedures until the ambulance paramedics arrive to take over.
- A second educator will calmly remove all the other children from the area to another room and settle them whilst making sure they are secure and reassured and adequately supervised.
- The Director(nominated supervisor) / Assistant Director (certified supervisor) or senior educator must:
  - Call the ambulance services on 000
  - Call the Police Department on 000
  - Notify Regulatory Authority
  - contact the parent(s) or next of kin, informing them there has been an incident and asking them to come to the preschool.
  - contact the Chair of the Management Committee to inform them of the emergency and ask them to attend.
  - Contact Insurance Company.
  - If the Director is not on site, (s) he must be informed immediately.
  - Where educators are available, an educator should stay at the main gates to meet and direct people coming into the preschool. If necessary, redirect them to enter the preschool via Congewoi Rd and the side gates.
  - If necessary, all families will be phoned and asked to collect their children from the preschool, explaining that there has been an emergency. Reassure them that their child is fine but give no details of the incident.
• When ambulance paramedics and police arrive to relieve educators providing first aid, educators will assist authorities with any questions.

• An educator to complete a NNS Accident and Incident Form. Completed form is to be countersigned by the Director (nominated supervisor)/ Assistant Director (certified supervisor), whichever was present at the time of the incident.

Subsequent Procedures

• Trauma counseling for all affected will be offered.

• The death of a child being educated and cared for at the service, or following an incident while being educated and cared for at the service, is a “serious incident” under the national law. The Director (nominated supervisor), together with the Chair of the Management Committee, will notify the regulatory authority as soon as practicable and within 24 hours of the death using form SI01 Notification of Serious Incident

• All documentation concerning the incident will be kept until 7 years after the death.

• If required, the Management Committee will close the preschool until all educators have been counselled for trauma and only re-open the preschool when a sufficient number of educators have been cleared by health professionals to return to work. Familiar casual staff may be used if required.

• The educators will closely observe the children over the following weeks and notify the Director (nominated supervisor) of any possible concerns/issues related to this. Further counseling will be recommended if necessary.

• All families will be informed, through a brief, factual statement, about what has occurred, what actions the preschool has taken and what strategies the teachers are using with the children to help them come to terms with the loss.

• Legal advice will be sought on behalf of the preschool and staff if necessary.

• Documentation concerning the death will be kept in the child’s confidential file in the office.

Work Health and Safety (OHS) requirements

The death of a person is a “notifiable incident” under the work, health and safety legislation. The Director (nominated supervisor) must notify WorkCover by telephone or in writing (including by facsimile or email) as soon as possible after the death. Records of the incident must be kept for at 7 years from the date that the incident is notified. The Director (nominated supervisor) must ensure the site where the death occurred is left undisturbed as much as possible until an inspector arrives or as directed by WorkCover.

Sources

Education and Care Services National Regulations
National Quality Standard
Work Health and Safety Act 2011
Work Health and Safety Regulation 2011

Review

The review will be conducted by:

• Management
• Employees
• Families
• Interested Parties

Reviewed: 2013 Date for next review: 2015
Education, Curriculum and Learning Policy

NQS

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

National Regulations

<table>
<thead>
<tr>
<th>Regs</th>
<th>73</th>
<th>Educational programs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>74</td>
<td>Information about the educational program to be kept available</td>
</tr>
<tr>
<td></td>
<td>75</td>
<td>Information about educational program to be given to parents</td>
</tr>
<tr>
<td></td>
<td>76</td>
<td>Documenting of child assessments or evaluations for delivery of educational program</td>
</tr>
</tbody>
</table>

EYLF

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

Aim

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

Implementation

Our Educational Leader is our Director.

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

Our preschool is committed to the Early Years Learning Framework (EYLF).

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

Early Years Learning Framework

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

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

These activities will be supervised and guided by educators to find out how a child responds as an individual and also as part of a group. Educators will work in conjunction with families to provide learning experiences that are relevant to each child and tailored to their specific needs.

From this, educators will assess the child’s needs and plan ways to meet these needs. We evaluate this program every week in order to make sure we stay on target and help each child to reach their full potential. We welcome any suggestions and are happy to answer questions from family members at any time.

EYLF Learning Outcomes
• 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.

Sources
Education and Care Preschools National Regulations 2011
Early Years Learning Framework

Review
The review will be conducted by:
• Management
• Employees
• Families
• Interested Parties

Last reviewed: 2013                Date for next review: 2015
Environmental Sustainability Policy

NQS

<table>
<thead>
<tr>
<th>QA3</th>
<th>3.3.</th>
<th>The service takes an active role in caring for its environment and contributes to a sustainable future.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.1</td>
<td>Sustainable practices are embedded in service operations</td>
<td></td>
</tr>
<tr>
<td>QA6</td>
<td>6.1.2</td>
<td>Children are supported to become environmentally responsible and show respect for the environment.</td>
</tr>
<tr>
<td>3.3.2</td>
<td>Families have opportunities to be involved in the service and to contribute to service decisions.</td>
<td></td>
</tr>
<tr>
<td>6.3</td>
<td>The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.</td>
<td></td>
</tr>
<tr>
<td>6.3.1</td>
<td>Links with relevant community and support agencies are established and maintained</td>
<td></td>
</tr>
<tr>
<td>6.3.4</td>
<td>The service builds relationships and engages with their local community.</td>
<td></td>
</tr>
</tbody>
</table>

EYLF

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

Aim

Our preschool aims to help children learn about and implement sustainable practices and foster respect and care for the living and non-living environment.

The Northern Nursery is a member of ECEEN – Early Childhood Environmental Education Network.

Implementation

At the Northern Nursery School, we believe education in sustainability is a lifelong process that leads to informed and involved individuals with creative problem solving skills, scientific and social understanding, and a commitment to engage in responsible individual and cooperative actions. These actions will help ensure an environmentally sound, economically prosperous and equitable community.

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

Goals

To encourage staff, children and their families to adopt attitudes and practices that supports a sustainable environment

To foster in the children an understanding of, and sensitivity towards our environment

Encouraging children to be actively involved in the preservation, renewal and repair of their immediate environment, both indoors and outdoors

To provide opportunities to develop skills in identifying environmental problems, and involvement in seeking solutions to such problems

To promote reuse, recycle and reduce practices in our work with children and the resources we use
To promote the use of products and equipment which both minimise environmental damage and avoid waste of resources

To provide training and resources for staff and families to increase knowledge and understanding of what best is best practice for sustainability and how these practices can be implemented

**Environmental Sustainability and our Curriculum**

Our educators will promote a holistic, open ended curriculum which explores ideas and practices for environmental sustainability and helps children understand the interdependence between people and the environment by:

- connecting children to nature through art and play and allowing children to experience the natural environment through natural materials like wood, stone sand and recycled materials, plants including native vegetation, trickle streams or ponds, nesting boxes, a potting bench with gardening tools and watering cans, the vegetable and herb gardens
- developing education programs for water conservation, energy efficiency and waste reduction.
- celebrating childrens’ environmental knowledge and sustainable activities.
- involving children in education about plants and gardening and growing plants and flowers from seed.
- engaging children in learning about the food cycle by growing, harvesting, and preparing food to eat
- enlisting the help of groups with expertise in environmental issues, for ECEEN and Mosman Council, to deliver elements of our sustainability program

**The Role of Preschool Staff**

Our staff will model sustainable practices by embedding sustainability into all aspects of the daily running of our preschool operations including:

- recycling materials for curriculum and learning activities
- minimising waste and effectively using service resources
- turning off equipment and lights when not in use
- using the least hazardous cleaning substance appropriate for the situation, for example, ordinary detergent for cleaning dirt from tables and other surfaces.
- Maintaining a compost bin that is then used in our garden
- maintaining a worm farm and the worm tea is used in our garden
- maintaining a vegetable/herb garden
- Using rainwater from our rainwater tanks for play and gardening
- incorporating water wise strategies such as drip irrigation and ensuring taps are turned off and leaks fixed
- reducing our carbon footprint with installation of solar panels
- Implement chemical free strategies for pest management

**Partnerships with Families and the Community**

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


**Source**

National Quality Standard

Early Years Learning Framework

Climbing the little green steps 2007: Gosford and Wyong Councils
NSW Early Childhood Environmental Education Network

Review

The review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

Last reviewed: 2013  Date for next review: 2015
Epilepsy Policy

NQS

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

National Regulations

<table>
<thead>
<tr>
<th>Regs</th>
<th>90</th>
<th>Medical conditions policy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>91</td>
<td>Medical conditions policy to be provided to parents</td>
</tr>
<tr>
<td></td>
<td>92</td>
<td>Medication record</td>
</tr>
<tr>
<td></td>
<td>93</td>
<td>Administration of medication</td>
</tr>
<tr>
<td></td>
<td>94</td>
<td>Exception to authorisation requirement—anaphylaxis or asthma emergency</td>
</tr>
<tr>
<td></td>
<td>95</td>
<td>Procedure for administration of medication</td>
</tr>
<tr>
<td></td>
<td>96</td>
<td>Self-administration of medication</td>
</tr>
</tbody>
</table>

EYLF

<table>
<thead>
<tr>
<th>LO3</th>
<th>Children are happy, healthy, safe and connected to others.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Educators promote continuity of children’s personal health and hygiene by sharing ownership of routines and schedules with children, families and the community</td>
</tr>
<tr>
<td></td>
<td>Educators discuss health and safety issues with children and involve them in developing guidelines to keep the environment safe for all</td>
</tr>
</tbody>
</table>

Aim

Our preschool and educators welcome children with epilepsy. We ensure the safety and wellbeing of all children and will adopt inclusive practices to cater for the additional requirements of children with epilepsy in a respectful and confidential manner.

Implementation

Our preschool will ensure all educators are aware of the enrolment of a child with epilepsy and have an understanding of the condition and the additional requirements of the individual child.

Epilepsy and Learning

Epilepsy refers to recurrent seizures where there is a disruption of normal electrical activity in the brain that can cause disturbance of consciousness and/or body movements.

The effects of epilepsy can vary. Some children will suffer no adverse effects while epilepsy may impact others by affecting, for example, their comprehension, expressive language, visual perception, concentration and memory. Some children with epilepsy may have absence seizures where they are briefly unconscious. Our educators will ensure they go over any learning or activity a child may have missed during a seizure.

The level of expectation for each child has a significant influence on performance. Our educators will facilitate a positive environment of encouragement, stimulation and reassurance.

Behaviour Support

Our educators will ensure that any routine management of a child’s epilepsy, including the administration of any medication, occurs with minimal disruption to their education and care.
As for all children, behaviour expectations for children with epilepsy should be consistent and predictable, and also sufficiently flexible to accommodate periods of stress and any emotional difficulties a child with epilepsy may be experiencing.

Our educators nurture the self-esteem of all children, including those with epilepsy, and create a positive environment of inclusiveness and acceptance for all children.

**Information Sharing: Confidentiality and privacy**

Our preschool will adhere to privacy and confidentiality principles when dealing with each child’s health and safety needs.

The sharing of information, including the amount and type of information, will be assessed and negotiated for each child with epilepsy. Educators need information about routine and predictable emergency care because it affects the child’s learning, access to the curriculum and their safety. Information exchange between the family, health professionals and the preschool is also essential to support the child emotional health and enhance their peer support. Young children, for example often enjoy sharing the news and their experiences of living with epilepsy with their classmates. This should be discussed with parents so that they can support their child in this process.

**Medical Management Plan**

Children with epilepsy will have a Medical Management Plan provided by their doctor and/or parents. This Plan should include information about:

- the type of seizures the child has
- their severity and timing
- whether there are any warning signs before a seizure
- any first aid requirements in addition to standard first aid
- known triggers
- emotional needs of the child
- the level of participation, supervision and protection required for the child during activities, whether the child’s safety may be compromised during an activity.

**Medical Conditions Risk Minimisation Plan**

Our preschool will prepare a Medical Conditions Risk Minimisation Plan outlining procedures we will implement to minimise the incidence and effect of a child’s epilepsy. The Plan will cover the child’s known triggers and where relevant other common triggers which may cause an epileptic seizure. These include:

- missing medication for non-epileptic conditions
- suddenly stopping anti-convulsant medication or missing a dose
- infection or illness, especially if associated with a temperature
- lack of sleep
- extreme emotions, such as excitement about an excursion, stress or boredom
- hyperventilation/over-breathing
- head injury
- flickering lights (computers are not usually a problem)—only with certain kinds of epilepsy
- missing meals
- dehydration
- significant changes in temperature or extreme temperatures, eg on a hot day sitting on the sunny side of a bus with no air conditioning.

Our preschool will encourage children with epilepsy to participate in all activities at our preschool unless any are specifically excluded by the child’s doctor or parents. Independence and social acceptance are important to all children. The Risk Minimisation Plan will cover whether any adjustments need to be made to an activity to ensure the
child can participate. These may include the child wearing protective gear and providing increased supervision of the activity.

**First Aid**

Our preschool will ensure our qualified first aid educator maintains up to date training in epilepsy, and where required, training in the administration of epileptic medication. If a child is having an epileptic seizure, our first aid trained educator will:

- Protect the child from injury
- Not restrain the child or put anything in their mouth
- Gently roll them on to the side in the recovery position as soon as possible (not required if, for example, child is safe in a wheelchair safe and airway is clear)
- Monitor the airway.
- Call an ambulance if necessary. This may include when:
  - a seizure continues for more than three minutes
  - another seizure quickly follows the first
  - it is the child’s first seizure
  - the child is having more seizures than is usual for them
  - certain medication has been administered
  - they suspect breathing difficulty or injury
  - complete the Incident, Injury, Illness and Trauma Record, including the time the seizure started and stopped and observations of the seizure, as soon as possible but within 24 hours of the seizure
  - contact the parent/guardian or the person to be notified in the event of illness if the parent/guardian cannot be contacted.

The first aid trained educator may not call an ambulance when the seizure stops within three minutes and there are no complications (ie injury). The child will be kept in the recovery position until conscious. Educators will always call an ambulance if required under the Medical Management Plan.

**Sources**

Education and Care Preschools National Regulations 2011

National Quality Standard

Epilepsy planning and support guide for education and children's preschools DECS SA 2007

Epilepsy Foundation of Victoria

Epilepsy Action Australia

Early Years Learning Framework

**Review**

The review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

Last reviewed: 2013  Date for next review: 2015
Excursion Policy

NQS

<table>
<thead>
<tr>
<th>QA 2</th>
<th>2.3.1</th>
<th>Children are adequately supervised at all times.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.3.2</td>
<td>Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.</td>
</tr>
</tbody>
</table>

National Regulations

<table>
<thead>
<tr>
<th>Reg</th>
<th>100</th>
<th>Risk assessment must be conducted before excursion.</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>Conduct of risk assessment for excursion.</td>
<td></td>
</tr>
<tr>
<td>102</td>
<td>Authorisation for excursion.</td>
<td></td>
</tr>
</tbody>
</table>

Aim

Excursions are an important aspect of children’s learning. Children feel part of and gain knowledge of their wider community and experience a variety of venues (e.g. our neighbourhood, local shops, parks) and learn how to behave safely within a group. We will actively seek to minimise any risks associated with excursions, and respond promptly and appropriately to any emergency whilst on an excursion. Educators will educate children and families regarding safe road (or other transport) and play practices.

Informal Excursions

A risk assessment will be completed before any local excursion to ascertain the safety of the excursion for the children. For local excursions we will have ratios of a maximum of five children to one adult.

Local excursions will be on foot within walking distance of the preschool and are organised on an impromptu basis after a risk assessment has been completed. Written permission for each such outing is not normally required since it is expected that all parents will have signed a form upon enrolment permitting their child to participate in such outings. Proper care and supervision will be provided at all times and road safety rules re-enforced. Hats and sunscreen will be applied to all children.

Major Excursions

A risk assessment will be completed before any major excursion is communicated to parents to ascertain the safety of the excursion for the children. On major excursions our ratios will be a maximum of four children to one adult.

No child will be taken on a major excursion unless:

- The preschool has a timetable for the excursion as well as an itinerary.
- At least 24 hours’ notice of the excursion has been given to parents/guardians, with an itinerary for the excursion. It is preferable for longer notice to be given if possible.
- Signed permission for the specific excursion (and any specific activity to take place during the excursion) has been received from the parent/guardian.
- A list of children attending the excursion is left at the preschool with the Responsible person before departure and a copy carried by the educators for the purpose of checking at regular intervals during the course of the excursion.
- There is no significant departure from the planned itinerary. A planned itinerary includes what is to happen and contingency arrangements for weather etc. Volunteers and parents should be clearly informed of expectations and duties and description of itinerary.
- The teachers have ensured that all children are equipped with clothing appropriate to the excursion, e.g. jumpers, sun hats, tissues, drinks, appropriate footwear. Sunscreen is applied to all children before departure and re-applied while on excursion if away for longer than three hours.
Supervision

- On excursions, to meet our child, staff ratios, not all the adults need be employed educators. Parents and volunteers may be used, though the supervisor for the purpose of the excursion must be a permanent educator.
- All our educators attending the excursion hold a current First Aid Certificate.
- The nature of the supervision while on an excursion will be appropriate to the ages of the children in attendance and to the nature of the activity of the excursion. Notwithstanding this, all adults attending the excursion will stay close to the children at all times and near a permanent educator at all time.

Talk to all adults attending the excursion about rules and safety before leaving.

Implementation

Excursion Risk Assessment and Planning Process

- The service must conduct a risk assessment prior to an excursion taking place.
- Risk assessments are only required once if the excursion is a regular outing. Regular outings are walks, drives or trips to places that we visit regularly and which always have the same risks.
- The risk assessment must be recorded using the Excursion Risk Assessment Form.
- Parents will be notified on the Authorisation for Excursion Form that they can access the Excursion Risk Assessments prior to the excursion upon their request. The service must comply with these requests and make all information available to parents if requested.
- Using the Excursion Risk Assessment Form attached to this policy, the service must take into consideration the following –
  - Any risk that the excursion may pose to the safety, health and wellbeing of any child and identify how these risks will be managed and minimised.
  - Any water hazards.
  - Any risks associated with water-based activities.

Transportation (to and from).

- The ratio of adults and children which must comply with the ratios in the Staffing Arrangements Policy.
- Specialised skills required (such as life-saving skills).
- Proposed activities.
- Proposed duration.
- Any medical conditions that need to be considered and managed for each child with specific health needs.
- A parent or authorised nominee must provide a written authority for each child who is attending the excursion using the Authorisation for Excursion Form. This authorisation only needs to be obtained once every 12 months for regular excursions.
- Using the Authorisation for Excursion Form, the service will ensure that the emergency contact details for each child are up-to-date.

Transport Considerations –

Means of transport must be stated on the permission note.

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

Trains – contact the station prior to the excursion to inform them of the time you will be travelling, the destination and the number of children and adults who will be travelling. Arrangements should be made to arrive at the station with an adequate amount of time to allow for safe boarding. This will allow the station to inform the train guard so that he / she can hold the train for the period of time for safe boarding and alighting. All children should be seated at all times, with an adult close by. All children should be seated in the one carriage, if possible.
Cars – Any motor vehicle that is used to transport children on an excursion (other than a motor vehicle seating more than nine persons) is fitted with child restraints and/or seatbelts that are appropriate for the age and weight of each child, that conform to the Australian Standards, and are professionally installed or checked by an authorised restraint fitter.

**Insurance**

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

**Sources**

Education and Care Services National Regulations 2011

National Quality Standard

**Review**

The review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

Last reviewed: 2013  Date for next review: 2015
Food, Nutrition and Waste Free Policies (We are a Nut-Free Preschool)

NQS

<table>
<thead>
<tr>
<th>QA2</th>
<th>2.1</th>
<th>Each child’s health is promoted.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.1.1</td>
<td>Each child’s health needs are supported.</td>
</tr>
<tr>
<td></td>
<td>2.2.1</td>
<td>Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.</td>
</tr>
</tbody>
</table>

National Regulations

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

EYLF

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

Nutrition for Life: Healthy Eating Habits in Preschool and Beyond

The food we eat affects growth, development, appearance, behaviour, fitness, resistance to disease, feelings of wellbeing and the ability to learn. Good nutrition and healthy eating habits are therefore essential for young children and will empower children for the future.

At The Northern Nursery our aim is to work together with families to promote healthy eating habits for children that will last a lifetime. Together we have a unique opportunity to develop positive nutritional & environmental habits through modelling and shared eating experiences that focus on ‘best food’ choices and environmental sustainability through reducing waste. Waste may be defined by packaging, uneaten food or unreal portion size for the pre-schooler aged 3-6 years.

Mealtimes at preschool provide children with a relaxed atmosphere in which they can eat and socialise with peers and adults. They will be exposed to a variety of foods in this environment and that opens the doorway to discussions about best food choices based on things such as; seasonal foods, where foods come from, their health benefits, texture, flavours, smells, and culture etc.
Good hygiene practices are also introduced to children through hand washing, as well as ensuring that children eat their own lunch (rather than sharing or trading it with other children); this goes to perhaps their first exposure/understanding of allergies.

Parents and staff need to be aware that although allergen avoidance policies (sometimes called ‘nut free’) are designed to reduce risk of inadvertent exposure as far as practicable, it is never possible to achieve a completely allergen-free environment in any service that is open to the general community.

Procedure

Aim 1: To support and assist in children receiving a safe and nutritional diet.

- The NNS will provide parents with information and resources through suitable literature on appropriate foods and healthy balanced diets for children between 3 and 6 years old, showing recommended serves in each food area (refer to last page of policy).
- Suggestions for healthy lunch box items will be provided to families- please find suggestions on page 3 and/or www.healthykids.nsw.gov.au
- We ask families to provide children with drink bottles containing WATER ONLY which is available at all times and Teachers will encourage children to drink water throughout the day.
- We ask our families to provide fresh fruit / vegetables and other nutritious food for morning tea.
- We are a NUT FREE preschool and need to ensure that our families support this by not sending in any foods containing nuts. If a child attends the preschool, and has a severe diagnosed allergy to seeds or other foods, these will also be excluded for as long as the child is attending the preschool.
- Eggs and products containing eggs are usually okay but if there are any children with allergies to eggs attending the preschool, egg in its raw form, hardboiled or omelette, MUST NOT be brought into the preschool. Families will be notified at the start of the preschool year and as otherwise required, if there are any children with egg allergies, or other allergies attending the preschool.
- Hummus and other foods containing sesame seeds (including tahini) are usually okay unless there are children with allergies to sesame seeds attending, in which case such foods MUST NOT be brought into the preschool. Families will be notified at the start of the preschool year and as otherwise required, if there are any children with sesame seed allergies in attendance.
- We ask that lollies, chocolate, chips, processed cakes and biscuits, highly artificially flavoured foods and other items listed as “Not Recommended” on our list of Healthy Eating Ideas (see below), please not to be included in children's morning tea and lunch boxes.
- Full cream milk and water will be offered to children for morning tea and at other times if requested.
- Children are required to eat only their own food at mealtimes and not share other children’s food for the reasons of allergies and cross infection..
- To promote knowledge, responsibility and understanding about food, it is a good idea to encourage your child to help to prepare their own meals at home if possible.
- Fridges are provided in each room to ensure food and milk is stored at a safe temperature (below 5%).
- Good hygiene practices are discussed with children. Children wash hands before all meals and food preparation.
- Staff ensure safe food handling practices are adopted at all times eg. Washing hands before helping children with their food, eating surfaces are cleaned with warm soapy water and wiped dry.
- When children are on special diets due to allergies or religion, parents will be asked to provide as much information as possible about suitable and safe foods for their child. (A current Anaphylactic Management Plan signed by a doctor is required for allergies).
- Calcium-fortified soy milk is promoted as a substitute for cow’s milk. This needs to be provided from home, otherwise water will be substituted.
- Emergency food will be available if, in unforeseen circumstances, a child is not provided with any lunch. Parents will be notified.
• Teachers will speak to families if food does not support our healthy eating guidelines in our ‘Food Policy, as children who have poor eating habits can show signs of lethargy, poor concentration, low physical strength, which affects their relationships with other children.

• Teachers and families are encouraged to select foods from the healthy eating list when providing food for celebrations and parties. We encourage children to understand that some foods they can eat a lot of as they are of nutritional value and others can be eaten in small amounts and not as often, creating an awareness of a balanced diet.

**Aim 2: To provide a relaxed social environment where children can share family and cultural practices during mealtimes.**

• Mealtimes are encouraged as a social time.

• Teachers sit with, discuss and interact with children at mealtimes so good eating habits will be encouraged and modeled by teachers.

• Multicultural, religious and family practices will be shared and encouraged and food awareness experiences will be presented to the children from a variety of cultures.

• Parents will be given the opportunity and are encouraged to contribute to a healthy cooking program e.g. sharing recipes, cooking with children and preparing food for special occasions, joining the children for lunch.

**Aim 3: To share information about food and nutrition with children.**


• Children will be encouraged to participate in cooking experiences, food preparation and presentation in the classroom.

• Food being eaten will be discussed, relating to its taste, texture, appearance and nutritional value.

**Aim 4: As competent independent learners we encourage children to take responsibility for managing their own meals.**

• Staff will inform and encourage parents about suitable packaging (drink bottles and containers) to ensure maximum independence and school readiness and minimize waste in packaging.

• Through social interactions at mealtimes children model good eating habits and independence to their friends. Each child has access to their own drink bottles as needed throughout the day.

• Children pour their own milk/water at morning tea.

**References**


**Sources**

Education and Care Services National Regulations 2011

Early Years Learning Framework

National Quality Standard

Food Standards Australia New Zealand


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

Infant Feeding Guidelines 2012
Australian Dietary Guidelines 2013
Eat for health: Dept Health and Ageing and NHMRC
Food Safety Standards for Australia 2001
Food Standards Australia and New Zealand Act 1991
Food Standards Australia New Zealand Regulations 1994
Food Act 2003
Food Regulation 2004
NSW Food Authority
Work Health and Safety Act 2011
Work Health and Safety Regulations 2011
Dental Association Australia
Australian Breast Feeding Association Guidelines
Start Right Eat Right Dept Health SA

Review
The review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

Last reviewed: 2013  Date for next review: 2015
Waste Free Morning Tea and Lunch – Nude Food

Aim/Rationale

We are committed to promoting good health for both our children and for our planet. We strive to make environmentally friendly practices a frequent part of the daily happenings at the preschool, including at mealtimes. We practice responsible recycling of non-compostable recyclable waste.

We are now working towards making morning tea and lunch at preschool as free of waste as possible by reducing the amount of packaging we use. This can help to significantly reduce our use of natural resources (including water and energy) and minimize the amount of waste going into landfill. A waste free morning tea and lunch is much better for our planet and you may find that pre-packaged, highly processed products have more additives and preservatives; cutting down on packaging may also save you money.

Procedure

- We encourage parents to pack their child’s morning tea and lunch in reusable containers without the use of any additional wrapping, reducing waste ("Nude Food").
- We encourage families to buy in bulk and where possible, only buy products with a recycling symbol. Buying in bulk not only saves resources but also saves money.
- Recycle your packaging. Or try to reuse it, for example, plastic take-away containers are great for storing children’s craft supplies.
- We bring a compost bucket to every morning tea and lunch, and ask children to use it to dispose of their compostable food scraps (children are also responsible for throwing their non-compostable rubbish into a regular bin). We invite children to help empty the compost buckets into the compost bin at the end of each meal.

Healthy Eating Ideas: Some Suggestions that May Help

<table>
<thead>
<tr>
<th>FOR PRESCHOOL - Examples of Eat most foods</th>
<th>NOT FOR PRESCHOOL - Sometimes food</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fresh fruit</td>
<td>Pre-packaged foods that may contain traces of nuts</td>
</tr>
<tr>
<td>Dried fruit (e.g. sultanas, dried apricots). Avoid fruit that has been preserved with high levels of sugar</td>
<td>Highly processed snack foods high in fat, salt and sugar and low in essential nutrients. Examples of these foods include lollies, chocolates, sweet biscuits, muesli bars, breakfast bars, fruit filled bars, chips, oven-baked crackers, teddy biscuits, sweet buns, roll ups, fruit sticks and corn chips.</td>
</tr>
<tr>
<td>Fresh vegetables: carrot, celery or cucumber sticks, fresh beans, snow peas, capsicum, cooked corn on the cob, cherry tomatoes</td>
<td>Juice contains a high concentration of sugar. This can lead to tooth decay. Children benefit from eating the fibre in fresh fruit. Fresh fruit also aids in cleaning teeth.</td>
</tr>
<tr>
<td>Dips – no sesame seed dips in 2012 due to extreme allergies</td>
<td>Sweet, chocolate or cream biscuits.</td>
</tr>
<tr>
<td>Breads: wholemeal or wholegrain, rolls, lavash wraps or pita bread.</td>
<td>Ice-cream / frozen yoghurt</td>
</tr>
<tr>
<td>Rice crackers, corn thins, pita bites (check ingredients to ensure minimal additives)</td>
<td>Cakes, muffins, muesli bars (see birthday celebrations).</td>
</tr>
<tr>
<td>Sandwiches*: salad, cold meats, cheese,</td>
<td>All these foods are very high in fat, salt and/or sugar and therefore not recommended for a healthy, balanced diet for a young child.</td>
</tr>
<tr>
<td>Salads: pasta, rice, tuna, couscous, chicken</td>
<td>We ask you not to bring in sweet foods for your child’s lunch or morning tea – this includes cakes, buns, muesli bars, slices, muffins – as we are trying to encourage children, in a group setting, to eat fresh foods and more vegetables and fruit in their diet at preschool. (see the bottom 2 layers of the Healthy Food Pyramid).</td>
</tr>
<tr>
<td>Boiled eggs* (*please check if we have children with egg allergies)</td>
<td></td>
</tr>
<tr>
<td>Cooked short pasta</td>
<td></td>
</tr>
<tr>
<td>Antipasti: dolmades, felafels, meatballs, cheese, chicken pieces, olives</td>
<td></td>
</tr>
<tr>
<td>Rice paper rolls</td>
<td></td>
</tr>
<tr>
<td>Sushi, rice balls (onigiri)</td>
<td></td>
</tr>
<tr>
<td>Plain popcorn</td>
<td></td>
</tr>
<tr>
<td>Yoghurt (buy big and put into re-usable containers)</td>
<td></td>
</tr>
<tr>
<td>Be careful of pre-packaged food as they often contain nuts. We may have to send the food home with your child). Check with the staff at NNS and also the ingredients on packaging and/or with vendors if uncertain.</td>
<td></td>
</tr>
<tr>
<td>Celebrations at NNS – we welcome cakes (NO NUTS). Please check if we have children with egg allergies in your child’s room.</td>
<td></td>
</tr>
</tbody>
</table>

Review

The review will be conducted by:
HEALTH, SAFETY AND WELLBEING OF CHILDREN

Aim/Rationale
The primary role of the NNS's Health & Wellbeing Policy is a preventative one. It is to promote good health and safety practices and health education both in the immediate situation and for children's future development.

This policy provides the guidelines governing provision of health care at the NNS in line with regulatory authorities. From the educator’s viewpoint, the existence of a written policy provides an explicit statement of responsibility and some guidelines for action in a variety of potential circumstances.

This policy is about safeguarding children from contracting illnesses and infections, keeping them safe at preschool, and therefore maintaining their wellbeing and the wellbeing of the group.

NQS

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

National Regulations

<table>
<thead>
<tr>
<th>Regs</th>
<th>Meaning of serious incident</th>
<th>Incident, injury, trauma and illness policies and procedures</th>
<th>Notification to parents of incident, injury, trauma and illness</th>
<th>Incident, injury, trauma and illness record</th>
<th>Infectious diseases</th>
<th>First aid kits</th>
<th>Emergency and evacuation procedures</th>
<th>Authorisations to be kept in enrolment record</th>
<th>Health information to be kept in enrolment record</th>
<th>Education and care service must have policies and procedures</th>
<th>Prescribed information to be notified to Regulatory Authority</th>
<th>Time to notify certain information to Regulatory Authority</th>
</tr>
</thead>
</table>

**Aim**
The service and all educators can effectively respond to and manage accidents, illness and emergencies which occur at the service to ensure the safety and wellbeing of children, educators and visitors.

**Illness at Preschool**

**Aim/Rationale**
The primary role of the NNS’s Health & Wellbeing Policy is a preventative one. It is to promote good health practices and health education both in the immediate situation and for children’s future development. We require the support of parents in minimising the risk of spreading infection to other children if their child is unwell, by following the exclusion procedures and expectations of the preschool. In the case of a child being unwell the Director may require a medical certificate from the doctor confirming the child is well enough to return to the preschool and is not contagious to other children.

For parents it provides an account of what action will be taken if a child is unwell and sets out the circumstances under which parents/guardians may be asked to keep their child away from the preschool whilst their child is unwell and when a doctor’s certificate will be requested. It also explains how we give medication at the preschool in the event of the child being taken ill or needing medication while at the preschool. Further, by supplying this information it is hoped that expectations can be closely matched to reality and that the frustration and disappointment of being asked to take your child home can be avoided.
This policy is about safeguarding children from contracting illnesses and infections, therefore maintaining their wellbeing and the wellbeing of the group.

**Procedure**

- As the preschool does not have the proper facilities to care for sick children, parents will be contacted to come and collect their child if they are unwell.
- The preschool abides by the NSW Health Department regulations on "child illness and infectious diseases".
- Children will be excluded from preschool if they are viewed by the Director as "generally unwell" which is affecting their ability to interact with the normal preschool day or if they have symptoms of a contagious disease or illness.
- Teachers will monitor children during the day and if a child becomes ill then the child will be cared for and the parent or guardian will be contacted to collect the child as soon as possible.
- Should the parent/guardian not be contactable then the "Emergency Contacts" person(s) shall be contacted for collection of the child.

**Some symptoms which may indicate that a child is ill include:**

- Severe, persistent or prolonged coughing
- Thick green mucus from nose
- Constant discharge from nose
- Breathing difficulties
- Yellowish skin or whites of eyes
- Conjunctivitis – tears, redness of eyelids, irritation, swelling and white/yellow discharge from eye
- Unusual spots and rashes
- Feverish appearance
- Loss of appetite
- Unusual behaviour – general discomfort, cranky, less active, lethargic
- Pale skin colouring
- Sore throat or trouble swallowing
- Headache or stiff neck
- Vomiting
- Diarrhoea

Teachers will keep a written record of any illness at the preschool on an Illness/Incident/Accident report.

In the case where a child's illness leads to further medical attention being needed (such as hospitalisation) the "Accident and Emergency" procedure will be followed. (see Accident and Safety Policy).

**Temperatures**

**Aim/Rationale**

Children’s body temperature often fluctuates markedly during the course of an infection. A very common pattern is for a child to develop a high temperature during the course of the night, but to appear well the next morning. During the day, however, the child’s temperature may once again be on the rise.

**Procedure**

- We ask parents to ring and inform the preschool if their child has been unwell and keep them at home until they are sure they do not have a temperature. Please do not give your child medication that will suppress or mask the symptoms unless the doctor prescribes it, as this may put other children’s health at risk.
- Teachers suspecting that a child has an elevated temperature should measure the child’s temperature by using a thermometer.
• If the temperature is 38 degrees centigrade or greater the child will be considered unwell and the parents will be rung to come and pick their child up and asked if the preschool can administer paracetamol to bring the temperature down. Temperatures are usually the first sign of an illness brewing. Teachers will record the medication details in the medication book.

• If the preschool is unable to contact the parents it will assume responsibility and paracetamol will be administered unless previously stated otherwise. If this fails to reduce the temperature and the parents or the emergency contacts can still not be contacted, the child will be taken to the Royal North Shore Hospital by ambulance accompanied by a staff member. We will continue to try to contact the parents or emergency contacts.

• If a child appears to be in pain, parents will be contacted regarding the administration of paracetamol for pain relief. The concerned teacher must record full details of paracetamol administration in the medication book.

• If your child has been sent home with a temperature we expect you to keep them at home the next day to ensure they are completely well and their temperature has returned to normal and there is no sign of illness before returning to the preschool. This will reduce the possibility of cross-infection with other children.

We appreciate your support in helping us to provide an environment that is safe and healthy for all children.

**Administering Paracetamol / Panadol**

Follow same procedure for paracetamol as for the giving of any medication (see Medication Procedure).

- Always ring the parent first to get permission. If unavailable, make sure the child is not allergic to paracetamol by checking their enrolment form.
- The teacher must write all details in medication book.

**Over-the-Counter Medication**

If the medication has been bought over the counter it needs a letter from the child’s doctor and the same procedure is followed as in the medication procedure.

**Emergency Treatment**

In the case of an accident or emergency resulting in the need for immediate medical attention, the Director will arrange for the child to be seen by or taken to a paediatrician in the children’s section of the Royal North Shore Hospital.

Children will be taken to the hospital by ambulance. The NNS is covered by NSW Ambulance Service.

Every effort will be made to contact the parents/guardians before taking the child and before treatment is sought.

**Immunisation**

**Aim/Rationale**

To comply with the Public Health Act 2010 (NSW) the preschool keeps an immunisation register on all children attending the preschool.

**Procedure**

- Parents of all newly-enrolled children are requested to provide evidence that their child/children are appropriately immunised in accordance with their age. This request is in line with the Department of Health’s objectives of full immunisation of all children.
- If for any reason, a child has not been immunised, parents will be asked to produce an explanatory statement from their own medical practitioner or provide a statement of exemption signed by a JP.
- All children not age-appropriately immunised will be immediately excluded from the preschool upon outbreak of measles or whooping cough or any other vaccine-preventable disease, under advice from the Public Health Unit. All children who are excluded will be required to pay full fees, unless determined otherwise by the Management Committee.

**Age Due** | **Disease against which immunised**
--- | ---
2 months | Diphtheria, whooping cough, tetanus
(Triple Antigen) Poliomyelitis (Sabin)
• 4 months  Diphtheria, whooping cough, tetanus
• (Triple Antigen) Poliomyelitis (Sabin)
• 6 months  Diphtheria, whooping cough, tetanus
• (Triple Antigen) Poliomyelitis (Sabin)
• 12 months  Measles, mumps, rubella
• 4 Yrs., before  Diphtheria, tetanus, poliomyelitis
• school entry  (Sabin) (CDT)

Contagious Diseases

Aim/Rationale
In a preschool environment, where children spend so much time playing in close contact with each other, it is inevitable that contagious diseases and viruses will be present. Thorough cleaning techniques and hygiene practices are used to minimise the spread of such illness.

Procedure
We exclude children with contagious illnesses to prevent cross-infection, to ensure the preschool maintains an environment that is healthy and hygienic.

Prevention of Cross-Infection

Aim/Rationale
The following guidelines for exclusion have been taken from Guidelines for the Control of Infectious Diseases in Childcare (NSW Public Health Act 2010 and Staying Healthy in Childcare 5th Edition)

Procedure
Exclusion of Sick Children: Recommended Minimum Periods of Exclusion from School, Preschool and Child Care
Preschool for Cases of Infectious Diseases – Staying Healthy 5th Edition Preventing Infectious Diseases in Early Childhood Education and Care Services.
<table>
<thead>
<tr>
<th>Condition</th>
<th>Exclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bronchiolitis</td>
<td>Exclude until all symptoms have disappeared and child is well</td>
</tr>
<tr>
<td>Campylobacter</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours before returning to the preschool</td>
</tr>
<tr>
<td>Chickenpox</td>
<td>Exclude until all blisters have dried. This is usually at least 5 days after the rash has first appeared.</td>
</tr>
<tr>
<td>Cold sores (herpes simplex)</td>
<td>Young children unable to comply with good hygiene practices or with open sores are excluded and should stay at home until the blisters have dried completely.</td>
</tr>
<tr>
<td>Common cold</td>
<td>Exclude children who have green, runny noses, excessive coughing and general inability to cope with daily routines at the preschool</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>Exclude until discharge from eyes has ceased unless a doctor has diagnosed none infectious conjunctivitis. Medical certificate is required to return to preschool.</td>
</tr>
<tr>
<td>Croup</td>
<td>Exclude until child is well</td>
</tr>
<tr>
<td>Cryptosporiduim</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours.</td>
</tr>
<tr>
<td>Cytomegalovirus (CMV) Infection</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Diarrhoea and vomiting (gastroenteritis) (Motions that are peculiar to the child's normal motions: runny and watery, more frequent, will be considered as diarrhoea)</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours.</td>
</tr>
<tr>
<td>Diphtheria</td>
<td>Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later.</td>
</tr>
<tr>
<td>Ear infections (otitis)</td>
<td>Exclude if there is any discharge from the ear and until child feels well after antibiotics have been started</td>
</tr>
<tr>
<td>Fungal Infection of the skin or nails (Ring worm, Tinea)</td>
<td>Exclude until the day after starting appropriate anti-fungal treatment.</td>
</tr>
<tr>
<td>Giardiasis</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours.</td>
</tr>
<tr>
<td>Glandular fever (mononucleosis)</td>
<td>No exclusion.</td>
</tr>
<tr>
<td>Hand, foot and mouth disease</td>
<td>Exclude until all blisters have dried</td>
</tr>
<tr>
<td>Hemophilus type b (Hib)</td>
<td>Exclude until the child has received appropriate antibiotic treatment for at least 4 days. A medical certificate is required to return.</td>
</tr>
<tr>
<td>Head lice</td>
<td>Exclude until treatment has been administered.</td>
</tr>
<tr>
<td>Hepatitis A</td>
<td>Exclude until a medical certificate of recovery is received, and at least seven days after the onset of jaundice or illness</td>
</tr>
<tr>
<td>Hepatitis B and Hepatitis C</td>
<td>Not excluded unless child is unwell.</td>
</tr>
<tr>
<td>HIV, AIDS</td>
<td>Not excluded unless child is unwell. If the child is severely immune compromised, they will be vulnerable to other people’s illnesses.</td>
</tr>
<tr>
<td>Hookworm</td>
<td>Not Excluded</td>
</tr>
<tr>
<td>Hydatid</td>
<td>Not excluded unless child is unwell.</td>
</tr>
<tr>
<td>Impetigo – (School Sores)</td>
<td>Exclude until the child has received antibiotic treatment for at least 24 hours and any sores on exposed skin should be covered by a water tight dressing.</td>
</tr>
<tr>
<td>Influenza</td>
<td>Exclude until child is well</td>
</tr>
<tr>
<td>Listeriosis</td>
<td>Not excluded unless child is unwell.</td>
</tr>
<tr>
<td>Measles</td>
<td>Exclude for at least four days after onset of rash</td>
</tr>
<tr>
<td>Meningitis (viral)</td>
<td>Exclude until well</td>
</tr>
<tr>
<td>Meningococcal infection</td>
<td>Exclude until appropriate antibiotic treatment has been completed.</td>
</tr>
<tr>
<td>Molluscum contagiosum</td>
<td>Not excluded unless child is unwell.</td>
</tr>
<tr>
<td>Mumps</td>
<td>Exclude for nine days or until swelling goes down (whichever is sooner)</td>
</tr>
<tr>
<td>Norovirus</td>
<td>Exclude until there has not been a loose bowel motion or vomiting for 48 hours.</td>
</tr>
<tr>
<td>Parvovirus (erythema infectiosum, fifth disease, slapped cheek syndrome)</td>
<td>Not excluded unless child is unwell.</td>
</tr>
<tr>
<td>Pneumococcal Disease</td>
<td>Exclude until child is well</td>
</tr>
<tr>
<td>Ringworm, pediculosis (lice), trachoma</td>
<td>Re-admit the day after appropriate treatment has commenced</td>
</tr>
<tr>
<td>Roseola</td>
<td>Not excluded unless child is unwell.</td>
</tr>
<tr>
<td>Ross River Virus</td>
<td>Not excluded unless child is unwell.</td>
</tr>
<tr>
<td>Rotavirus</td>
<td>Exclude until there has not been a loose bowel motion or vomiting for 24 hours.</td>
</tr>
<tr>
<td>Rubella</td>
<td>Exclude until fully recovered or for at least four days after the onset of the rash.</td>
</tr>
<tr>
<td>Salmonella</td>
<td>Exclude until there has not been a loose bowel motion or vomiting for 24 hours.</td>
</tr>
<tr>
<td>Scabies and other mites causing skin disease</td>
<td>Exclude until the day after starting appropriate treatment and the child feels well.</td>
</tr>
</tbody>
</table>
General Hygiene Procedures

Aim/Rationale

Research shows that maintaining the highest standards of hygiene practices has proven to reduce the risks of cross-infection. At the NNS health and safety is of the utmost priority and in following the procedures outlined below we aim to minimise cross-infection and safeguard our children and teachers.

Food Preparation / Kitchen Area:

- The children’s and teachers’ cups and utensils will be washed in the dishwasher.
- All benches and other surfaces will be cleaned regularly with warm soapy water.
- Teachers will wash hands before handling food and wear gloves while handling food to be shared with the children.
- During cooking experiences with the children, teachers will ensure children have washed their hands, food is hygienically handled, and a hygienic preparation area will be used.
- Preschool tea towels and hand towels will be changed and washed daily. They are not used to wipe children’s cups etc. These are to dry naturally

Resting / Linen

- Mattresses will be wiped down with soap if used by different children or once per term and/or as required.
- Parents will provide appropriate-sized sheet in a drawstring bag for their own child’s use, which will be stored in the linen basket when not being used.
- Parents are responsible for ensuring their child's sheets are clean and remain clean and hygienic.
- Preschool linen will be washed between each use by volunteer parents.

Toys and Equipment

- Equipment which is raw wood will be maintained by lacquering or oiling.
- All equipment in the preschool will be washed regularly and as needed.
- General day-to-day cleaning by teachers and the cleaner will maintain the environment.

Cleaning

A colour-coded cloth system will be used for cleaning:

- Green – craft and tables
- Blue – kitchen
- Paper towel – bathroom mirrors, sinks and toilets
- Paper towel – mop floor

Hand Washing

The NNS will at all times follow proper hygiene procedures to eliminate the risk of cross-infection.

**THE FOLLOWING PROCEDURE WILL BE CARRIED OUT AT ALL TIMES.** This applies to teachers, children, parents and any other adult that is spending time at the preschool.

Hands will always be washed and dried thoroughly as required and at the following times:

- On arriving at the preschool
- Teachers will also wash hands when returning to the room after a break
- Before preparing food
- Before eating
- Before helping children with their food
- After toileting
- After touching eyes, ears, nose, hair or mouth
• Before (if possible) and after giving first aid
• After wiping children’s or own nose, teachers need to wash their hands or if outside use gloves and the wet paper towels (“Wet Ones”)
• Blood, faeces and urine are to be washed off skin with cold soapy water
• After handling garbage
• After any other unhygienic practice
• Hands must be dried on single-use or disposable towels.

Staff members and children will learn and be encouraged to wash hands in the following way:
• Wet hands under running water.
• Apply soap.
• Wash palms and back of hands.
• Wash between fingers.
• Wash up wrist.
• Rinse hands under running water.
• Dry hands on individual hand towel.

Hygiene Maintenance

Children’s Bathroom

Children’s toilet area will be cleaned once daily and maintained as required throughout the day, refer to cleaning procedures in the children’s bathroom.

Meal Times

After meals the floor will be swept ensuring all food scraps are placed into recycling compost container.

• Areas where children eat their meals will be kept clean and wiped down.
• Children will either sit on mats on the floor or at tables.

Sandpit

Sandpits can be a source of infection. The sandpit will be raked every morning, covered each night and hosed down with water when necessary weekly.

Contact with Body Fluids

To avoid the risk of cross-infection, staff members will treat all body fluids as infectious by:

Avoiding direct contact with blood if there is broken skin, cuts, sores or open wounds by wearing disposable gloves.

Using disposable gloves and tissues when assisting children to wipe their noses.

• Any person in contact or splashed with blood should wash thoroughly with soap and water.
• Soiled clothing or linen will be placed into a plastic bag and the child will be cleaned up and dressed in clean clothes.
• If children are soiled and in need of a bath to appropriately clean them, teachers will bath child in children’s large sink and towel off before re-dressing in clean clothing.

Programming, Health and Hygiene

Children will be guided directly during routines and group experiences in the development of hygienic and healthy practices:

• Wiping own nose and disposing of tissue.
• Coughing into elbows
• Hand washing: before eating, after toileting, when dirty
• Hygienic toileting procedures: flushing after use, correctly wiping self, washing and drying hands.  

It is essential that staff members supervise groups of children when in the bathroom at transition times.

First Aid

• No child or staff member will be refused first aid at any time.
• Staff members will follow hygiene practices at all times when practicing first aid.
• All educators will be trained in first aid.

Safety Procedures

Aim/Rationale

As stated in the ‘code of conduct’ and the ‘duty of care,’ which all educators practise and adhere to, children’s safety, health and wellbeing is of the highest priority of the educators and management of our preschool.

It is our aim to ensure procedures are in place to maintain the safety of the preschool environment for the wellbeing of the children, staff members and families.

The Environment

• A safety checklist of outside areas and equipment for potential problems will be conducted each morning before children go outside and as equipment is set up for children’s use.
• If equipment or the environment is found to be in need of maintenance, teachers will either fix it themselves or report the problem to the Director immediately. The educators will assess the situation, securing the immediate safety of the children.
• Educators will fill out the hazard maintenance form (in the office in Hazard Maintenance folder) and note faults or concerns. Play areas or equipment will be blocked off or put aside.
• Adequate soft fall will be provided in the playground and extra mats added when needed.
• ALL areas of the preschool, including the rooms, playground and bathrooms, will be kept safe, clean and in good order providing adequate lighting, ventilation and heating.
• The children will be educated through the program that if they see a spider, snake, sharp or dangerous object NOT to touch it and to tell an educator immediately.
• It will be the responsibility of the Director, in conjunction with the educators, to ensure safe, quality, age-appropriate equipment is purchased and provided for the children.
• The preschool will ensure the building and grounds are protected to the best of our ability from vermin and spiders by the use of regular non-toxic pest control.
• Water play will be provided for the children under direct supervision of educators always and the water will be recycled after use
• Main fire exit padlock will be unlocked but kept latched every morning
• All gates and latches will be kept closed at all times.
• NO smoking is allowed on the premises of the NNS during preschool hours or at preschool functions.
• NO glass or dangerous items are to be brought to the preschool. In the case of these items being at preschool, teachers will sensitively discuss with the child so they understand and remove and store in a safe, secure place.
• No sharp objects will be used in the classroom and any activities involving pointed objects or heavy/sharp tools, will be carefully supervised
• Children will not be allowed in the kitchen unsupervised.
• Original containers will be used to store chemicals/cleaning products and stored in a secure area out of children’s reach. Safety data sheets will be kept where chemicals are stored.
• Spray bottles in each room holding chemicals will be labelled using manufacturers’ labels, refilled regularly and stored in high locked cupboards out of reach of the children.
Supervision

- Educator /child ratios will be maintained in accordance with the Department of Community Services licensing regulations (1 teacher: 10 children.)
- Educators will be present in all areas where children are present.
- The educators will ensure maintenance of the playground and rooms ensuring all areas can be viewed for adequate supervision.
- Training students, work experience personnel and volunteers will NOT be counted in our adult/child ratios or left unsupervised with the children.
- Parents are asked upon enrolment to indicate the person/s to which their child will be released, and where applicable, any custody orders that apply.
- Where the person(s) authorised are not available to collect the child, it is the parent’s responsibility to advise the preschool of the allocated person to collect for that day. Photo identification, such as a current driver’s license, will be needed if the educator is not familiar with this person.
- Children and parents are greeted on arrival and departure by at least one educator.
- All parents or authorised people are to sign their child in and out each day in the sign-in folder.

First Aid

- All educators in direct contact with the children will be required to complete and renew a first aid certificate through an approved institution.
- Educators will undertake health and hygiene training through in-servicing and other relevant professional training. All primary contact teachers will be first aid and CPR trained.
- A first aid kit is kept in the children’s bathroom at all times, and outside on the shelf during the day.
- First aid shall be provided to children, educators, parents and visitors to the preschool when necessary, following procedures set by approved first aid institutions.
- A first aid coordinator will regularly check and be responsible for replenishing supplies in both kits.
- A “First Aid Restock” sheet will be located inside the indoor first aid cupboard so educators can write items needing to be replaced.
- A list of required supplies is located inside the indoor first aid kit.

Accidents and Injuries

- Educators will document all details of the incident. It is the responsibility of the educator in direct association with the child during the incident to complete the form and follow-up with parents. The form will be viewed and signed by the Director. Parents need to sign the report and will be given a copy for their records if required.
- In the case of a serious injury or accident, teachers shall contact parents and notify them of the situation requesting immediate collection of the child or, in the case of a severe injury and where medical attention is needed, teachers will immediately seek ambulance assistance as well as notifying the parents.
- Any injuries above the shoulders or bruising of the back will be reported by phone to the family at the time of the incident.
- Should the parent or guardian be unable to be contacted, the emergency person(s) will be notified and requested to collect the child.

Safe Supervision of Children

- Educators are to be in view of other educators when interacting with children.
- When an educator leaves the room, they need to inform the other educators. Where possible the educator in the room is to position themselves in view of an observation window.
- Educators are to supervise the washing of hands and toileting. Children are responsible for wiping themselves at the toilet unless they need help (gloves must be worn when wiping children’s bottoms). After toileting remind children to press the button and then wash their hands.
- In the event that an educator is in the bathroom alone they are to position themselves in view of an observation window or doorway.
• When in the bathroom educators are to remind children to wash their hands with soap, and then shake the water off their hands into the sink, then wipe their hands with a paper towel and put it in the bin.

• When outside the educators must position themselves at different points in the garden so that the area is fully supervised. Educators also need to let each other know where they are in the garden and try to be in view of each other.

• Staff members’ conversations outside should be limited so that the majority of time educators are actively supervising and interacting with the children.

• When leaving the outside environment educators need to check that there are enough educators outside and let all educators know they are going inside (not more than one person at a time goes inside).

Accident /Emergency Procedure

• The child will be comforted, cared for and supported by a teacher.

• Another teacher will inform Director/Assistant Director immediately and:
  - Ring “000” emergency for ambulance assistance,
  - Ring parent or emergency contacts, explaining the incident, the procedure followed and where the child will be going.

• Staff members will ensure teacher/child ratios are maintained.

• Staff members will stabilise child, providing appropriate first aid treatment to the best of the Staff member’s ability, including reassuring the child and keeping them still and calm.

• Staff members will complete accident/incident form to record incident and treatment and procedures followed.

• One staff member will go with the child, if the child needs to be transported to hospital as a support, until their parent or emergency contact can arrive to join them.

• After the child has been safely taken care of and all procedures above have been followed the Director/Assistant Director need to:
  - Ring The Chair or Vice Chair on the MC to inform them, explaining the incident, the procedure followed and any further action that needs to be taken.
  - Download form ‘Notice of a serious accident at a children’s service’ from the Dept of Human Services website www.community.nsw.gov.au → Agencies that work with us → Children’s services → Licensing forms → Other forms → Notice of a serious accident at a children’s service’
  - Ring Insurance Company Altiora (89131740) and email them a detailed report explaining the incident and the procedures followed and any follow up required.

Sources

Education and Care Services National Regulations 2011

Early Years Learning Framework

National Quality Standard

Food Standards Australia New Zealand


NSW Health

Australian Guide for Healthy Eating

Staying Healthy in Child Care Preventing Infectious Diseases in Child Care (5th Edition).

Food Safety Standards for Australia 2001

Food Standards Australia and New Zealand Act 1991

Food Regulation 2004
Review

The review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

Last reviewed: 2013  Date for next review: 2015
HIV AIDS Policy

NQS

<table>
<thead>
<tr>
<th>QNS</th>
<th>2.1</th>
<th>Each child’s health is promoted.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1</td>
<td></td>
<td>Each child’s health needs are supported.</td>
</tr>
<tr>
<td>2.1.3</td>
<td></td>
<td>Effective hygiene practices are promoted and implemented.</td>
</tr>
<tr>
<td>2.1.4</td>
<td></td>
<td>Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.</td>
</tr>
</tbody>
</table>

National Regulations

<table>
<thead>
<tr>
<th>Regs</th>
<th>77</th>
<th>Health, hygiene and safe food practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>88</td>
<td>Infectious diseases</td>
<td></td>
</tr>
<tr>
<td>90</td>
<td>Medical conditions policy</td>
<td></td>
</tr>
</tbody>
</table>

Aim

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

Who is affected by this policy?

- Child
- Educators
- Families
- Community
- Visitors
- Management

Implementation

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

The following provides basic information on HIV/AIDS -

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

The confidentiality of medical information must be adhered to regarding an infected child. Any information disclosed to the Director (Nominated Supervisor) regarding a child from family members must not be passed on to any other educator unless the child’s caregivers provide written authorisation.

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

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

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

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

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

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

Sources

Education and Care Services National Regulations 2011
Early Years Learning Framework
National Quality Standard
Public Health (Amendment) Act 1991
Anti Discrimination Act 1997

Review

Review will be conducted by:

- Management
- Employees
- Families
- Interested Parties.

Reviewed: 2013 Date for next review: 2015
Orientation for Children Policy

NQF

<table>
<thead>
<tr>
<th>QA6</th>
<th>6.1.1</th>
<th>There is an effective enrolment and orientation process for families.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6.3.2</td>
<td>Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities</td>
</tr>
</tbody>
</table>

National Regulations

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

Aim

To provide children and families with an orientation procedure that allows the family to transition their child into preschool, or transition to school.

Implementation

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

The Director (Nominated Supervisor) will arrange for the new child to attend the preschool (together with parents/s) to visit and familiarise with the environment. A special afternoon is arranged for all the children who have been offered a place so the children may explore and engage with the environment, we will also discuss any special requirements for the child that may need to be accommodated. Positive interactions at this time (between parents, educators and the child) are important for the children to build positive attitudes to the preschool environment. Educators are aware that some children respond to new experiences faster than others and will adapt to the situation.

An evening is arranged for parents where the curriculum and approach to learning is discussed as well as where to find the preschool policies, information on specific policies (food, health, medication, allergies and illness) routines of the day, our program, regulatory responsibilities of signing in and out each day, collection of children, updating immunisation details, documentation for the child etc. Staff will also explain methods of fee payment and communication (newsletters, pockets, communication box etc), what the child will need, the importance of labelling personal items and also discuss the support and resources that the preschool can offer parents.

Educators will also discuss how best to tailor the child’s settling in period – with some parents choosing to gradually build up to a full day so the child is reassured that the parents will return to collect them. Educators will encourage parents to say goodbye when dropping off – and reassured that if the child remains distressed over a period of time, that educators will contact them. Parents are able to stay as long as needed to reassure their child, but sometimes it’s easier for the educator to settle the child if the parents come earlier on collection to spend time with their child – rather than do this at drop off time.

Parent/s will also be encouraged to send any special comfort items (teddy etc) to help the child in the initial settling in period. Parents will also be invited to ring and check on their child at any time if there are any concerns. Parents will be kept informed about how their child is settling in on collection and are welcome to discuss any aspects with their educators or Director (Nominated Supervisor) at a convenient time.

Information on the preschool’s child orientation policy will be available in different languages when required.

Transition to school

When the child becomes of the age to attend school, the preschool will work with the parents and the school to prepare the child for school entry.

When a child first attends school, there is a great change for that child and for their family. We believe that the child’s parents are the most important link in this transition.
• The better the transition between home and school, the better the education: that’s the message of recent research.
• The Preschool will always talk about starting school in a positive manner that will reinforce a healthy attitude toward the transition.
• Information on local schools will be made available to parents.
• Toward the end of each year an excursion is arranged to visit the local school so as to familiarise the children with the school environment.
• A transition to school evening is arranged for all parents in Term 2, and Principles and Kindy Teachers are invited as part of a panel to share their expertise and answer questions that parent may have.
• Information regarding school readiness is offered to parents at this time and is always available at the preschool.

Sources
Education and Care Preschools National Regulations
National Quality Standard

Review
Review will be conducted by:
• Management
• Employees
• Families
• Interested Parties.

Reviewed: 2013     Date for next review: 2015
Photography Policy

NQS

| QA4  | 4.2.1 | Professional standards guide practice, interactions and relationships. |
| QA5  | 5.2.3 | The dignity and the rights of every child are maintained at all times |

EYLF

| LO1  | 1.1   | Children feel safe, secure, and supported |

**Aim**

To ensure the privacy of children and families is respected when any individual who is not a staff member or educator is taking photographs within the preschool. We will ensure that we have the signed permission of families to take their child’s photo at the preschool by the following people: educators, students, other families, and the preschool for their annual DVD for families, media and our website. On the enrolment form families will be asked to give their permission for their child’s photo to be taken by each of the above.

**Who is affected by this policy?**

- Child
- Families
- Educators
- Management

**Implementation**

In relation to any educator, student, parent or family member and media that would like to take photographs of children the preschool, the Director (Nominated Supervisor) will ensure:

- All families have signed permission on their enrolment form.
- All families are notified in advance of when, why and by whom photographs may be taken in the Preschool.
- All families are given the opportunity to object to their child being involved in any photographs, and that these wishes are respected.
- Any parent or family member may only photograph their own child unless given permission by another child’s parent.

The Preschool accepts that families may want to display photographs of their own child on the internet; however we do not condone the display of photographs taken of children from other families.

The Preschool will respect the wishes of all families who do not wish their child to be photographed and will be responsible for ensuring that the child is not photographed while in attendance at the Preschool. This may mean however, that the child may be removed from group situations where photos will be taken.

If a parent has given permission for their child to be photographed by anyone other than a staff member or educator, the Preschool does not accept responsibility for the distribution or use of any photograph taken, if not for use at the preschool.

**Sources**

National Quality Standard
Early Years Learning Framework
Review
The review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

Reviewed: 2013          Date for next review: 2015
Physical Activity For Young Children

NQS

| QA2 | 2.2.2 | Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child. |

EYLF

| LO3 | Children become strong in their social and emotional wellbeing |
|     | Children take increasing responsibility for their own health and physical wellbeing |

Aim
To provide children with a physically active program that is developmentally appropriate as early development of good habits may form a foundation for later years. We believe it is important to encourage regular physical activity during early childhood as this can impact on children’s immediate and long-term health outcomes. The benefits of active play go beyond just the physical, to include the development of social and language skills, as well as brain development.


Who is affected by this policy?
- Children
- Families
- Educators
- Management

Implementation
Young children naturally look for adventure, and want to explore. The best active play opportunities encourage children to be spontaneous and imaginative. The pace of activity can range from light actions (such as building or playing on the floor) through to vigorous actions (such as running or jumping). Daily chances for active play also encourage children to use small and large muscle groups in creative ways, and most importantly allow children to take control of their own play. The ability and development of a child should direct the types of activities and play that are appropriate and interesting to them.

Our educators will encourage and support every child to be active, regardless of ability in the following ways:

Unstructured play
Unstructured and spontaneous play is creative and gives children the freedom to move at their own pace and decide how they will play, what they will do and where it will take place. Encouraging unstructured play helps children feel empowered, able to be creative and imaginative.

Structured play
Structured play is planned play that may take place at set times, have certain rules or need special equipment. This encourages children to gain specific skills, work together, follow instructions, and respect what a piece of equipment can offer.

Everyday physical tasks
Children enjoy helping adults with many everyday physical tasks. These activities include children taking responsibility for their environment and resources. In being responsible for their environment children are thinking creatively or
functionally in setting up equipment, or making sure equipment and resources are packed away. Children are also engaged in gardening and playing games that increase their physical abilities in both fine and gross development.

Active play opportunities will encourage children to:

• use big muscle movements
• practise a range of different movements
• use their imagination
• experience a variety of play spaces and equipment
• feel good about what they can do
• make up their own games and activities
• set up their own play area
• have fun!

Outdoor play gives children opportunities to:

• build overall body strength and make big movements
• try new movements
• have ‘rough and tumble’ play
• improve their balance, strength and coordination skills
• seek adventure and watch and explore nature
• extend their creativity
• learn from their mistakes
• manage their fears and build toughness.

Educator’s Will:

• Encourage children to participate in physical activities through planned and spontaneous experiences.
• Encourage and support children to undertake and participate in new or unfamiliar physical activities.
• Participate in physical activity with the children.
• Show enthusiasm for participation in physical activity and organise play spaces to ensure the safety and wellbeing of all individuals in the environment.
• Set up and plan for physical play activities and equipment and where appropriate encourage the children to help with the set-up.
• Include children’s suggestions on what physical activities they would like to participate in and where appropriate incorporate them into the program
• Set up indoor and outdoor areas in a manner that promotes and encourages safe physical play for all age groups and developmental abilities represented in the centre.
• Actively encourage children to accept and respect each other’s range of physical abilities.
• Will ensure a balance of active and sedentary activities throughout the child’s day and minimize sedentary behaviours unless the child is tired or ill.

The preschool will support the children in:

• Learning to use increasingly complex motor skills and movement patterns in order to combine gross and fine movement and balance skills, spatial awareness and problem-solving skills.
• The development of their physical skill set by providing regular opportunities for outdoor play.
• The development of their physical skill set by talking with children about how the human body works and how important physical activity is for an individual’s health and wellbeing.
• The development of their physical skill set by providing experiences for the children that draw on elements of dance, dramatic play and creative movement.
Sources

Education and Care Preschools National Regulations 2011
National Quality Standard
Get up and Grow, Health Eating and Physical Activity for Early Childhood
Early Years Learning Framework

Review

Review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

Reviewed: 2013 Date for next review: 2015
Relationships with Children and Inclusion Policy

NQS

<table>
<thead>
<tr>
<th>QA5</th>
<th>5.1.1</th>
<th>Interactions with each child are warm, responsive and build trusting relationships.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5.1.2</td>
<td>Each child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.</td>
</tr>
<tr>
<td></td>
<td>5.1.3</td>
<td>Each child is supported to feel secure, confident and included.</td>
</tr>
<tr>
<td></td>
<td>5.2.1</td>
<td>Each child is supported to work with, learn from and help others through collaborative learning opportunities.</td>
</tr>
<tr>
<td></td>
<td>5.2.2</td>
<td>Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.</td>
</tr>
<tr>
<td></td>
<td>5.2.3</td>
<td>The dignity and the rights of every child are maintained at all times.</td>
</tr>
</tbody>
</table>

National Regulations

<table>
<thead>
<tr>
<th>Regs</th>
<th>155</th>
<th>Interactions with children</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>156</td>
<td>Relationships in groups</td>
</tr>
</tbody>
</table>

EYLF

<table>
<thead>
<tr>
<th>LO1</th>
<th>Children feel safe, secure, and supported.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.</td>
</tr>
<tr>
<td></td>
<td>Children develop knowledgeable and confident self identities.</td>
</tr>
<tr>
<td></td>
<td>Children learn to interact in relation to others with care, empathy and respect.</td>
</tr>
<tr>
<td>LO2</td>
<td>Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.</td>
</tr>
<tr>
<td></td>
<td>Children respond to diversity with respect.</td>
</tr>
<tr>
<td></td>
<td>Children become aware of fairness.</td>
</tr>
<tr>
<td></td>
<td>Children become socially responsible and show respect for the environment.</td>
</tr>
</tbody>
</table>

Aim

Our preschool aims to ensure that all educators form positive relationships with children that make them feel safe and supported in the preschool. Educators will encourage positive relationships between children and their peers as well as with educators and volunteers at the Preschool.

Implementation

Interactions with Children

Our NNS philosophy guides our interactions with children as follows:

In order to build positive interactions with children our preschool and educators will maintain the following:

- Our preschool will provide a relaxed and happy atmosphere for the children.
- Our preschool will ensure mealtimes are relaxed and unhurried and educators take the time to sit and talk with children.
- Our educators will encourage children to initiate conversations about their experiences inside and outside the preschool as well as what is happening around them, express their ideas and feelings, share humour with the nominated supervisor, educators, coordinators and educators and seek assistance as they take on new challenges and try to do things for themselves.
- Our educators and coordinators will respond sensitively and appropriately to children’s efforts to communicate and engage them in sustained conversations about their interests in a positive manner.
Our educators will talk with children in a two-sided manner. That is, encourage children to have their own opinions, ideas and comments. Educators should support children with this and let them know that their ideas are valued.

Our routines, as well as planned and spontaneous experiences will be organised to maximise opportunity for meaningful conversations between children and educators and the preschool will ensure that all children have equal opportunity to engage in one to one and small group conversations with educators.

Our educators will be knowledgeable in the communication strategies and non verbal cues of children, and staffing arrangements within the preschool will support the development of trusting relationships between educators, children and families.

Our statement of philosophy will be visible for families.

Our educators will participate in children’s play using children’s cues to guide their level and type of involvement while always maintaining a positive approach when responding to children and offering assistance.

Our educators will model reasoning, prediction and reflection processes and language.

Our educators will collaborate with children about routines and experiences.

Our educators will use techniques such as sign language and other resources and tools to support children with additional needs.

Our educators will use their interactions with children to support the maintenance of home languages and learning English as an additional language.

Our educators will use information from their observations of interactions with children to extend the children’s thinking and learning.

Our educators will also support children to build secure so the child feels safe and happy at the preschool.

Our preschool will ensure that there are many opportunities for children to experience relaxed physical contact and close interactions with familiar educators.

Our educators will learn more about the histories, cultures, languages, traditions, child rearing practices and lifestyle choices of families using the preschool.

Our educators will frequently talk with families to get an idea of the non-verbal forms of communication used by their children to support them when they may be feeling hungry, needing the toilet, tiredness and other emotions.

Our educators will allow time to talk to parents about their children. This allows educators to gain insight into their home life.

Our preschool will implement strategies to assist all children to develop a sense of belonging and confidence through positive interactions between the children and educators.

Our educators all work on the same shift and familiar casual staff are employed to promote continuity and security for children.

Our preschool will gather information from families in the enrolment form in order to be able to provide support for children during the settling in process and setting up the rooms.

When children have special needs our preschool will consult with other professionals or support agencies that work with children to gather information that will guide our interactions with these children. This information will be recorded in the child’s file.

Our preschool’s approach to equity and inclusion is documented in our statement of philosophy.

Our preschool will ensure that educators document the knowledge gained about children, through their interactions, in the teachers journal, the child’s portfolio and the children’s learning journal for reference for other educators and families and will continually review the experiences that are planned for children in light of this information.

**Group Relationships**

In order to encourage respectful and positive relationships between children and their peers and educators our preschool will adhere to the following practices:

- Our preschool will encourage children to participate in enjoyable interactions with their peers, respond positively to ideas, negotiate roles and relationships, contribute to shared play, and develop friendships.
• Our educators will engage children in ongoing group projects that involve research, planning, problem solving and shared decision making.

• Our educators will model strategies for children to initiate interactions and participate in group play and social activities and assist them when they have trouble understanding or communicating with each other.

• Our preschool will ensure that the children have many opportunities for peer scaffolding.

• Our educators will promote a sense of community in the preschool.

• Our preschool will coordinate the staffing and grouping arrangements to support positive relationships between children.

• Our educators will support and promote children’s interpersonal relationships and support the inclusion of children from diverse backgrounds and capabilities in group play, projects and experiences.

• Our educators will learn about children’s shared interests and will use this information to plan further experiences that provide collaborative learning opportunities.

• Our educators will pre-empt potential conflicts or challenging behaviours by observing children’s play and supporting interactions where there is conflict.

• Our preschool will ensure that the program and routines of the preschool will include regular opportunities for children to engage in social play and group experiences.

• Our preschool will ensure that food is being used appropriately and not as a reward or punishment.

• Our preschool will use positive behaviour management strategies to guide children’s behaviour.

**Behaviour Guidance**

The behaviour guidance we provide children with will be guided by the following practices:

• Our preschool will encourage children to engage in cooperative and pro-social behaviour and express their feelings and responses to others’ behaviour confidently and constructively, including challenging the behaviour of other children when it is disrespectful or unfair.

• Our educators will support children to explore different identities and points of view and to communicate effectively when resolving disagreements with others.

• Our educators will discuss emotions, feelings and issues of inclusion and fairness, bias and prejudice and the consequences of their actions and the reasons for this as well as the appropriate rules.

• Our educators will encourage children to listen to other children’s ideas, consider alternate behaviour and cooperate in problem solving situations.

• Our educators will listen empathetically to children when they express their emotions, reassure them that it is normal to experience positive and negative emotions and guide children to remove themselves from situations where they are experiencing frustration, anger or fear.

• Our educators will support children to negotiate their rights and rights of others and intervene sensitively when children experience difficulty in resolving a disagreement.

• Our educators will learn about children’s relationships with others and the relationship preferences they have and use this knowledge to support children manage their own behaviour and develop empathy.

• Our educators will work with each child’s family and, where applicable, their school, to ensure that a consistent approach is used to support children with diagnosed behavioural or social difficulties.

• Our preschool will gather information from families about their children’s social skills and relationship preferences and record this information in the child’s file. Our educators will use this information to engage children in experiences that support children to develop and practice their social and shared decision making skills.

• Our preschool will collaborate with schools and other professionals or support agencies that work with children who have diagnosed behavioural or social difficulties to develop plans for the inclusion of these specific children. These will be kept in the individual child’s file.

• Our preschool will ensure that children are being allowed to make choices and experience the consequences of these choices when there is no risk of physical or emotional harm to the child or anyone else.

• Our preschool will ensure that children are being acknowledged when they make positive choices in managing their behaviour.
• Our educators will use positive language, gestures, facial expressions and tone of voice when redirecting or discussing children’s behaviour with them. They will also remain calm, gentle, patient and reassuring even when children strongly express distress, frustration or anger.

• Our educators will guide all children’s behaviour in ways that are focused on preserving and promoting children’s self esteem as well as supporting children to develop skills to self-regulate their behaviour.

• Our educators will speak in comforting tones and hold children to soothe them when they are distressed.

• Our educators will also respond positively to children’s exploratory behaviour.

• Our preschool will have in place strategies to enable educators to encourage positive behaviour in children while minimising negative behaviour. We will also have strategies in place to involve children in developing behaviour limits and the consequences of inappropriate behaviour. Strategies will also be put in place to manage situations when a child’s behaviour is particularly challenging and when families have different expectations from the preschool in relation to guiding children’s behaviour.

• Our preschool will support educators to enhance their skills and knowledge in relation to guiding children’s behaviour.

Inclusion

• Australia is a pluralistic society regardless of specific regional variations in cultural profiles. In order to reduce bias and ensure that no child is excluded our preschool will abide by the following practices:

• Our preschool will promote and value cultural diversity and equity for all children, families and educators from diverse cultural and linguistic backgrounds;

• Our preschool will recognise that children and adults from all cultures have similar needs and that each person is unique and valuable;

• Our preschool will develop a positive self concept for each child and adult in the group by exploring the cultural backgrounds of each family and child;

• Our preschool will endeavour to provide a foundation that instills in each child a sense of self identity, dignity and tolerance for all people;

• Our preschool will increase the knowledge and understanding each child has about his or her own cultural ethnic heritage in partnership with their family, educators and community and other children in the preschool;

• Our preschool will explore family compositions, customs and lifestyles of children and families in many cultures;

• Our preschool will assist, in partnership with parents, extended family and the community in exploring their own “roots” as they involve children in the culturally diverse environment of the preschool;

• Our preschool will provide support for fostered or adopted children to develop a sense of heritage and belonging;

• Our preschool will avoid common stereotypes and recognise individual differences within a cultural or ethnic group;

• Our preschool will assist wherever possible families who are new to Australia with a transition to a new and different culture.

• Our educators will become aware of their own beliefs, attitudes, cultural backgrounds, their relationship with the larger society and their attitudes to people;

• Our educators will acknowledge that they too have been influenced by their own background prejudices and their points of view;

• Our educators celebrate that all children have a ‘100 Languages ’ and have many different learning dispositions, lifestyles and languages;

• Our educators will broaden their own cultural and ethnic group awareness and support children to understand themselves in relation to their family, community and other cultures;

• Our educators will be actively involved in the development of appropriate resources, support and implement an anti bias, cross cultural program throughout the preschool environment which is reflective of all families/children and the diversity present in Australian society. The preschool will network with community agencies involved with cross cultural issues wherever possible.
- Our educators will be actively involved with children, showing respect, sharing ideas and experiences and asking questions to engage children in the processes of learning and thinking.

- Our educators will access and make available resources and information supporting the delivery of anti-bias concepts in the program, such resources will be integrated into the daily program and be made available to families.

- Our educators will reflect on the preschool’s philosophy and ensure that practices and attitude concur with the philosophy.

- Our educators will work with families to encourage positive attitudes to diversity and an anti-bias ethos.

- Our educators will ensure that casual workers or visitors to the preschool are aware of these practices and respect these values.

- Children will listen to records and practice singing songs in different languages;

- Children will learn words and phrases in a language not native to children in their group;

- Children will be encouraged to become independent wherever possible and be actively involved with their peers.

- Children will explore with foods from other cultures (e.g. have family members from different home cultures come in and cook, to have “food tasting” parties);

- Our preschool will encourage children to bring in real objects and artifacts used by their families that may be historical or typical of that child’s/family’s cultural group including food;

- Our preschool will help children to develop ease with and have a respect for physical, racial, religious and cultural differences.

- Our preschool will encourage children to develop autonomy, independence, competency, confidence and pride.

- Our preschool will provide all children with accurate and appropriate material that provides information about their own and other’s special needs, abilities and cultures.

- Our preschool will not isolate a child for any reason other than illness, accident or a prearranged appointment with parental consent.

**Supporting Children through Difficult Situations**

When a child, family, educator or the preschool as a whole experiences a stressful or traumatic situation such as a bushfire, car accident, sudden illness or death, crime or violent situation it is important to provide appropriate support so they can recover from the ordeal. A child’s reaction to a stressful or traumatic situation will depend on factors such as their age, stage of development and impact of the event on people around them. A child may react in ways that you don’t expect and sometimes will act normally at first but be wary of a delayed reaction. Some reactions include:

- Physical symptoms such as stomach aches and headaches.
- Being anxious or clingy.
- Suffering from separation anxiety.
- Having sleeping problems or nightmares.
- Re-living the experience through drawing or play.
- Losing interest in activities.
- Loss of self-confidence.
- Regressing to “babyish” activities.

Our educators after consulting with families will talk with a child about the event to bring any issues out into the open. The ways our educators will approach this are:

- Reassuring the child that they are safe, but only if they really are.
- Talking to the child about what happened in a way that they will understand and without going into frightening or graphic detail. Our educators will not leave out important information though, as children will fill in the gaps.
• Talking about the event with appropriate people (for example, all children if the event has affected the whole preschool or the children that have been affected) and letting everyone have their say including children.

• Talking to the children about how people react to stressful or traumatic situations and that the feelings they are feelings are normal.

Coping Mechanisms

Some strategies that our educators will use to help children cope in these situations are:

• Discuss with families how best to support the child so they feel safe.

• Giving children a sense of control and responsibility in their environment will support the child in feeling more in control.

• Allowing the children plenty of time to play and to do physical exercise; this will help the child burn off stress chemicals and allow for more sleep.

• Helping the children physically relax with story times and cuddles.

It is important to remember how you respond to the stressful or traumatic event will affect your child’s response. Children look to their families and educators to find ways to deal with a situation they probably don’t understand. Children need their family members (and other adults who are close to them) to help them understand the situation and their emotions and also offer comfort and support. If adults are distressed about a situation it is important for them to seek help for themselves.

At the preschool, we wish to help in whatever way we can if your family has undergone a tragedy. Talk to educators or to the Director (Nominated Supervisor) and we will endeavour to work with families and children to support everyone through the situation.

Should it be required, educators will liaise with appropriate authorities, such as the Department of Education and Children’s Preschools, or other support services and follow any recommendations made by these authorities.

Bullying

In order to overcome bullying in our preschool, our educators will be aware of the following information and maintain the following practices:

Our educators will be aware of the following characteristics in children who bully -

• Children of all backgrounds can bully

• Preconceived notions of children who bully should be avoided

• The child who bullies may also be the victim of bullying

• The child who bullies will often think that they are innocent, and that the child being bullied is somehow deserving of this negative experience.

• Recent research demonstrates that aggressive behaviour and bullying inclinations begin in some children as early as two years old, which highlights the importance of children’s preschools educators in effectively responding to children who bully.

Our educators will be aware of the following characteristics of victims of bullying -

• Children of all backgrounds can fall victim to bullying

• Preconceived notions of children who fall victim to bullying should be avoided

• Boys are victims of bullying more than girls.

• Victims may have low self-esteem, lack of confidence, lack social skills or be viewed as unpopular.

• It is important to remember that victims are often sensitive and easily hurt, and feel incapable of preventing such negative experiences.

Our educators will implement the following strategies to overcome bullying -

• Our educators will practice all-encompassing and socially inclusive care.

• Daily programs will recognise, value and reflect the social and cultural diversity of our community.
We support and encourage children to develop safe, healthy and successful relationships. Our educators will role model and actively encourage and discuss appropriate behaviours.

Our educators will form a close relationship with family members in order to work cooperatively to overcome instances of bullying.

Our educators will empower children by giving them responsibilities that will make them feel valued.

Our educators will help children deal with their anger. This includes offering alternative dispute resolution techniques that are socially acceptable.

Our educators will seek the support of children’s preschools professionals when it is necessary.

Our educators will respond promptly to children’s aggressive or bullying behaviour.

**Biting**

All individuals involved in the care of a child need to recognise that at times, some children, for a variety of reasons, attempt to bite other children.

Some reasons a child may bite are:

- Infants – Experimental, Sensory Pleasure, Teething
- Toddlers – Frustration, fatigue, attention seeking, confined spaces.
- Older Children – Aggression, deliberate.

In the event of a biting incident, educators will abide by the following procedure:

- Check for broken skin.
- Clean all bites, regardless of whether the skin is broken or not.
- Apply a cold compress to the bitten area
- Our educators will contact the families of the child who has bitten and the child that has been bitten as soon as possible. Families are then responsible for any follow up medical treatment.
- If the biter is a known infectious disease carrier and the victim’s skin is broken, the Director (Nominated Supervisor) will convey this information to the family.
- Educator’s will monitor the behaviour of the child who has bitten and use distraction techniques to prevent the child reaching the point where the child feels the need to bite.
- Should the behaviour continue, our educators will work in conjunction with families and, if necessary, external agencies, to develop a Behaviour Guidance plan for the child who is biting.
- Our educators will complete an incident report for any occasion where a child bites and submit to the Director (Nominated Supervisor) and parent to sign.

**Sources**

National Quality Standard
Education and Care Preschools National Regulations 2011
Early Years Learning Framework

**Review**

Review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

Reviewed: 2013  Date for next review: 2015
Sand Pit Policy

NQS

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

National Regulations

| Regs | 168 | Child safe environment policies and procedures |

Aim

To ensure sand pits are clean and safe for all users.

Implementation

In order to ensure our sand pit is always a safe and hygienic place for children to play and learn we will:

- Construct sandpits so that they have adequate drainage.
- Ensure sand is of a depth that can be easily raked over before each use.
- Rake the sand pit every morning and remove any dangerous or foreign matter such as animal or human faeces and urine which could cause illness or infection in children or educators.
- Wash the sandpit regularly with tap water if it is not regularly washed by the rain.
- Remove toys from the sandpit at the end of each day.
- Carefully remove and dispose of any contaminated sand.
- Change sand at least annually but preferably every 6 months.
- Use sand that is appropriate for use in sandpits and meets state regulations.
- Cover sand pits when they are not in use.
- Ensure children wash their hands with soap and water after playing in the sandpit.

If sand is contaminated by animal or human faeces, blood or other body fluids remove all children from the sandpit and then:

- Use a shovel and dispose of the contaminated sand in a plastic bag. Educators will wear gloves.
- Wash remaining sand thoroughly with water then rake salt through the sand at intervals during the day and leave exposed to the sun.
- Change sand completely if it is contaminated extensively.

Sources

Education and Care Preschools National Regulations 2011
National Quality Standard
Early Years Learning Framework
Work Health and Safety Act 2011 NSW
Work Health and Safety Regulation 2011 NSW
National Health and Medical Research Council: Preventing Infectious Diseases in Childcare 2005
Health and Safety in Family Day Care 2003 UNSW
Review

Review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

Last reviewed: 2013          Date for next review: 2015
Sleep, Rest, Relaxation and Clothing

NQS

| NQS  | QA2 | 2.1.2 | Each child’s comfort is provided for and there are appropriate opportunities to each child’s need for sleep, rest and relaxation. |

National Regulations

| Regs | 81 | Sleep and Rest |

EYLF

| LO3 | Children recognise and communicate their bodily needs (for example, thirst, hunger, rest, comfort, physical activity). |
|     | Educators engage children in experiences, conversations and routines that promote healthy lifestyles and good nutrition. |
|     | Educators consider the pace of the day within the context of the community. |
|     | Educators provide a range of active and restful experiences throughout the day and support children to make appropriate decisions regarding participation. |

Aim

Our preschool believes in a short period of rest each day for every child to ensure their wellbeing, growth and development. Resting one’s body and mind can be achieved in many ways; lying down on a bed, quietly reading a book, listening to music, listening to a story or doing a quiet activity. We will discuss with parents what they would like for their children and also to the child so they can take responsibility for how they are feeling and what would be best for them.

Implementation

Our educators will ensure

- We provide a quiet and restful environment for sleep and rest periods that offers choice of activities and is within hearing and observation range for educators to closely monitor children.
- We recognise the differences between each child and family’s preferences in relation to routines for rest, sleep and clothing. These needs will be met provided they are within the preschool’s requirements.
- We respect the need for rest, sleep and clothing requirements to be aligned with each child’s social and cultural background and personal preferences.
- We will communicate regularly with parents about their child’s routines that are in place at the preschool and at the child’s home.
- Educators talk with children about their need for rest and comfort. Children will be encouraged to communicate their needs where possible.
- Children who do not require sleep or rest will be provided with appropriate and quiet play activities.
- Children will be encouraged to make appropriate decisions about their participation throughout their time at the preschool.
- Each child will be supplied with clean, appropriate spare clothes when necessary.
- The privacy needs of each child will be respected during dressing and undressing times.

Hygiene practices

Each child has their own bed linen, which is taken home and washed.

Children’s Clothing

- Children should be clothed in an appropriate manner which will allow them to explore and play freely and not restrict them using equipment while at play.
• Clothing should also allow easy access for toileting i.e. elasticised trousers, track pants – rather than buttons, zips, belts etc.

• Children will be encouraged by educators to use aprons for messy play and art experiences to protect their clothing. For this reason it is important to not send the children in their best clothes.

• Children should be appropriately protected from the sun during outdoor play - please refer to sun safety policy for further directives on hats and clothing.

• Children’s clothing should accommodate weather conditions. i.e. be loose and cool in summer to prevent overheating and warm enough for cold weather – including outdoor play. At all times educators will monitor children to ensure they are appropriately dressed for all weather, play experiences, rest and sleep routines.

• Children should have appropriate footwear that enables them to play comfortably and not cause safety concerns. i.e. thongs, clogs or backless shoes have a trip factor and do not allow children to use equipment safely.

• Comfortable and non-restrictive clothing is important at sleep time to promote your child’s comfort at this time of the day.

• Clean and appropriate spare clothing will be made available to children should it be needed.

• All clothing and belongings must be clearly labelled with the child’s name.

Sources

Education and Care Preschools National Regulations 2011

Early Years Learning Framework

Occupational Health and Safety Act 2000

Occupational Health and Safety Regulations 2001


Australian/New Zealand Standard AS/NZS 2195:2010, Folding cots—Safety requirements

SIDS & Kids. Wrapping babies.


SIDS & Kids. (2005c). SIDS & Kids: Safe sleeping – Lullabies aren’t the only things you’ll need to know to put your baby to sleep.


United Nations Conventions on the Rights of a Child

Review

The review will be conducted by:

• Management
• Employees
• Families
• Interested Parties

Last reviewed: 2013  Date for next review: 2015
Sun Protection

NQS

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

National Regulations

Regs 168 Medical conditions policy

EYLF

LO3 Children take increasing responsibility for their own health and physical wellbeing.

Educators discuss health and safety issues with children and involve them in developing guidelines to keep the environment safe for all

Aim/Rationale

Australia has the highest incidence of skin cancer in the world. Lifelong habits are developed in the early years, therefore it is essential children are encouraged to follow positive sun-safe practices.

Procedure

Educators will educate children to hold positive attitudes towards skin protection (a basis in sun-smart rules forming the beginning of sun awareness which will equip individuals for life) and encourage personal responsibility for and decision-making about skin protection.

Shade protection will be of the utmost priority when planning the outdoor environment for children's play to reduce the level of exposure to the sun. Outdoor activities will be held in shaded areas whenever possible.

Children will have sunscreen applied and wear hats when outside and children not wearing hats will play in shaded areas. *(Cancer Council recommends children wear hats that protect the face, neck and ears)*

In the months of June and July children and staff are not required to wear hats or sunscreen, as the UV rays are at a reduced level.

The preschool will:

- Provide SPF 30+, broad-spectrum, water-resistant sunscreen and the teachers will ensure children have had sunscreen applied at least 20 minutes before going outside. Each child will be given a stamp on their hand to highlight that sunscreen has been applied either by a teacher or a parent. This may need to be repeated if the child goes outside in the afternoon.
- Provide shaded areas within the playground using natural shade from trees and shade from sails positioned around the playground.
- Program outdoor activities to be offered to children in shaded areas.
- Incorporate sun- and skin-protection awareness activities in teaching programs.
- **Not apply** sunscreen in the months of June and July as the UV index is mostly below 3 during these months, which is regarded as low.
- **Not require** children or staff to wear hats in the months of June and July as the UV index is mostly below 3 during these months, which is regarded as low.

The educators will:

- Practice skin-protective behaviours such as wearing hats, applying sunscreen and wearing appropriate clothing for outdoor activities that cover shoulders.
- Be responsible for directing children to use shaded areas and schedule and plan outdoor activities with sun protection in mind.
• Apply maximum broad-spectrum SPF 30+ on exposed areas of skin – in particular the face, arms, shoulders and chest – 20 minutes before outdoor activity, unless the parent has requested in writing that we do not apply sunscreen.

The parents will:

• Be encouraged to provide hats that satisfy Cancer Council guidelines
• Dress their children in protective clothing which includes covering the children’s shoulders.
• Be responsible for ensuring that children arrive at preschool with SPF 30+ applied to face and exposed parts of the body and inform teachers that this has happened so their child can receive a stamp.

Sources

National Health and Medical Research Council - www.nhmrc.gov.au
Department of Health - www.health.nsw.gov.au

Review

Review will be conducted by

• Management
• Employees
• Parents/Families
• Interested Parties

Ratified: October 2013 Date for next review: 2015
Technology Usage Policy

NQS

| QA1 | 1.1.1 | Curriculum decision making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators. |
| QA4 | 4.2.1 | Professional standards guide practice, interactions and relationships. |

National Regulations

| Regs | 73 | Educational programs |

EYLF

| LO5 | Children use information and communication technologies to access information, investigate ideas and represent their thinking |

Aim

The Preschool will provide an extension to the daily program assisting in development of social, physical, emotional, cognitive, language and creative potential of each child.

Who is affected by this policy?

- Educators
- Children
- Families
- Management

Implementation

Computer and Related Technology Usage

- Computers /iPads at the preschool may only be used for work relevant to the operations and activities of the preschool. Examples of these activities include administration, research, programming and professional development.

- If relevant to the children’s learning, child appropriate websites may be accessed. However, children will only access the computers /iPads when directly supervised by appropriate educators.

- Similarly, music, videos etc may be streamed from the computers /iPads if it is relevant to the children’s learning or relevant to research or professional development undertaken by educators. However, streaming of this kind will only take place from websites where this can legally take place such as iTunes or YouTube.

- If an educator has brought in their own laptop to complete work, educators will follow the premise that what they are doing whilst on their laptop is relevant to their job roles at the preschool.

- For those educators who can access the internet from their mobile phone, it is preferred that educators do not access the internet (whether they are using the preschool’s Wi-Fi or their personal data plans) via their mobile phones but rather use the preschool’s computers /iPads for work relating to their job role.

- Any educators found to be using the computers /iPads inappropriately will face an enquiry by management and other relevant parties to decide a course of action based on the severity of their misconduct.

- This policy is also inclusive of state and federal laws regarding computers /iPads usage. Should educators or other relevant individuals use the preschool’s computers /iPads in a way that breaks a law, the preschool will take the appropriate required action (eg. Reporting to the police). Furthermore, the educator or individual will face an enquiry held by management and other relevant parties to assess whether this conduct will affect their role within the preschool’s operations.
Computers, Television, DVD Player Usage

The preschool does not have a TV or a DVD player. If a TV or DVD player is specifically brought in it will be used as an additional tool to enhance curriculum activities, not a substitution.

Guidelines for use for computers or TV’s would be:

- To assist in expanding the content of the daily program and current affairs.
- Be suitable to the needs and development levels of each child watching.
- Chosen programs should hold the interests of the children

Programs must be carefully selected with suitable content. Programs depicting violence e.g. graphic news reports should not be shown. Children are to view ‘G’ rated videos only.

Educators will sit with the children to monitor and discuss any aspects of the video they are viewing.

Sources

National Quality Standard
Early Years Learning Framework
Education and Care Preschools National Regulations 2011

Review

The review will be conducted by:

- Management
- Employees
- Parents
- Interested Parties.

Reviewed: 2013 Date for next review: 2015
Unenrolled Children Policy

Aim

To ensure that educators and the preschool are only responsible for children who are enrolled at our preschool to meet our legal requirements and staff ratios.

Who is affected by this policy?

- Child
- Educators
- Families
- Management

Implementation

- On occasion, children who are not enrolled at our preschool may be present at the preschool.
- An example of this is when families come to pick up an enrolled child and they bring their other children with them.
- At times like this, the children who are not enrolled at the preschool are the responsibility of the adult that brought them to the preschool.
- We ask these adults to keep unenrolled children off any equipment at the preschool, and for the child to be accompanied by the adult at all times.
- Should a child who is not enrolled at the preschool attend an excursion with the preschool, they may only attend should the adult to child ratio not be compromised for enrolled children.
- Any child that is enrolled at the preschool on a temporary basis will be included in the educator/child ratios.

Sources

Education and Care Preschools National Regulations

National Quality Standard

Review

The review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

Reviewed: 2013 Date for next review: 2015
2. WAITING LISTS, ENROLMENTS AND FEES
Acceptance and Refusal of Authorisations Policy

NQS

<table>
<thead>
<tr>
<th>QA2</th>
<th>2.3.1</th>
<th>Children are adequately supervised at all times</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.3.2</td>
<td>Every reasonable precaution is taken to protect children for harm and any hazard likely to cause injury.</td>
</tr>
</tbody>
</table>

National Regulations

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

Aim

Our service aims to provide clear and transparent policies and procedures for authorisations. This helps staff and parents understand exactly what they need to do.

Implementation

- Where activities require authorisation, either to comply with national regulations, or to comply with our preschool policies, Northern Nursery School requires that the authorisation is provided in writing, and is signed and dated. These activities include:
  - Administration of medication (have to be signed off in daily medication form).
  - Administration of medical treatment, general first aid products and ambulance transportation (have been signed off in enrolment form).
  - Major Excursions, including near water – staff/adult/child ratios (local excursions have been signed off in enrolment form).
  - Taking of photographs by people who aren’t educators (have been signed off in enrolment form).
  - Putting photographs of children on our website, DVD for families and information brochures (have been signed off in enrolment form).
  - Enrolment of children including naming of authorised nominees and people authorised to consent to medical treatment, trips outside the service premises, collection of children, etc (have been signed off in enrolment form).
- The format of written authorisations required under the national law must comply with the regulations. Please see relevant specific policies for more information.
- Our preschool does not accept verbal authorisations in any circumstances except in situations requiring:
  - Emergency administration of medication, including emergencies involving anaphylaxis or asthma and collection of children.

Source

Education and Care Services National Regulations 2011

National Quality Standard

Review

The review will be conducted by:

- Management
- Employees
- Families

Last reviewed: 2013 Date for next review: 2015
## Enrolment Policy

### NQS

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

<table>
<thead>
<tr>
<th>QA6</th>
<th>6.1</th>
<th>Respectful supportive relationships with families are developed and maintained.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6.1.1</td>
<td>There is an effective enrolment and orientation process for families.</td>
</tr>
<tr>
<td></td>
<td>6.2</td>
<td>Families are supported in their parenting role and their values and beliefs about child rearing are respected.</td>
</tr>
</tbody>
</table>

### National Regulations

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

### EYLF

| LO1 | Children feel safe, secure, and supported |

### Aim

To ensure that each child’s enrolment is completed as per our legal requirements. Additionally, we aim to ensure that each child and family receives an enrolment and orientation process that meets their needs, allowing the family and child to feel safe and secure in the level of care that we provide.
The NNS aims to offer preschool places in a fair and equitable manner to all children between the ages of 3 and 6, taking into account the priority guidelines set down by the regulatory authority, and the preschool's own priority guidelines outlined below.

**Who is affected by this policy?**
- Children
- Families
- Educators

**Implementation**

NNS accepts enrolments of children aged between 3 and 6 years.

Access to placement at the preschool is made in accordance with the guidelines laid down by the regulatory authorities and Northern Nursery School policy. Please note that "school-age eligible" refers to children who turn 4 or 5 years of age on or before the 31st of July and who are eligible to start school the following year. "Three-year-old" refers to children who turn 3 by 31st of January of year beginning preschool. The standard intake for children is in January Term 1 of each year.

Priority is given to school-age children and to siblings, as the preschool supports the belief that it is important for children from the same family to be educated and cared for in this exceptional environment. This also supports the preschool and families by adding stability and continuity into our lives.

**Enrolments will be accepted providing:**
- The maximum daily attendance does not exceed the approved number of places of the service.
- Child-educator ratios are maintained in each room.
- A vacancy is available. (Please see Priority of Access Guidelines below.)

**Priority of Access Guidelines:**

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

Below are the Priority of Access levels which the Service must follow when filling vacancies.
- A child at risk of serious abuse of neglect.
- A child of a single parent/guardian who satisfies, or of parents/guardians who both satisfy the work/training/study test under Section 14 of the Family Assistance Legislation Amendment (Child Care) Act 2010.
- Any other child.

Within these three categories priority is also given to the following children:
- Children in Aboriginal and Torres Strait Islander families.
- Children in families which include a disabled person.
- Children in families on low income.
- Children in families from culturally and linguistically diverse backgrounds.
- Children in socially isolated families.
- Children of single parents/guardian.

**Within category (3) above, 'Any other child', places are offered in the following order:**
- Children currently attending the preschool in order of application date.
- Children with additional needs, low-income families, children at risk, and children from a non-English speaking background, depending on resources and access.
- School-age-eligible children in order of application date with sibling previously at NNS (child will have turned four years by the end of July in the year of commencement at NNS)
• School-age-eligible children in order of application date.
• Three-year-olds in order of application date with sibling previously at NNS (only offered if spaces available after all above categories have been met).
• Three-year-olds in order of waiting list

Waiting List

Guidelines

• Children are eligible to be placed on the waiting list at two years of age.
• Entry onto the waiting list does not guarantee a position.
• Children must be toilet trained before starting at NNS and it is advisable that this begins early to allow children plenty of time to acquire these skills. There of course be circumstances for children with additional needs where this is not possible and the Director will discuss this with families.

Application Procedure

When a child is to be placed on the waiting list:

• Families are provided with a copy of the service brochure and are requested to view our waiting list and enrolment policies on the website www.northernnursery.nsw.edu.au
• Waiting list forms can be downloaded from the website or collected from the preschool in person. Completed waiting list forms can be emailed or delivered to the preschool. northernnursery@bigpond.com
• Each applicant completes a waiting list form (one per child) and a non-refundable administration fee is paid of $50.00 per child. (Twins $50.00).
• Families are invited to make an appointment to view the preschool. This can be done by phoning the office on 9969 3586 between 10.00am and 1.30pm each day. Appointments are necessary and are usually scheduled on Tuesday and Thursday mornings.
• Families are informed of the Priority of Access within our Waiting List Policy, and have their position assessed as to how they place within this system. Any matters that are sensitive of nature, such as discussing a child’s additional needs, medical needs, Court Orders, parenting plans or parenting orders, will be discussed privately with the Director (Nominated Supervisor) at this time and supporting documentation will be requested.
• Should English be the second language, and a family needs the forms to be translated, we will seek assistance.
• A waiting list application returned to the preschool without the fee enclosed will not be activated. It is the responsibility of the family to ensure this is paid directly by direct debit or cheque.
• A receipt is issued once the fee is paid either at the time of payment or via mail.
• Families are responsible for providing written notification of change of address or phone number to NNS.

From Waiting List to Allocation of Places and Enrolment

• The enrolment selections from the waiting list begins end of Term 2.
• Offers for places for the following year start around the beginning of Term 3.
• The time frame above is an indication and may vary slightly from year to year.
• We are unable to give families any information as to their place on the waiting list or likelihood of a place until this time.
• Places will be offered via telephone or email

Non-Acceptance of Place

If a family is offered a place and declines at that time they can, if they wish, stay on the waiting list unless they indicate they wish to be removed or if the child is 6 years old and attending school.
Allocation after January Intake

If a place becomes available during the year, places will be offered in accordance with our Waiting List Priorities.

Sibling Priority

Sibling priority is given to children who have had a sibling previously attend NNS and are on the waiting list. Places are offered in the order outlined in Waiting List Policy above.

Children with Additional Needs

Children with special needs are given priority as detailed in Waiting List Policy. The preschool can accept a small number of children with special needs in any given year. The number accepted is determined by the needs of the children, the dynamics of the group and the resources available.

Enrolment:

Attendance

- 3 day groups: Monday to Wednesday (for children who have turned 4 years by the first day of Term 1 in that year and are attending school the following year)
- 2 day groups: Thursday and Friday (for children who have turned 4 years by the first day of Term 1 in that year and are attending school the following year and for children not attending school the following year)

Enrolments for Returning Families

- All families currently with children at the NNS will be given a letter at the end of Term 2, asking them to inform NNS as to whether their child will be returning the following year, or going to school. They will be asked to nominate which school, to help with transition to school procedures.
- All children returning to the NNS are given a letter offering a 3 day placement for the following year at the beginning of Term 3.
- Families are required to complete the Confirmation of Acceptance form and send it back to NNS within 10 days of receiving the letter.
- Families are notified in writing of their secured placement.
- As children will be moving to a three day program, families will be asked to increase their 4 week refundable holding deposit (see below) to account for fee increases and the additional day. The deposit will be held until the child’s last term at NNS and deducted from that term’s fees.

Notification of Placement for New Families

- Families will receive an offer of placement from the beginning of July.
- Families accepting the offer need to complete the Confirmation of Acceptance form and return it along with a holding deposit of 4 weeks’ fees to NNS within 5 days of the date of offer.
- The holding deposit will be held until the child’s last term at NNS and deducted from that term’s fees.
- If for any reason families later decide not to take up the place, the deposit (whole or part of) will only be refunded if the place can be filled.
- Families who fail to respond to the offer or pay the holding deposit within the given time frame will forfeit their place.
- Families who do not wish to accept a place but wish to remain on the list must inform the Director (nominated supervisor) or the Administrative Officer and they will maintain their place on the waiting list.
- Second-round offers are made from October.

Cancelling Your Child’s Place

- Four weeks’ notice of intention to withdraw children from the preschool must be given in writing to the Director during term time. The four weeks’ notice does not include the period when the preschool is closed.
- Deposits/fees are refunded only if the place can be filled but not in any other circumstances.
• Any cancellations during Term 4 will mean forfeiting the fees for that term as it is unlikely the preschool will be able to fill the place.

Orientation Information

Families who accept a place and pay the deposit are sent the following information:

• An enrolment form and information booklet.
• Information outlining details of forthcoming orientation days and parent information nights.
• A copy of the fees policy.
• Before a child begins at NNS, families will be offered the following orientation processes
  o Initial tour of the preschool
  o Parent and child individual orientation, if required
  o Parent orientation evening for all parents who have accepted a place
  o Child orientation afternoon for all children attending the preschool the following year
• A copy of the Parent Welcome Book will be given at one of the orientation meetings, and information at the Orientation evening will include the following:
  o Programming methods
  o Room routines
  o Signing in and out
  o Food and waste free policy
  o Medication and Health
  o Allergy policies - the preschool is nut free
  o Sun policy
  o Toilet training
  o Where to find all policies and procedures
  o Performances and special activities at the preschool
  o Excursions
  o Inclusiveness
  o Fees
  o Staff qualifications
  o Communication procedures
  o Regulations for our state and the licensing and assessment procedures
  o The National Quality Framework
  o Child Care Benefit for Registered Care
  o Before the child begins their first day with us, the service must have their enrolment form, including copies of birth certificates, immunisation details and specialist’s documents. The child will not be accepted into the service without this being completed.
• Families will be encouraged to ask any questions, and raise any concerns.

On the child’s first day:

• The child and their family are welcomed into their room for the first day, staggered starts may be required and parents will be informed by letter in January. Parents and children will be shown the procedures that we would like them to be familiar with, some of these for our parents are compliance responsibilities and must be followed.
• The Director (Nominated Supervisor) and parents will ensure all details are finalised in the child starting at the preschool.
Hours of Operation: Strictly 9:00am-3:00pm

Aim/Rationale

To ensure the safety and wellbeing of all children within the hours of operation of the Northern Nursery School.

Procedure

- The license for operation at the Northern Nursery School states hours of operation are strictly 9:00am to 3:00pm.
- Before 9:00am the educators are busy preparing and ensuring the indoor and outdoor settings are safe for the children and their families.
- This time is also used for valuable educators’ communication e.g. team meetings, family meetings, discussions about changes and objectives for specific children.
- Children are not permitted to be left in any of the rooms by their parents before 9:00am when the teachers are not in attendance.
- As we close at 3:00pm, we need to ensure that all parents are at the preschool by 2:50pm in order to talk to teachers and complete departure responsibilities.
- Except in emergencies, children must be collected by 3:00pm and no later. The staff have many duties to perform after 3:00pm before they leave the preschool, such as cleaning, packing away, programming, reflections, portfolios and evaluating the day. Staff also have appointments and personal commitments outside preschool hours.
- If an emergency occurs, parents must ring to inform the staff as soon as possible.
- Children collected after 3:00pm: please follow procedures in Care of Children Left at the Preschool after 3:00pm policy below. Remember: children will be distressed if you are late. The Director (nominated supervisor) will seek a meeting with the parents to ensure this situation does not continue.
- All children must be signed in and out of NNS by a registered adult.

Delivery and Collection of Children

The following procedure must be adhered to at all times to ensure the safety of the children.

Arrival:

- All children must be signed in by their parent or person who delivers the child to our service. If the parent or other person forgets to sign the child in they will be signed in by the nominated supervisor or an educator.
- An educator will greet and receive each child to ensure the child is cared for at all times.
- A locker or shelf space will be made available to children and their families. A sign is posted above the lockers nominating a symbol for each child.

Departure:

- All children must be signed out by their parent or person who collects the child from our service. If the parent or other person forgets to sign the child out they will be signed out by the nominated supervisor or an educator.
- Children can only be collected by a parent, an authorised nominee named on their enrolment record, or a person authorised by a parent or authorised nominee to collect the child.
- Children will not be released into the care of persons not authorised to collect the child e.g. court orders concerning custody and access.
- Nominated Supervisors will ensure that the authorised nominee pick-up list for each child is kept up to date. It is our policy that we do not allow anyone under the age of 18 to collect children.
- No child will be released into the care of anyone not known to educators. Parents must give prior notice where:
  - the person collecting the child is someone other than those mentioned on the enrolment form (eg in an emergency) or
  - there is a variation in the persons picking up the child, including where the child is collected by an authorised nominee who is unknown to educators.
If educators do not know the person by appearance, the person must be able to produce some photo identification. If educators cannot verify the person’s identity they may be unable to release the child into that person’s care.

- If the person collecting the child appears to be intoxicated, or under the influence of drugs, and educators feel that the person is unfit to take responsibility for the child, educators will:
  - discuss their concerns with the person, if possible without the child being present
  - suggest they contact another parent or authorised nominee to collect the child.
  - educators will inform the police of the circumstances, the person’s name and vehicle registration number if the person insists on taking the child. Educators cannot prevent an incapacitated parent from collecting a child, but must consider their obligations under the relevant child protection laws.

- At the end of each day educators will check the sign out sheets and children’s lockers to ensure that no child remains on the premises after the service closes and sign off that all children have been collected.

- Children may leave the premises in the event of an emergency, including medical emergencies.

- Details of absences during the day will be recorded.

To ensure we can meet Work Health and Safety requirements and ensure the safety of our children, individuals visiting our service must sign in when they arrive at the service, and sign out when they leave.

**The Care of Children Left at the Preschool after 3.00pm**

**Aim/Rationale**

To ensure the safety and wellbeing of any child left at the preschool after 3.00pm.

**Implementation**

- 2 members of staff must remain with the child(ren) left at the preschool after 3.00pm. Staff and child(ren) must remain on the premises at Northern Nursery School.

- A staff member is to phone parents at home and work. If no response, phone emergency contact numbers. Continue to try all numbers until 4:00pm. Keep a record of numbers & times that calls were made for referral later by police & preschool.

- Staff must inform the Director (nominated supervisor) if parents are non-contactable.

- If no response to any of the numbers by 4pm, then staff will contact the Chair of the Management Committee to inform of the situation.

- Staff will then contact Mosman police station and explain the situation and leave their name and contact details and child's name, together with parent/guardian’s phone contact.

- At this point, if by 5:00pm there is still no contact with family or emergency contacts, staff will inform the Director and the Chair of the Management Committee.

- Both staff with the child should take a taxi to the police station, staff taking a copy of the child’s complete Enrolment Form and Emergency details with them.

- A detailed note must be attached to the front door of the preschool advising the parent that the child has been taken to Mosman police station, stating the staff members’ names, their phone numbers and address and telephone number of the police station.

- Both staff members will stay with the child at the station until the parent or emergency contact person arrives. If for any reason, staff are unable to stay, they will contact the Director so another permanent staff member will be contacted to take their place.

- If the child is not collected before 7.00pm, then s/he will be cared for by the Police or the Child Protection Unit.

**Cancelling the Enrolment of a Child’s Place**

**Aim/Rationale**

The Management Committee recognises that there may be some extreme circumstances where the appropriate course of action is the cancellation of enrolment of a child’s place. This would not be a decision taken lightly and would require all possible avenues of resolution to be explored first. Our aim is to provide the best possible care and education for all children at the preschool.
Procedures

Circumstances that could lead to cancelling a child’s enrolment:

- A parent committing an illegal act on the preschool’s premises.
- Continual non-compliance with the preschool’s policies or procedures.
- Parents who abuse or threaten children, staff or other parents in the preschool.
- Habitual non-payment of fees, as per our Fees Policy.
- Willfully or negligently making a false or misleading statement that relates to the enrolment of a child at the preschool or to the care the child receives.
- Any circumstance that the Management Committee believes adversely affects the ability of the preschool to give proper care to a child and/or the family, or adversely affects the welfare of staff or other children and families at the preschool.
- Extreme behaviour of the child which the preschool educators are unable to manage, which affects the well-being of other children at the preschool.
- The Director (nominated supervisor) will make the Management Committee aware of any situation that may possibly lead to a cancellation of a child’s place. Confidential, dated, written records of the situation will be made and kept in a secure with the child’s enrolment form.
- The Management Committee and the Director (nominated supervisor) will arrange a meeting/s with the family to discuss the situation in order to move towards a positive resolution. Confidential, dated, written records will be made, detailing discussions, issues raised and actions taken. These are to be signed by all parties present at the end of each meeting as a true and accurate recording of events and kept in a secure with the child’s enrolment form.
- All avenues of resolution will be followed through within a specified and agreed time frame.
- If, after every effort has been made, the Management Committee believes that there is still no alternative to cancelling the child’s place, it will give the family four weeks’ notice in writing.

Sources

Occupational Health and Safety Act 2000
Occupational Health and Safety Regulations 2001
Child and Young Persons (Care and Protection) Act 1998
Education and Care Services National Regulations 2011
National Quality Standard
Family Assistance Legislation Amendment (Child Care) Act 2010
Early Years Learning Framework

Review

Review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

Reviewed: 2013 Date for next review: 2015
Fees Policy

NQF

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

Aim

For parents to pay their child care fees on time.  **Who is affected by this policy?**

Parents
Management

Fees

Aim/Rationale

Northern Nursery School (NNS) is a community-based, not-for-profit preschool that relies on the payment of fees and government funding to ensure day-to-day running. The Management Committee reviews NNS fees at the end of each year. We are committed to the provision of high quality care and education and do our best to keep fees as low as possible.

Payment Procedures

- Fees for the whole term are billed in advance. **Fees for term 1** are billed in the first week of the term. **Fees for terms 2, 3 and 4** are billed three weeks before the end of the previous term i.e. three weeks before the holidays.
- Families receive an invoice in their child’s communication file located in the sign-in area in each room.
- Fees are payable within 14 days of receiving the invoice (within 7 days in Term 1).
- In the event that families have difficulty paying fees in one lump sum, they need to speak to the Director (nominated supervisor) to negotiate staggered payments, which will then be confirmed in writing.
- We can only accept cheques or internet transfers. We are unable to accept cash.
- Internet bank details are:
  - Bendigo Bank  BSB: 633 000
  - Account number 141966374
  - Families need to ensure they provide their name with payment so receipts can be issued correctly.
- Cheques and copies of internet transfer advice are to be placed into the fees box, which is located on the shelf the foyer.

Acceptance Deposit

- On acceptance of the position offered, a four-week deposit will be payable and held until the child’s last term at NNS and will be deducted from that term’s fees. If the child is withdrawn at short notice (please see Enrolment Policy) and we are unable to fill this position immediately, part or whole of the deposit will be forfeited.

Compulsory Building Fund Levy (Currently $100 per Term)

- The building fund levy of $100 each term, is billed with the fees each term (as described above).
- The building fund levy is payable within 14 days unless alternative arrangements are made.

Maintenance Levy

- There is a $12.50 levy each term to go towards maintenance of the preschool.
- The maintenance levy is billed with the fees each term (as described above).
• The maintenance levy is payable within 14 days.

Late Payment of Fees
In the event that fees are not received within fourteen days of the original invoice, the following steps will be taken:

• A second statement stamped 'Outstanding' will be placed in the child's file.
• If payment is not received within one week, and no communication has been received, then an email from the Director (nominated supervisor) will be sent requesting immediate payment.
• If payment is not received by the beginning of the fourth week, and still no communication has been received, the Director will ring to request immediate direct debit payment.
• If there is no resolution after a 4 week period has passed, then the child will be unable to continue to attend the preschool, unless an alternative arrangement has been made with the Director (nominated supervisor).

Termination of Enrolment
In Terms 1, 2 and 3, parents must notify the Director (nominated supervisor) in writing of their child’s withdrawal from the preschool giving four weeks’ notice (not including when the preschool is closed). If we are able to find a replacement, fees for that term will be prorated. If not, full term fees will apply. Should a child be withdrawn inside the four week period, the deposit paid on acceptance of original offer will be forfeited if a replacement cannot be found.

Cancellation of attendance for Term 4 must be given in writing four weeks’ prior to the end of Term 3, otherwise full fees will be payable.

Economic Subsidy for School Fees
Northern Nursery School is committed to access and equity principles and, as such, provides economic subsidies to two families on low incomes.

• This subsidy is funded in part by the regulatory authority and partly by NNS.
• There is funding available for 2 part time places each week, being one 2 day place and one 3 day place.
• Applications for the subsidy must be made at the beginning of each term. Families must provide certified proof of income e.g. tax return, Health Card.
• The amount each family is allocated depends on income.
• For further information, please discuss with the Director (nominated supervisor).

Child Care Benefit
The Northern Nursery School /Paula West is a registered childcare provider. Our carer reference number is: 210532189L. All families that are eligible to apply for the Child Care Benefit receive the same subsidy, being 60 cents per hour. Families that are eligible (see criteria below) need to advise the Office Administrator when paying their fees that they intend to apply for the Child Care Benefit. At the end of each term, the Office Administrator will issue these families with itemised attendance receipts that can then be taken to the Family Assistance Office or Medicare after the last day of the term for processing. The closest office is

Medicare Shop 23 Bridgepoint Centre Cnr Military and Brady Roads Spit Junction 2088. (familyassist.gov.au, Phone: 136 150)

Child Care Benefit Registered Care Work Test
The Family Assistance Office will apply the Work Test. Families using registered child care can claim Child Care Benefits if they are:

• Working (including paid full-time, part-time or casual work, self-employment, paid leave, unpaid sick leave, paid or unpaid maternity leave or setting up a business). Proof may be required.
• Actively looking for paid work (including being in receipt of Newstart or Youth Allowance). Must be registered with a job seeker number.
• Studying or training (including voluntary or unpaid work to improve your skills). Proof may be required.
• A person with a disability.
• Caring for a child or adult with a disability.
• Your partner is in custody or living outside Australia.
• Both the Child Care Benefit recipient and the partner must meet one of the above requirements.

Sources
Education and Care Services National Regulations 2011
Family Assistance Legislation Amendment (Child Care) Act 2009

Review
Review will be conducted by:
• Management,
• Employees,
• Family Members
• Interested parties.

Reviewed: 2013 Date for next review: 2015
3. MANAGEMENT, PARENTS AND FAMILIES
Animals and Pets

NQS

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

QA3 3.1.1  Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.

3.3  The service takes an active role in caring for its environment and contributes to a sustainable future.

3.3.2  Children are supported to become environmentally responsible and show respect for the environment.

National Regulations

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

EYLF

LO2  Children become socially responsible and show respect for the environment

Aim

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

Implementation

- Children must be closely supervised when accessing any animal or pet at the preschool.
- Animals or pets will not be allowed in the sandpit. In event that this happens, educators will refer to the Sand Pit Policy.
- Animal or pets will never be taken into the food preparation area nor will they be allowed near the eating or sleeping area.
- Anyone who has handled the animal or pet will immediately wash their hands after they have finished handling the animal or pet.
- Children’s animal or pets will only be allowed in the preschool when permission has been granted by the Director (nominated supervisor). If an animal is brought to the preschool when families are collecting children it must be left at the gate, far enough way so children cannot touch the animal through the fence.
- When appropriate, the program will cover the care and proper treatment of animals and pets.

Source

Education and Care Services National Regulations 2011

National Quality Standard

Early Years Learning Framework

Review

The review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

Last reviewed: 2013  Date for next review: 2015
Our preschool aims to ensure that positive working relationships are formed between all educators and management. Educators and management will at all times conduct themselves in an ethical manner and strive to make all interactions respectful, professional, positive and compliant in line with the Preschool’s philosophy, contracts, job descriptions and Early Childhood Australia’s Code of Ethics.

**Ethical Code of Conduct**

Each educator, staff member, committee member, volunteer and student at the Northern Nursery School will uphold the Code of Ethics, Early Childhood Australia, which underpin core ethical conduct principles to positively promote interactions within the preschool and the local community.

**GENERAL OBLIGATIONS**

- You must act lawfully, honestly and exercise diligence in your work and in your relationships.
- You must treat others with respect at all times.
- You must avoid conduct that:
  - Is detrimental to the pursuit of the charter of the preschool.
  - Is improper or unethical.
  - Is an abuse of power.
  - Causes or involves intimidation, harassment or verbal abuse.
  - Causes or involves discrimination, disadvantage or adverse treatment in relation to your employment and others in the preschool.

**Fairness and Equity**

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

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

Our preschool is an Equal Opportunity Employer and recognises the vast skills and knowledge of individuals from all backgrounds.

**Development Decisions**

It is your duty to ensure that decisions are properly made and that parties involved are dealt with fairly.

If there is any uncertainty about the ethical issues around an action or decision you are about to take, you should consider these five points:

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

You have the right to question any instruction or direction given to you which you consider to be unethical. If you are uncertain you can seek advice from your Director (Nominated Supervisor), or the Director may seek advice from the Chairperson and/or Ombudsman.

**RELATIONSHIPS**

**Obligations of employees**

The Director (Nominated Supervisor) is responsible for the efficient and effective operation of the Northern Nursery School.

Employees have an obligation to

- Give their attention to the business of the preschool when at work.
- Ensure that their work is carried out efficiently, economically and effectively.
- Carry out lawful directions given by any person having authority (Director, Team Leader, Management Committee).

**Obligations during meetings**

All employees must behave in a respectful manner towards management, other staff, parents or visitors present during meetings.

**Inappropriate interactions**

The following interactions are inappropriate:

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

You must:

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

Guiding Principles
1. Be honest and open-minded
2. Respectful and honest communication
3. Believe in the preschool, its philosophy and its vision
4. Consistency and reliability
5. Frequent and fair feedbacks
6. Integrity
7. Believe in talent, knowledge and experience of your team-members and employees
8. Commitment

REPORTING BREACHES, COMPLAINT HANDLING PROCEDURES:

Corrupt conduct, maladministration and waste of resources
It is the responsibility of all staff to report any instances of the above in accordance with the preschool reporting policy.

Reporting breaches of the code of conduct
The first responsibility for all staff is their duty of care to children, therefore it is the duty of all staff to report breaches of the code of conduct to the Director (Nominated Supervisor), preferably in writing. Where it is believed that the Director has failed to comply with this code, you should report the matter to the Chair of the Management Committee, preferably in writing.

The Director or Management Committee will follow up any issues that have been raised until they are resolved, written documentation will be kept and signed off by all parties.

Complaint handling procedures- staff conduct (excluding the Director /Nominated Supervisor)
Where appropriate, the Director (Nominated Supervisor) will follow up any reported breaches of the code of conduct by any member of staff. The Director will follow up on any issues until satisfactorily resolved.

Enquiries made into all staff conduct which might give rise to disciplinary action must be documented, the Chairperson of the Management Committee must be informed, and it must be compliant in accordance with the Whole Centre Agreement in procedural fairness.

Code of Ethics – Early Childhood Australia
The Code of Ethics will be reviewed biannually for discussion at a staff meeting. It will be given to all staff on induction and a copy will be kept in the staff room for referral.

Staff Interactions
• All staff will maintain positive, trustworthy and co-operative relationships with their co-workers
• Show respect for all staff, which will be reciprocal.
• Value and accept differences in other staff, we are a diverse country.
• Showing appreciation of each other’s background, unique skills and contributions to the preschool that promote the preschool and what it can offer children and families in a positive manner.
• Always look for and support the strengths in each other and try not to focus on weakness.
• Resources and information will be shared amongst staff.
• Staff will offer each other support in meeting their professional development and needs.
• Co-workers will be given due recognition for professional achievements by the whole team.
• Policies and working conditions will encourage competence, wellbeing and self-esteem for all staff.
• Where possible all staff will provide professional support, thoughtful input and resources for other staff as they may be required.
• Respect will be shown for all members of the team and consideration given to their feelings, values and opinions no matter how they may differ from our own.
• Information and observations regarding all of the preschool’s children will be shared.
• Information relative to the families of the preschool’s children which affects individual children will be shared.
• Staff will treat each other with empathy, respect and courtesy
• Staff will endeavour to develop positive working relationships, which will provide a positive role model of social skills to the children.
• Regular staff meetings will provide a forum for group discussions on all matters relating to staff problems. Any staff member unable to attend will be expected to find out what was discussed.
• Staff will consider each other and work as a team in order to share the workload. Decisions concerning children and programs will utilise the appropriate training, experiences and expertise of each other.
• Staff will be honest and open when resolving differences of opinion or personal conflicts amongst themselves. These will be resolved quickly and always away from the children.
• Staff will approach the staff member directly involved about any grievances you may have with them. Don’t complain or gossip to other staff or parents/guardians – see Grievance Policy.

Guidelines for Conflict
• The Northern Nursery School understands that grievances occur in all workplaces and handling them properly is important for maintaining a harmonious and productive work environment. The aim of these guidelines is to assist all at the preschool to deal with grievances so that small issues or problems do not escalate and to ensure fairness for all persons involved.
• Staff who have a grievance should talk directly to the person they have the grievance with. Both should try to resolve the issue and develop solutions to ensure that the problem does not happen again. Privacy, confidentiality, respect and open-mindedness must be paramount during any discussion, and the discussion must not take place in front of children.
• Ethically, other staff or parents/caregivers should not be involved in an individual concern and it is not ethical for that concern to affect relationships. If unable to resolve the situation, the Director (Nominated Supervisor) should be called in to start a private and confidential conflict resolution for both sides. The Director’s role is to be non-biased and fair when dealing with a problem and to maintain confidentiality. Only staff deemed necessary will be informed of the outcome of any conflict resolution. If applicable, staff can also contact their trade union official at this time.
• Staff are encouraged to communicate openly with the Director. Problems can be discussed formally, informally or at an educator meeting if appropriate and if it does not put the privacy or confidentiality of an employee at risk. Team-work is encouraged amongst staff and having respect for other team members is crucial.
• Staff who belong to a trade union may contact the union at any time if they have major concerns.
• If any grievance is related to suspected or actual unlawful authority, the issue must be raised with the Director immediately and in private.

Management Interactions and Responsibilities

At Northern Nursery School, Management holds responsibility for:
• Ensuring the preschool runs smoothly.
• Supporting the Director (Nominated Supervisor) in their role.
• Keeping all preschool families up to date with major issues concerning the preschool.
• Employing new staff.
• Being available to support staff.
• Following policies and making sure all staff are following policies and procedures.
• Developing the preschool policies with the Director (Nominated Supervisor).
• Ensuring educator ratio and qualification requirements are met.
• Financially running the service
• The Director will support the Management Committee in meeting all of the above.

To allow effective communication to take place between staff and the Management Committee, different methods of communication must be made available. These include:
• Verbal communication in person.
• Phone Communication.
• Staff meetings.
• Via other forms of written word such as letters, notices, emails etc.
• Staff appraisals and reviews.

Review
The review will be conducted by:
• Management
• Employees
• Families
• Interested Parties

Last reviewed: 2013  Date for next review: 2015
Family Law and Access Policy

National Regulations

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

Who is affected by this policy?
- Children
- Families
- Educators
- Management

Implementation

Definitions

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

Parenting Orders – are orders that the court will make when parents cannot decide on matters themselves. They change parenting responsibilities and stipulate which parent has what responsibilities. There are 4 types of parenting orders:
- Residence – an order to say with whom the child lives, including any shared arrangements
- Contact – an order to say the times that a child may have contact with a parent with whom they are not living, or anyone else who plays an important part in their life, such as a grandparent (contact can either be face to face, or by phone, letters)
- Child Maintenance – an order that provides for financial support of a child
- Specific Issues – an order about any other aspect of parental responsibility (this may include the day-to-day care, welfare and development of a child, issues relating to religion, education, sport, or other specific issue)

Residency
The parent with whom the child lives is responsible for day-to-day decisions like:
- Discipline
- Going out
- Clothes
- Accommodation
- Pocket money

Residency can be a shared arrangement.

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

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

**Sources**

The above information has been adapted from the Family Court of Australia website 2002

www.familycourt.gov.au

Family Law Act 1975

Education and Care National Regulations 2011

National Quality Standard

**Review**

The review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

Last reviewed: 2013  Date for next review: 2015
Governance Policy

NQS

<table>
<thead>
<tr>
<th>QA6</th>
<th>6.1.2</th>
<th>Families have opportunities to be involved in the service and contribute to service decisions.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6.2.1</td>
<td>The expertise of families is recognised and they share in decision making about their child’s learning and wellbeing.</td>
</tr>
</tbody>
</table>

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

National Regulations

<table>
<thead>
<tr>
<th>Reg</th>
<th>168</th>
<th>Education and care services must have policies and procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>177</td>
<td>Prescribed enrolment and other documents to be kept by approved provider</td>
</tr>
<tr>
<td></td>
<td>181</td>
<td>Confidentiality of records kept by approved provider</td>
</tr>
<tr>
<td></td>
<td>181-184</td>
<td>Confidentiality and storage of records</td>
</tr>
</tbody>
</table>

Aim

Northern Nursery School will meet its legal and financial obligations by implementing appropriate governance practices that support our aim to provide high quality education and care that meets the objectives and principles of the National Quality Framework, the National Quality Standards and the Early Years Learning Framework.

Service Structure

Our service has the following organisational structure.

The Approved Provider is: Northern Nursery School Limited.

The Management Committee

The Northern Nursery School is a parent-managed, not-for-profit, community-based service. The Management Committee through the Chair is the Licensee and has overall responsibility for the NNS. The Management Committee and the Director (nominated supervisor) are responsible to the Department of Education and Community for the financial accountability and stability of the preschool, employment of teachers, strategic decisions that affect the preschool operations and the long term objectives for ensuring the wellbeing and continuity of the preschool.

The Director (nominated supervisor) is also responsible for the day-to-day operation of the preschool as well as and reports directly to the Chair of the Management Committee.

The educators and other staff are responsible for ensuring NNS policy and practice is put into place and report to the Director.

In March of every year the Annual General Meeting is held when parent representatives are elected to stand on the Management Committee. The Chair and all key positions are elected by the Management Committee. The Management Committee is accountable to all funding bodies that fund the service, therefore all decisions taken about the operation of the preschool must adhere to any guidelines and agreements required by the funding body.

The composition of the Management Committee is as follows (up to 14 members):

- Chair elected by the Management Committee
- Vice Chair
- Treasurer
- Secretary
Staff Liaison Officer
Up to 9 other committee members as required from year to year

The Management Committee has a range of responsibilities prescribed in the Education and Care Services National Law and Regulations, including:

- keeping accurate records and retaining them for specified timeframes.
- ensuring the financial viability of the service
- overseeing control and accountability systems
- supporting the Director (Nominated Supervisor) in their role and providing resources as appropriate for the effective running of the service.

Determining the Responsible Person at the preschool and the Educational Leader:

- Where the Nominated Supervisor is present they will automatically be designated as the person responsible for the service at the given times that they are on the premises and the Nominated Supervisor's name will be clearly displayed in the foyer as the person responsible. The Nominated Supervisor is responsible for the day to day management of the preschool and has a range of responsibilities prescribed in the national law and regulations.

- Where the Nominated Supervisor is not on the premises the service will display (in the foyer) the name of the staff member who holds a Certified Supervisors Certificate who is then deemed to be on duty at a given time. The Certified Supervisor (educator) takes on the responsibility for the day if the Director (nominated Supervisor) is absent from the preschool.

- The staff sign in and out book will serve as a formal record of which Certified Supervisor (educator) was the 'responsible person' on any given day.

- The Educational Leader mentors, inspires and collaborates with educators to provide a quality learning environment.

Lines of Communication within Northern Nursery School

Aim/Rationale
Clear lines of accountability and communication provide the basis for a healthy team. There are several mechanisms in place to promote communication and input to decision-making. We believe that an effective communication model decreases the risks of misunderstanding and conflict and increases the opportunity for discussion and shared decision-making.

Procedure
Management Committee meetings are held twice a term. Educators are welcome and encouraged to attend. It must be noted that, unless invited to speak on a specific topic, visiting educators do not participate in the meeting nor do they have a vote.

Educators will discuss with the Director (Nominated Supervisor), at least two weeks in advance, of any agenda items they would like to raise at the Management Committee meeting. Minutes are produced at each meeting and placed in the staff room file for staff information and in a file in the foyer for families to read.

Parents can attend management meetings if they wish, provided they have informed the Director (Nominated Supervisor) or a Management Committee member one week prior to the meeting. It must be noted that, unless invited to speak on a specific topic, visiting parents do not participate in the meeting nor do they have a vote.

The Social Club organises the preschool's major annual fundraiser and meets throughout each term as necessary, to discuss fundraising and social events. The club provides a report for each Management Committee meeting and gives feedback to the Director (Nominated Supervisor) who passes information on to staff.

Minutes of Management Committee meetings and Social Club meetings are posted on the NNS notice board for all parents and staff to read. This is an excellent way for staff to remain informed about issues which may concern or interest them but are not directly in their area of responsibility, including fees, fundraising, new building plans, etc.

The Director (Nominated Supervisor) and Chair will meet as necessary to discuss any issues, where they will discuss progress of the educators and preschool and progress of the Director against performance targets.
Formal communication between the Management Committee and the Director (Nominated Supervisor) is performed at the regular Management Committee meetings where the Director will present a Director’s report. The Director’s report will follow a standard format as in previous reports, and will be circulated to the Management Committee at least two days before the meeting.

The Director (nominated Supervisor) will meet regularly with Team Leaders to collaborate and encourage their input to administration and management tasks. This is also a forum to discuss leadership, staffing, curriculum and professional development issues.

Professional development meetings are held for all educators each fortnight. Educators discuss issues to do with documentation, curriculum, policy, philosophy, research, WH&S and children and families.

Housekeeping meetings focus on domestic and organisational tasks and are held each fortnight between 8.00am and 9.00am when necessary.

Planning meetings between teams occur as required. The purpose of these meetings is to discuss room issues, individual children, additional needs, documentation, curriculum etc.

Families and educators meet at 8.30am to discuss issues to do with individual children. These meetings occur when appointments are made.

Daily communication between families and educators is fostered about children’s experiences and development.

The Director (Nominated Supervisor) and educators produce newsletters each term and provide additional information about issues and events as necessary via email or hard copy.

Parents are encouraged to contact the Director (nominated Supervisor), or Chair of the Management Committee to discuss or clarify NNS management issues. The Management Committee member or Director can then advise the parents of the person best qualified to pursue the matter.

Staff are to contact the Director (nominated Supervisor) in the first instance if there is an issue, then the Staff Liaison Officer on the Management Committee if this is not resolved to discuss or clarify the issue. The Director and or the Staff Liaison Officer will then meet with the staff member to resolve the issue.

Communication between the Management Committee, Director and Staff

On the whole, communication to the staff of Management Committee resolutions, policies and management issues directly affecting their roles will be performed by the Director (Nominated Supervisor).

The Management Committee may occasionally wish to communicate directly with the staff rather than through the Director (Nominated Supervisor). In such cases, communication will be performed by the Staff Liaison Officer or Chair. This will usually be reserved for situations where the Management Committee wishes to be strongly identified as the instigators of a specific measure or policy.

If at any time a staff member wishes to communicate a matter directly with the Management Committee, they are very welcome to do so and must do this through the Staff Liaison Officer. The Management Committee encourages open communication with the entire Northern Nursery School community. However, if the matter concerns a staff member’s conflict or management issue, they must try to resolve issues through the Director first, in line with the conflict resolution policy and procedure.

Northern Nursery School Community Matters and Communication

A newsletter is distributed at the end of each term containing a wide range of information about the preschool’s activities in that period. Parents are encouraged to ask for a printed copy of the newsletter if they do not have email access or have not received the email for some reason. Information is also regularly emailed or posted on the NNS notice board in the foyer. Important notices, such as the outbreak of a childhood disease in the school, are posted at the school entranceway. They may also be put into the child’s folder in his/her room.
Communication re Administrative and Classroom Matters

Important matters regarding the classroom, administration, notification of important events, parental permission requests (for outings etc.) and specific notes about a child will generally be put into the child’s folder located in their classroom.

This is the single most important channel for formal written communication between the preschool and the parents. Parents should check the folder every day that the child is in attendance.

Any matter of urgency, particularly with respect to an individual child, will be followed up with some form of verbal communication to the parent from the relevant NNS staff member.

Communication about children’s learning and teaching

The NNS programming approach, philosophy, policies, National Quality Standards and the Early Years Framework are well documented. Information about the preschool’s curriculum and approach to learning can be found at the preschool and on our website www.northernnursery.nsw.edu.au. More detailed information can be made available to interested parents on request.

Day-to-day children’s interests, discussions, projects and journey are written and can be viewed by parents in the classroom. Each child also has their personal portfolio which celebrates their learning and development through educator’s pedagogical documentation and examples of their work. This is available for viewing in the classroom and is sent home with the child for the families to view with their child and contribute to over the holiday breaks at the end of Term 1 and Term 2. This information is shared on the child’s return with the group and builds the child’s sense of belonging and connection between home and preschool. The portfolios must be returned within a few days of the following term so that the educators can keep it current.

Parents are encouraged to discuss their child’s progress or specific concerns with the child’s educator and/or the Director (Nominated Supervisor). Parents can make an appointment to speak with educators or the Director before school by phoning the preschool or talking to the educator at drop-off/pickup time. Formal meetings are arranged between parent and teacher during Term 1 and Term 3.

Harassment Policy

Aim/Rationale

Harassment in the workplace must be taken seriously as it can affect the health and wellbeing of all adults and children at the preschool. We at the Northern Nursery School believe that any adult, whilst at the preschool, should feel safe and be able to interact in an environment that is free from any type of harassment, whether it is sexual, verbal, physical, psychological or emotional.

We all have a responsibility to provide an environment for adults that is free from any type of harassment and to be aware of, and think about, the language and actions we use.

Procedure

Harassment can be:

- a remark, gesture or joke that is sexually suggestive, personally offensive or gender-specific
- making offensive negative remarks about an adult’s gender or physical appearance or intellect
- deliberate or unwanted touching
- displaying offensive pictures
- something that causes offence (whether it was meant to cause offence or not)
- committed on a single occasion, but can also happen over a period of time
- committed by any adult whilst at the preschool.

If, whilst at the preschool, any adult feels that they are being harassed in any way, they should tell the Director (Nominated Supervisor) or Assistant Director or a representative from the Management Committee immediately. The issue can then be addressed to prevent it from happening again.
The first step, if the offended adult were comfortable in doing so, would be to speak directly to the offender and inform them that the harassment is unwelcome and that it needs to stop. It is also appropriate to mention the preschool’s Harassment Policy.

The conversation can be held in private or with the Director (Nominated Supervisor) as a third party, if that seems appropriate.

The offended person should also keep a dated record of the incident and the action taken, in case it recurs.

If the harassment is of a more serious nature or if it is ongoing, or if the offended person is not satisfied, the Director (Nominated Supervisor) must inform the Management Committee. A meeting between the offended person, the Director and representatives from the Management Committee will be arranged immediately to address the situation and work out a plan of action to ensure the offensive behaviour stops. A further meeting will be arranged with the person who was found to be offensive, to make them aware of the seriousness of the situation.

All meetings concerning any harassment are to be documented, dated and signed by all parties concerned and kept on the relevant staff member’s file, or if it concerns other adults, a file will be established by the Director (Nominated Supervisor).

The offended person can, if the incident is of a very serious nature that threatens their safety, contact and report the incident(s) to the police.

**Review**

The review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

Last reviewed: 2013  Date for next review: 2015
National Quality Framework Policy

Aim

Our service participates in the National Quality Framework (NQF). The service aims is to provide the highest quality education and care available across all areas.

Who is affected by this policy?

- Educators
- Families
- Child
- Management
- Visitors

Implementation

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

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

The Northern Nursery School will ensure that all educators and the Management Committee are informed about current practices and requirements in the NQF process by attending appropriate in-service/training, accessing any other publications and information about the accreditation process that may be of benefit – including those published by ACECQA.

Educators will involve parents, families and the Management Committee in each stage to seek their input and views into practices and care at the preschool – this includes having parent input into policy reviews, parent meetings and providing updates in newsletters about the preschool’s current stage in the process.

The seven standards under the NQS are –

1. Educational program and practice (Early years Learning Framework, EYLF – 5 Learning Outcomes)
2. Children’s health and safety
3. Physical environment
4. Educators arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Leadership and service management

The Ratings are as follows –

- Excellent
- Exceeding National Quality Standard
- Meeting National Quality Standard
- Working towards National Quality Standard
- Significant improvement required.
We will access regular updates on the ACECQA website – www.acecqa.gov.au

Sources
National Quality Standard
Early Years Learning Framework
Education and Care Services National Regulations 2011

Review
The review will be conducted by:
- Management
- Employees
- Families
- Interested Parties

Reviewed: 2013 Date for next review: 2015
Parental Interaction and Involvement in the Preschool

NQF

<table>
<thead>
<tr>
<th>QA6</th>
<th>6.1.2</th>
<th>Families have opportunities to be involved in the service and contribute to service decisions.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6.1.3</td>
<td>Current information about the service is available to families</td>
</tr>
<tr>
<td></td>
<td>6.2.1</td>
<td>The expertise of families is recognised and they share in decision making about their child’s learning and wellbeing.</td>
</tr>
<tr>
<td></td>
<td>6.2.2</td>
<td>Current information is available to families about community services and resources to support parenting and family wellbeing.</td>
</tr>
<tr>
<td></td>
<td>6.3.4</td>
<td>The services builds relationships and engages with their local community</td>
</tr>
</tbody>
</table>

| QA7 | 7.3.4 | Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner. |

National Regulations

| Regs | 157 | Access For Parents |

**Aim**

Communications between family members and Northern Nursery School are considered crucial for a child to reach their full development. Therefore, we aim to provide an environment where there is a strong emphasis on family/preschool communication to allow consistency and continuity between the home and the preschool environment. By encouraging family members to be involved in the preschool, we aim to provide a service that best meets the needs of our children and our community.

**Implementation**

**Parent Communication**

The relationship between families and educators form the basis of the strong foundations of NNS and parents are encouraged and included in all aspects of the preschool. These relationships/friendships are built over time from appreciation, respect and trust and enrich and strengthen the experiences of everyone involved, especially the children.

We do not view children as separate from parents but, rather, interlinked. Parents can help educators increase their understanding of their child(ren) and support them in the education and care for children. In turn, educators can help parents increase their competence and confidence in themselves as well as their pleasure in and understanding of their child(ren).

Northern Nursery School aims to provide as many outlets as possible for family/service communication. These include:

- Face to face conversation every day.
- A take home sheet each week about the focus of children’s learning.
- Regular communication through emails.
- A termly newsletter which will be emailed to all families and hard copies will be available at the preschool.
- End of Term pedagogical documentation about your child that will be kept in their portfolios that include their interests and development in the 5 key Learning Areas in the Early Years Learning Framework.
- Your child's portfolio will go home at the end of Term 1 and 2, so families can add to it. These must be returned at the beginning of the next term.
- A community notice board displaying upcoming events and notices.
- Two formal parent/teacher meetings a year, one in Term 1 and the other in Term 3.
- Regular informal meetings with parents and the opportunity to plan extra formal meetings if necessary.
• A Suggestions Box in the foyer where parents can anonymously (or give their names if desired) make suggestions to improve the service.

• Annual surveys regarding the preschool's philosophy and curriculum and you and your children feel about the preschool. This leads to affirmation of our approach and a quality improvement plan.

• Each family will be allocated a communication file where private correspondence between educators, the nominated supervisor or approved provider and the family can take place.

If necessary, staff have support and access to translation services to provide this information for non-English speaking families.

Parental and Family Involvement

We welcome parents to be a part of our daily program. This may be where you join the group your child is part of and spend time working with the educators to extend and challenge the children in following their interests. It could also be where you share an activity or experience with the children, like cooking, singing, craft, reading stories and so much more. If you would like to be involved more formally, then the Management Committee or the Social Club or Room Parents roles may suit you.

• Families are welcome to visit at any time of the day.

• Families are welcome to take responsibility for preparing the trays for morning tea in with their children and cleaning up afterwards

• Families are encouraged to make suggestions and offer critique on our program, philosophy, and management.

• Families are encouraged to share aspects of their culture with the educators and children as well as appropriate experiences.

• Families are invited to participate in the preschool's daily routine by helping out with activities such as craft and special activities.

• A parent Management Committee will be established to set goals for the service, help write and implement policies and help to meet aims of the NQF Assessment process.

• Minutes of regular staff/parents meetings will be kept.

Management Committee

Parents volunteer to be on our Management Committee, which is a regulatory requirement to operate the preschool. See Management Committee policy.

Social Club and Fundraising

At the beginning of each year parents volunteer to be on our Social Club, this is the spearhead for fundraising at the preschool. We rely on families to get involved in organising our main fundraiser, where we raise money to buy specific and special items, equipment or resources to increase our potential to extend on children learning and their environment. In getting involved, parents make long-term friendships as well as contribute enormously to the quality of our environment and resources that we can offer children and families.

Room Parents

At the beginning of each year parents nominate to be Room Parents. Usually each room will have 3 room parents.

Room parents play a pivotal role in bringing their families together within each room by organising social functions, play dates at the park, coffee mornings, dinners, encouraging other families to get more involved as in helping out with the morning tea, supporting their educators by spreading the word when help is needed and generally getting to know the NNS very well. Our success in the work we do with the children that attend NNS is enhanced by the close relationships we have with our families. In getting involved, parents make long-term friendships as well as contribute enormously to the community feeling within NNS. It is a very rewarding and worthwhile endeavour.

All 3 groups above make an essential contribution to the wellbeing and ongoing viability of our preschool and in turn find it a very rewarding and worthwhile endeavour.

Open Doors
Our Service can be accessed at any time for parental inspection.

Please come and see how we help your child develop and grow.

Entry by you any time shows that we are happy for you to see our practices at any time of the day.

Never leave your child in a Service unless you feel 100% competent in their ability to provide for your child.

Don't hesitate to ask us any questions about your child, their development or our philosophy and policies.

Our preschool is proud of the quality of care we provide.

Our educators are qualified, trained, experienced and talented.

Rather than take our word for this

See for yourselves!

Parent Grievances

Aim/Rationale

To ensure there are avenues for parents to express issues so that they can be discussed and resolved to everyone’s satisfaction, in order that the community spirit and relationship between parents and the Northern Nursery School remains positive and strong.

We aim to achieve an effective complaints and grievance management system, which confirms to educators, staff members, families and the community that complaints and grievances are taken seriously and investigated promptly and thoroughly.

• All matters concerning parents are ideally dealt with directly with the Director (nominated supervisor). If concerns cannot be resolved at this level, the Management Committee can be approached in one of two ways:
  • Any parent may ask the Director (nominated supervisor) to take up any issue with the Management Committee.
  • Any parent may approach the Chairperson and ask that a matter be taken to the Management Committee. The Chairperson will take the matter up with the Director (nominated supervisor) and then the Committee when appropriate.

Parents can contact the following two departments for advice on any issues that they may have about the preschool.

Department Of Education and Community Services 1800 619113

Procedures

Any parent/guardian with a concern or complaint in relation to the running of our preschool either in administration or child interaction should do the following:

• Voice their complaint or concern with the Director (nominated supervisor)
• Write their complaint or concern addressing it to the Director (nominated supervisor). You will receive a personal response unless you have chosen to be anonymous.
• Parents can speak to any member of staff about a specific complaint or concern. Staff will put steps in place to address your concern or complaint as quickly as possible. However, staff do reserve the right to have the complaint put in writing.

• If a preschool-wide problem has been brought to our attention, all families and staff will be informed of the contents of your complaint but not your name.

• The preschool will use the Grievance Form and attach any written documents from the parent, to ensure that the grievance is followed through and sufficiently investigated in a timely fashion.

• The Director will immediately inform the Chairperson in writing, dated, and arrange for a meeting which will include the Director, the Chairperson and one other appropriate staff member to discuss the grievance and formulate a written plan. Notes of this discussion will be dated and signed by all present and kept in the Grievance file.

• At this point the procedure that is taken will depend on the circumstances and may include one or more of the following:
  - Discussion at MC level
  - Discussion at staff level
  - Meeting with the family/families
  - Referral to DECS
  - Amendment to policies and procedures if required

**Sources**

National Quality Standard

Education and Care Services National Regulations


**Review**

- Management
- Employees
- Parents/Families
- Interested Parties

Reviewed: 2013    Date for next review: 2015
Policy and Procedure Review Policy

NQS

<table>
<thead>
<tr>
<th>QA4</th>
<th>4.2</th>
<th>Educators, co-ordinators and educators are respectful and ethical.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.2.1</td>
<td>Professional standards guide practice, interactions and relationships.</td>
</tr>
<tr>
<td></td>
<td>4.2.2</td>
<td>Educators, co-ordinators and educators work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.</td>
</tr>
<tr>
<td></td>
<td>4.2.3</td>
<td>Interactions convey mutual respect, equity and recognition of each other’s strengths and skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QA7</th>
<th>7.2.3</th>
<th>An effective self-assessment and quality improvement process is in place.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7.3.2</td>
<td>Administrative systems are established and maintained to ensure the effective operation of the service.</td>
</tr>
<tr>
<td></td>
<td>7.3.5</td>
<td>Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.</td>
</tr>
</tbody>
</table>

National Regulations

<table>
<thead>
<tr>
<th>Regs</th>
<th>31</th>
<th>Condition on service approval - quality improvement plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>55-56</td>
<td>Quality improvement plans</td>
</tr>
<tr>
<td></td>
<td>168</td>
<td>Education and care service must have policies and procedures</td>
</tr>
<tr>
<td></td>
<td>170</td>
<td>Policies and procedures to be followed</td>
</tr>
<tr>
<td></td>
<td>171</td>
<td>Policies and procedures to be kept available</td>
</tr>
<tr>
<td></td>
<td>172</td>
<td>Notification of change to policies or procedures affecting ability of family to utilise service</td>
</tr>
</tbody>
</table>

Aim/Ratio

As a part of our commitment to the National Quality Framework (NQF), Northern Nursery School will regularly review our policies and procedures to ensure excellence and compliance. Our review processes also provides an important opportunity for families to offer their valuable input into the practices at the preschool and how best to meet the needs of each child being educated and cared for.

Our governing Acts and Regulations and the Philosophy of the Northern Nursery School guides it’s policies, procedures and practices..

It is the responsibility of the Management Committee and Director (Nominated Supervisor) to ensure that all the relevant policies are in place, and that staff and families have the opportunity to be involved in their development and ongoing updating and evaluation.

Who is affected by this policy?

- Child
- Educators
- Families
- Management

Implementation

- All policies and procedures will be made available to families during the enrolment and orientation period for their child.
- Educators will notify families of how to access policies and procedures on the website and where they are located as a hard copy in the preschool.
- Our educators will ensure that all policies and procedures are reviewed as often as required. This gives both families and educators opportunities to suggest elements that need to be improved.
- For educators and management this will occur:
  o At educators meetings.
At the policy review points in the foyer
- Overall review plan organised by the Management Committee and the Director, and as required.
- In family meetings.

- For families this will occur:
  - Via newsletters.
  - At the policy review point.
  - At parent/educators meeting.

- However, at any time of the year educators and family members are invited to enquire and have input into the policies and procedures.

- All policies will be signed, sourced and dated at each review and educators will continuously seek out relevant information to provide the best possible environment.

- All stakeholders at the preschool must be informed of any changes to policies. This will occur in writing and be provided to families, educators, the Management Committee and any other relevant individuals.

- The preschool will ensure that parents of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have a significant impact on—
  - the preschool's provision of education and care to any child enrolled at the service; or
  - (b) the family's ability to utilise the service

**Sources**

Education and Care Services National Regulations 2011

National Quality Standard

**Review**

The review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

Reviewed: 2013 Date for next review: 2015
Privacy and Confidentiality Policy

NQS

<table>
<thead>
<tr>
<th>QA4</th>
<th>4.2.1</th>
<th>Professional standards guide practice, interactions and relationships.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.2.3</td>
<td>Interactions convey mutual respect, equity and recognition of each other’s strengths and skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QA5</th>
<th>5.2.3</th>
<th>The dignity and the rights of every child are maintained at all times</th>
</tr>
</thead>
<tbody>
<tr>
<td>QA6</td>
<td>6.1</td>
<td>Respectful supportive relationships are developed and maintained</td>
</tr>
<tr>
<td>QA7</td>
<td>7.1.1</td>
<td>Appropriate governance arrangements are in place to manage the service</td>
</tr>
</tbody>
</table>

National Regulations

<table>
<thead>
<tr>
<th>Regs</th>
<th>181</th>
<th>Confidentiality of records kept by approved provider</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>181-184</td>
<td>Confidentiality and storage of records</td>
</tr>
</tbody>
</table>

This policy is to address the issues of privacy and confidentiality of children, educators, volunteer workers and parents using Northern Nursery School. It aims to protect the privacy and confidentiality by ensuring that all records and information about individual children, families, educators and management are kept in a secure place and are only accessed by or disclosed to those people who need the information to fulfil their responsibilities at the service or have a legal right to know.

Who is affected by this policy?
- Child
- Families
- Educators
- Management

Implementation

National Privacy Principles

The National Privacy Principles are as follows:

NPP 1: collection

Describes what an organisation should do when collecting personal information, including what they can collect, collecting from third parties and, generally, what they should tell individuals about the collection.

NPP 2: use and disclosure

Outlines how organisations may use and disclose individuals' personal information. If certain conditions are met, an organisation does not always need an individual's consent to use and disclose personal information. There are rules about direct marketing.

NPPs 3 & 4: information quality and security

An organisation must take steps to ensure the personal information it holds is accurate and up-to-date, and is kept secure from unauthorised use or access.

NPP 5: openness

An organisation must have a policy on how it manages personal information, and make it available to anyone who asks for it.

NPP 6: access and correction
Gives individuals a general right of access to their personal information, and the right to have that information corrected if it is inaccurate, incomplete or out-of-date.

**NPP 7: identifiers**
Generally prevents an organisation from adopting an Australian Government identifier for an individual (e.g. Medicare numbers) as its own.

**NPP 8: anonymity**
Where possible, organisations must give individuals the opportunity to do business with them without the individual having to identify themselves.

**NPP 9: trans-border data flows**
Outlines how organisations should protect personal information that they transfer outside Australia.

**NPP 10: sensitive information**
Sensitive information includes information such as health, racial or ethnic background, or criminal record. Higher standards apply to the handling of sensitive information.

**Preschool Privacy Guidelines**

- Personal information will only be collected in so far as it relates to the preschool’s activities and functions, and in line with relevant legislation. (National Privacy Principle 1.1 - Privacy Act 1988.)

- Collection of personal information will be lawful, fair, reasonable and unobtrusive. (National Privacy Principle 1.2 - Privacy Act 1988.)

- Individuals who provide personal information will be advised of:
  - 1. the name and contact details of the preschool
  - 2. the fact that they are able to gain access to their information
  - 3. why the information is collected; the organisations to which the information may be disclosed
  - 4. any law that requires the particular information to be collected
  - 5. the main consequences for not providing the required information. (National Privacy Principle 1.3 – Privacy Act 1988)

- The use or disclosure of personal information will only be for its original collected purpose, unless the individual consents or unless it is needed to prevent a health threat, or is required or authorised under law. (National Privacy Principle 2.1 – Privacy Act 1988).

- The preschool will take steps to ensure the personal information collected, used or disclosed, is accurate, complete and up to date. Parents will be required to update their enrolment details annually, or whenever they experience a change in circumstances. Computer records will be updated as soon as new information is provided. (National Privacy Principle 3 – Privacy Act 1988).

- Personal information will be kept in a secure and confidential way, and destroyed by shredding or incineration, when no longer needed. (National Privacy Principle 4 – Privacy Act 1988).

- Individuals will be provided with access to their personal information and may request that their information be up-dated or changed where it is not current or correct. (National Privacy Principle 6 – Privacy Act 1988).

- Individuals wishing to access their personal information must make written application to the Director (Nominated Supervisor), who will arrange an appropriate time for this to occur. The Director will protect the security of the information by checking the identity of the applicant, and ensuring someone is with them while they access the information to ensure the information is not changed or removed without the Director’s knowledge.

- The Director (Nominated Supervisor) will deal with privacy complaints promptly and in a consistent manner, following the preschool’s Grievance Procedures. Where the aggrieved person is dissatisfied after going through the grievance process, they may appeal in writing to

- The Director of Complaints, Office of the Federal Privacy Commission, GPO Box 5218, Sydney NSW 1042,

• Every staff member and the Management Committee will be informed of the guidelines detailing:
  o What information is to be kept confidential and why
  o What confidential information they may have access to in order to fulfil their responsibilities and how this information may be accessed.
  o Who has a legal right to know what information?
  o Where and how the confidential information should be stored.

• Every enrolling parent/guardian is provided with clear information about:
  o What personal information is kept, and why.
  o Any legal authority to collect personal information.
  o Third parties to whom the service discloses such information as a usual practice.

• Confidential conversations that educators have with parents, or the Director (Nominated Supervisor) has with educators will be conducted in a quiet area away from other children, parents and educators. Such conversations may be minuted and stored in a confidential folder.

• Personnel forms and employee information will be stored securely. (Workplace Relations Act 1996).

• Applicants, students or volunteers will be informed that their personal information is being kept, for what reason, for how long, and how it will be destroyed at the end of the time period.

• Applicants will be asked for their consent before their references are checked. Unsuccessful applicants will be advised of when and how their personal information will be destroyed.

• Information about educators kept by the preschool will only be accessed by the Director (Nominated Supervisor) or with the permission of the Director (Nominated Supervisor). (Workplace Relations Act 1996.)

• All matters discussed at Management Committee meetings will be treated as confidential. (Privacy Act 1988.)

• No educator may give information or evidence on matters relating to children, their families, other staff or matters concerning themselves that are confidential to anyone, unless prior written approval by the Director and the responsible parent/guardian, staff member is obtained. Exceptions may apply regarding information about children when subpoenaed to appear before a court of law. Notwithstanding these requirements, confidential information concerning day to day practice and children’s health and development may be exchanged in the normal course of work with other educators at the preschool and may be given to the Director or Chair of the Management Committee, when this is reasonably needed for the proper operation of the preschool and the wellbeing of users and educators. (Privacy Act 1988).

• Reports, notes and observations about children must be accurate and free from biased comments and negative labelling of children.

• Educators will protect the privacy and confidentiality of other educators by not relating personal information about another educator to anyone either within or outside the preschool, unless it affects the wellbeing of children, families and the preschool ,and then only to the Director.

• Students/people on work experience/volunteers will be told on induction not make educators/children or families at the preschool, an object for discussion outside of the preschool (e.g. college, school, home etc.). Nor will they at any time use family names in recorded or tutorial information.

• Students/people on work experience/volunteers will only use information gained from the preschool upon receiving written approval from the Director (Nominated Supervisor) to use and/or divulge such information, and will never use or divulge the names of persons.

**Confidentiality Procedures**

• All information about individuals at the preschool is kept confidential

• Access to written information, e.g. records of children’s development and personal information, will be restricted and will only be available to the family, relevant educators and any person authorised by law to inspect the records.

• Any verbal information relating to the above will also be confidential. Educators are aware of their legal responsibilities in maintaining confidentiality.
• Educators will only talk to parents about their child and any relevant information concerning their child’s development. They will not discuss confidential information about a specific child or their family with other families.

• All written, confidential information kept at the preschool will be stored in a dry, safe and secure/locked cupboard/storeroom.

• Archived files will be stored in a locked storeroom for the appropriate length of time (see Retention of Records policy).

• Educators will keep confidential all other educators’ and parents’ personal information and will not disclose this information to parents unless permission has been given.


• In addition, the Management Committee will respect confidentiality of information regarding families and children at the preschool. Any matter regarding children of the preschool and their families that must be taken to a Management Committee meeting for discussion and resolution will contain the minimum of personal details and must be treated with the highest levels of confidentiality.

• Management Committee members will ensure that any discussions regarding other members of the Northern Nursery School or the staff of the Northern Nursery School will be treated with the utmost confidentiality.

Sources

National Quality Standard

Education and Care Services National Regulation

Privacy Act 1988

Information Privacy Principles as stipulated in the Privacy Act 1988

United Nations Convention of the Rights of a Child

Freedom of Information Act 1989

Review

The review will be conducted by:

• Management
• Employees
• Families
• Interested Parties

Reviewed: 2013 Date for next review: 2015
**Record Keeping and Retention Policy**

**National Regulations**

<table>
<thead>
<tr>
<th>Regs</th>
<th>Quality improvement plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>55</td>
<td>Application of Division 4</td>
</tr>
<tr>
<td>125</td>
<td>Centre-based services – general educator qualifications</td>
</tr>
<tr>
<td>126</td>
<td>Staff Record – Nominated Supervisor</td>
</tr>
<tr>
<td>146</td>
<td>Staff record – Staff Members</td>
</tr>
<tr>
<td>147</td>
<td>Children’s attendance record is to be kept by approved provider</td>
</tr>
<tr>
<td>158</td>
<td>Authorisations to be kept in enrolment record</td>
</tr>
<tr>
<td>161</td>
<td>Health information to be kept in enrolment record</td>
</tr>
<tr>
<td>166</td>
<td>Record of service’s compliance</td>
</tr>
<tr>
<td>173</td>
<td>Prescribed information to be displayed</td>
</tr>
<tr>
<td>177</td>
<td>Prescribed enrolment and other documents to be kept by approved provider</td>
</tr>
<tr>
<td>180</td>
<td>Evidence of prescribed insurance</td>
</tr>
<tr>
<td>181</td>
<td>Confidentiality of records kept by approved provider</td>
</tr>
<tr>
<td>183</td>
<td>Storage of records and other documents</td>
</tr>
<tr>
<td>184</td>
<td>Storage of records after service approval transferred</td>
</tr>
</tbody>
</table>

To ensure that Northern Nursery School maintains appropriate records in line with our regulatory requirements.

**Who is affected by this policy?**

- Children
- Families
- Educators

**Implementation**

The Director (Nominated Supervisor) will ensure that all records are kept up to date and in a safe and secure place.

**Records to be Kept in Relation to Staff**

The following records must be kept in relation to the preschool’s Director (Nominated Supervisor):

- The full name, address and date of birth.
- Evidence of any relevant qualifications held by the Director (Nominated Supervisor).
- If applicable, evidence that the Director (Nominated Supervisor) is actively working towards that qualification. If this is the case, the following must be recorded:
  - Proof of enrolment.
Documentary evidence that the Director (Nominated Supervisor) has commenced the course, is making satisfactory progress towards the completion of the course, is meeting the requirements of maintaining the enrolment.

- Evidence of any approved training (including first aid training) completed by the Director.
- If applicable, the identifying number and expiry date of a Working with Children Check (WWCC). (Under new WWCC provisions which commenced 15 June 2013, new employees must apply for a WWCC. Current employees do not need to apply for a new WWCC until 2017.)

The following records must be kept in relation to other staff members:

- The full name, address and date of birth.
- Evidence of any relevant qualifications.
- If applicable, evidence that the staff member is actively working towards that qualification. If this is the case, the following must be recorded:
  - Proof of enrolment.
  - Documentary evidence that the staff member has commenced the course, is making satisfactory progress towards the completion of the course, is meeting the requirements of maintaining the enrolment.
  - For staff members who are working towards the completion of a Diploma level education and care qualification, proof that they hold an approved Certificate III level education and care qualification or has completed the units of study in an approved Certificate III level education and care qualification determined by ACECQA.

- Evidence of any approved training (including first aid training) completed by the staff member.
- If applicable, the identifying number and expiry date of a Working with Children Check (WWCC) or the identifying number and expiry date of their current teacher registration. (Under new WWCC provisions which commenced 15 June 2013, new employees must apply for a WWCC. Current employees do not need to apply for a new WWCC until 2017.)

The following records must be kept in relation to the Educational Leader:

- The name of the educator who is designated at this role.

The following records must be kept in relation to students and volunteers:

- The full name, address and date of birth of each student or volunteer.
- The Director (Nominated supervisor) must also keep a record for each day on which the student or volunteer participates in the service, the date and hours of participation.

The following records must be kept in relation to the Responsible Person/Certified Supervisor:

- The staff record must include the name of the responsible person at the centre-based service for each time that children are being educated and cared for by the service.

The following records will be kept in relation to educators working directly with children:

- The name of each educator.
- The hours that each educator works directly with children- see time sheet and daily check records detailing when not working directly with children.

The following records will be kept in relation to access to early childhood teacher/s:

- The name of each early childhood teacher.
- The hours that each early childhood teacher works directly with children- see time sheet and daily check records detailing when not working directly with children.

**Records Relating to Enrolled Children**

The following records will be kept in relation to enrolled children:

- Documentation relating to child assessments or evaluations for delivery of the education program, including:
  - Assessments of the child’s developmental needs, interests, experiences and participation in the education program.
Assessments of the child’s progress against the outcomes of the educational program.

- **An Incident, Injury, Trauma and Illness Record** (within Incident, Injury, Trauma and Illness Policy), including:
  - Details of any incident in relation to a child or injury receive by a child or trauma to which a child has been subject while being educated and care for by the preschool. The following must be included:
    - The name and age of the child.
    - The circumstances leading to the incident, injury or trauma.
    - The time and date the incident occurred, the injury that was received or the child was subjected to the trauma.
    - Details of any illness which becomes apparent while the child is being educated and care for by the preschool. The following must be included:
      - The name and age of the child.
      - The relevant circumstances surrounding the child becoming ill and any apparent symptoms.
      - The time and date of the apparent onset of the illness.
    - Details of the action taken by the service in relation to any incident, injury, trauma or illness which a child has suffered while being educated and cared for by the service. The following must be included:
      - Any medication administered or first aid provided.
      - Any medical personnel contacted.
      - Details of any incident including
        - The person who witnessed the incident, injury or trauma.
        - The name of any person who the preschool notified or attempted to notify of any incident, injury, trauma or illness which a child has suffered at the preschool and the time and date of the notification and notification attempts.
    - The name and signature of the person making an entry in the record and the time and date that the entry was made.
    - This record must be made as soon as is practicable, but not later than 24 hours after the incident, injury, trauma or onset of illness occurred.

- **A medication record** which includes the following:
  - The name of the child
  - The authorisation to administer medication (including self-administration if applicable) signed by a parent or a person named in the child’s enrolment record as authorised to content to administration of medication.
  - The name of the medication to be administered.
  - The time and date the medication was last administered.
  - The time and date or the circumstance under which the medication should be next administered.
  - The dosage of the medication to be administered.
  - The manner in which the medication is to be administered.
  - If the medication is administered to the child:
    - The dosage that was administered.
    - The manner in which the medication was administered.
  - The name and signature of the person who administered the medication.
  - If another individual is required to check the dosage, the name and signature of that person.

- **A record of attendance for enrolled children**, including:
  - The full name of each child attending the service.
  - The date and time each child arrives and departs.
- The signature of:
  - the person who delivers and collects the child when he or she arrives and departs or
  - the nominated supervisor or educator if the person dropping off or picking up the child is unable to sign.

- Child enrolment records which include the following:
  - The full name, date of birth and address of the child.
  - The name, address and contact details of:
    - Each known parent of the child
    - Any person who is to be notified of any emergency involving the child if any parent of the child cannot be immediately contacted
    - Any person who is an authorised nominee
    - Any person who is authorised to consent to medical treatment of, or to authorise administration of medication to the child.
    - Any person who is authorised to authorise an educator to take the child outside the education and care service premises.
    - Details of any court orders, parenting orders or parenting plans provided to the approved provider relating to powers, duties, responsibilities or authorities of any person in relation to the child or access to the child.
    - Details of any other court orders provided to the approved provider relating to the child’s residence or the child’s contact with a parent or other person.
    - Gender of the child
    - Language used in the child’s home
    - Cultural background of the child and parents (if applicable)
    - Any special considerations for the child (e.g. cultural, religious, dietary requirements or additional needs)
    - Authorisations signed by a parent or a person named in the enrolment record as authorised to consent to the medical treatment of the or nominated supervisor to seek:
      - Medical treatment for the child from a registered medical practitioner, hospital or ambulance service.
      - Transportation of the child by any ambulance service.
    - Authorisation to take the child on local/regular outings.
    - The name, address and telephone number or the child’s registered medical practitioner or medical service.
    - The child’s Medicare number if available.
    - Details of any specific healthcare needs of the child including any medication conditions or allergies including whether the child has been diagnosed as at risk of anaphylaxis, including details of any medical management plan and hard copies of a child’s health record or reports by health professionals if required.
    - Details of any dietary restrictions for the child
    - The immunisation status of the child
    - A copy of the child’s birth certificate

- A record of the preschool’s compliance with the law, including:
  - Details of any amendments of the preschool’s approval made by the Regulatory Authority including:
    - The reason stated by the Regulatory Authority for the amendment.
    - The date on which the amendment took, or takes, effect
    - The date (if any) that the amendment ceases to have effect.
• Details of any suspension of the preschool (other than a voluntary suspension) including:
  • The reason stated by the Regulatory Authority for the suspension.
  • The date on which the suspension took, or takes, effect.
  • The date that the suspension ends.

• Details of any compliance direction or compliance notice issued to the Director (Nominated Supervisor) or Chair of the Management Committee in respect of the preschool, including:
  • The reason stated by the Regulatory Authority for issuing the direction or notice
  • The steps specified in the direction or notice.
  • The date by which the steps specified must be taken.

• This information must not include any information that identifies any person other than the approved provider.

• A record of certified supervisors placed in day to day charge of the education and care service.

The Director (Nominated Supervisor) or Chair of the Management Committee must ensure that the documents referred to above in relation to a child enrolled at the preschool are made available to a parent of the child on request. In line with this, if a parent’s access to the kind of information referred to in this documentation is limited by an order of a court, the Chair of the Management Committee must refer to the court order in relation to the release of information concerning the child to that parent.

The record of compliance referred to above must be available for access on request by any person.

Note: Children’s individual folders (non confidential) will be kept in a specific area in the child’s room so the child’s parent and the teachers can have access to it and are able to add information relevant to the child’s progress and interests at any time during the day.

**Length of Time Records must be Kept**

Northern Nursery School will keep records for the following periods:

- If the record relates to an incident, illness, injury or trauma suffered by a child while being educated and cared for by the preschool, until the child is aged 25 years.
- If the record relates to an incident, illness, injury of trauma suffered by a child that may have occurred following an incident while being educated and cared for by the preschool, until the child is aged 25 years.
- If the record relates to the death of a child while being educated and cared for by the preschool or that may have occurred as a result of an incident while being educated and cared for, until the end of 7 years after the death.
- If the case of any other record relating to a child enrolled at the preschool, until 3 years after the last date on which the child was educated and cared for by the preschool.
- If the record relates to the Management Committee, until the end of 3 years after the last date on which the particular Management Committee operated the preschool.
- If the record relates to the Director (Nominated Supervisor) or staff member of the preschool, until the end of 3 years after the last date on which the Director (Nominated Supervisor) or staff member provided education and care on behalf of the preschool.
- In the case of any other record, 3 years after the date on which the record was made.

**Storage of Records**

Records made by Northern Nursery School will be stored in a safe and secure location for the relevant time periods as set out above and only made accessible to relevant individuals.

If a service is transferred under the law, documents relating to a child must not be transferred without the express consent of the child’s parents.
Confidentiality and Storage of Records

The Management Committee and/or Director (Nominated Supervisor) will ensure that information kept in a record is not divulged or communicated through direct or indirect means to another person other than:

- The extent necessary for the education and care or medical treatment of the child to whom the information relates.
- A parent of the child to whom the information relates, except in the case of information kept in a staff record.
- The Regulatory Authority or an authorised officer.
- As expressly authorised, permitted or required to be given by or under any Act or law.
- With the written consent of the person who provided the information.

Non-current records will be archived and locked away, accessible only to the Management Committee, Director, specific educators and government officials.

Procedure

- Children’s individual portfolios will be kept in a specific area in the child’s room so the child, child’s parent and the educators can have access to it and are able to add information relevant to the child’s progress and interests at any time during the day.
- Non-current records will be archived, accessible only to the Management Committee, Director, specific educators and government officials.
- The number of years the preschool has to keep specific records are as follows:
  - Children’s medication records will be retained for 3 years after the child’s last attendance.
  - Children’s accident and illness records will be kept until the child is 25 years of age.
  - Details of a child’s death whilst at the preschool will be kept for 7 years.

Sources

Privacy Act 1988
Education and Care Services National Regulations 2011
National Quality Standard
NSW Office of the Children’s Guardian

Review

Review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

Reviewed: 2013 Date for next review: 2015
Social Networking Usage for Staff and Families Policy

Aim

To ensure that our preschool, children, educators or families are not compromised on any form of social networking or related website, now and in the future.

Who is affected by this policy?

- Child
- Educators
- Families
- Management

Implementation

A social networking website can be defined as a website used to socialise or communicate. These include but are not limited to Facebook, MySpace and Twitter (including usage on any device such as the internet, mobile telephone or tablet).

Guidance for educators:

- Our stance on social networking websites is that they are for personal use only and should not be accessed while the educator is at work.
- Educators who can access a social networking site via their mobile phones are not to do so during their work hours at the preschool and are not to use their iPads or video phones to take photos/pictures while at the preschool that are not for the purpose of their work.
- No information about what happens at the preschool should be posted on a social networking website, nor should any photos taken at the preschool or on an excursion, be put on a social networking website. If an educator does put photos of a child or children enrolled at the preschool on a social networking website, families will immediately be contacted. If possible, the social networking website will be contacted to delete the photos. The educator will face an inquiry into their actions and possibly face termination of employment.
- Please be aware that social networking websites are not a private means of communication but can be accessed by the public, therefore, it is important not to share private information about preschool families or other educators on social networking websites. Should you do so, the educator will face an inquiry into the situation by the Director (Nominated Supervisor) and any involved party and depending on the severity of the situation face possible termination of employment.
• Should harassment of any kind take place on a social networking site, such as, but not limited to, sexual or verbal harassment, educators will face an inquiry into their actions and depending on the severity of the situation face possible termination of employment.

• This policy also complies with state and national laws regarding social networking websites. Should an educator break the law on a social networking website, such as, but not limited to, defamation, the preschool will contact the police and other relevant authorities.

Guidance for parents:

• Social media is a medium for communication and comments and should be used responsibly.

• Please consider what you say, before you say it - it'll be on the web for a long time

• Please use your discretion and make sure you don't publish written information or photographic images that are connected with the preschool that shouldn't be made public. If you are not sure, ask the Director.

• No photos of the children taken inside the school boundaries may be posted on any Facebook that has been created for the purpose of communication within the 3 and 2 Day groups, this also applies to MySpace, Instagram and Twitter, without prior permission from all parents and the Director.

• Email addresses and contacts of other parents in Northern Nursery School should only be used for internal school communications. They should not be used for commercial reasons or passed on to any third party without prior approval from each parent and the Director.

Sources

National Quality Standard
Education and Care Preschools National Regulations 2011

Review

The review will be conducted by:

• Management
• Employees
• Families
• Interested Parties

Last reviewed: 2013 Date for next review: 2015
**Staffing Arrangements Policy**

**NQS**

<table>
<thead>
<tr>
<th>QA4</th>
<th>4.1.1</th>
<th>Educator-to-child ratios and qualification requirements are maintained at all times.</th>
</tr>
</thead>
<tbody>
<tr>
<td>QA7</td>
<td>7.1.1</td>
<td>Appropriate Governance arrangements are in place to manage the service.</td>
</tr>
</tbody>
</table>

**National Regulations**

Regulations numbered 240 and higher are state or transitional regulations.
<table>
<thead>
<tr>
<th>Reg</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>122</td>
<td>Educators must be working directly with children to be included in ratios</td>
</tr>
<tr>
<td>123</td>
<td>Educator to child ratios—centre-based services</td>
</tr>
<tr>
<td>126</td>
<td>Centre-based services—general educator qualifications</td>
</tr>
<tr>
<td>130</td>
<td>Requirement for early childhood teacher—centre-based services—fewer than 25 approved places</td>
</tr>
<tr>
<td>131</td>
<td>Requirement for early childhood teacher—centre-based services—25 or more approved places but fewer than 25 children</td>
</tr>
<tr>
<td>132</td>
<td>Requirement for early childhood teacher—centre-based services—25 to 59 children</td>
</tr>
<tr>
<td>133</td>
<td>Requirement for early childhood teacher—centre-based services—60 to 80 children</td>
</tr>
<tr>
<td>134</td>
<td>Requirement for early childhood teacher—centre-based services—more than 80 children</td>
</tr>
<tr>
<td>135</td>
<td>Early childhood teacher illness or absence</td>
</tr>
<tr>
<td>136</td>
<td>First aid qualifications</td>
</tr>
<tr>
<td>150</td>
<td>Staff record must include name of responsible person at service each time children being educated and cared for by the service.</td>
</tr>
<tr>
<td>173(2)(c)</td>
<td>Offence not to clearly display name of responsible person in the main entrance</td>
</tr>
<tr>
<td>240</td>
<td>Qualifications for educators—centre-based service applies until 31.12.15</td>
</tr>
<tr>
<td></td>
<td>Applies to reg 126</td>
</tr>
<tr>
<td>241</td>
<td>Persons taken to hold an approved early childhood teaching qualification</td>
</tr>
<tr>
<td>242</td>
<td>Persons taken to be early childhood teachers applies from 1.1.14 to 1.1.16</td>
</tr>
<tr>
<td></td>
<td>Applies to regs 130-134</td>
</tr>
<tr>
<td>243</td>
<td>Persons taken to hold an approved diploma level education and care qualification</td>
</tr>
<tr>
<td>244</td>
<td>Persons taken to hold an approved certificate III level education and care Qualification</td>
</tr>
<tr>
<td>245</td>
<td>Person taken to hold approved first aid qualification.</td>
</tr>
<tr>
<td></td>
<td>Applies until 31.12.12 or qualification expires.</td>
</tr>
<tr>
<td>246</td>
<td>Anaphylaxis training</td>
</tr>
<tr>
<td>247</td>
<td>Asthma management training</td>
</tr>
<tr>
<td>271</td>
<td>Educator to child ratios—children aged 36 months or more but less than 6 years</td>
</tr>
<tr>
<td></td>
<td>Applies to reg 123</td>
</tr>
<tr>
<td>272</td>
<td>Early childhood teachers—children preschool age or under</td>
</tr>
<tr>
<td></td>
<td>Applies to regs 131-134</td>
</tr>
<tr>
<td>275</td>
<td>Educator to child ratio—centre-based service—children aged over 24 months and less than 36 months</td>
</tr>
<tr>
<td></td>
<td>Applies to reg 123 until 31.12.13</td>
</tr>
<tr>
<td>277</td>
<td>Qualifications for educators—centre-based services</td>
</tr>
<tr>
<td></td>
<td>Applies to reg 126 until 1.1.14</td>
</tr>
<tr>
<td>278</td>
<td>Qualifications for primary contact educators</td>
</tr>
<tr>
<td>279</td>
<td>Early childhood teacher—centre-based service—fewer than 30 children</td>
</tr>
<tr>
<td></td>
<td>Applies to regs 130 to 132 until 1.1.14</td>
</tr>
<tr>
<td>283</td>
<td>Early childhood teacher interim policy approval</td>
</tr>
<tr>
<td></td>
<td>Applies to reg 272 until 1.1.13 or expiry of approval</td>
</tr>
</tbody>
</table>
Aim
To ensure that our education and care service is at all times compliant in relation to staff/child ratios and qualified educators.

Who is affected by this policy?
- Children
- Families
- Educators
- Management

Implementation
The Northern Nursery School will maintain compliance to the following:
- Our preschool will nominate a qualified and experienced educator, co-ordinator or other individual as the service’s Educational Leader. This person is responsible to lead the development and implementation of the preschool’s educational programs.
- We will only include educators in the educators to child ratio who are working directly with the children.

Our preschool will maintain compliance to the following in relation to the everyday practicalities of the preschool’s operations:
- Educators’ rostering and routines will at all times make sure enough educators are available for the adequate supervision of children.
- Supervising educators give their attention to the children and not to any other duties.
- At no time will students or volunteers be included in the ratio of adults supervising children.
- Students and volunteers will never be left alone with a child or a group of children.
- A nominated supervisor or certified supervisor will be on the premises at all times when children are being educated or cared for.
- There will be more than one educator present when children are in attendance. No child will at any time be in the care of a sole educator.
- In any situation where adequate supervision of children is threatened, any educators on a meal-break must be prepared to return to duty to supply adequate supervision.
- The Chair of the Management Committee or the Director (Nominated Supervisor) will ensure that regulations in relation to the supervision of children are adhered to.
- Educators supervising outdoors, should position themselves to see as much of the play area as possible.
- One educator should be positioned close to any climbing structures (monkey bars, log, rock wall).
- Any water activity should be closely supervised by an educator at all times.
- Except for necessary discussions or concerns regarding children or matters relating to the preschool, educators will not congregate together in a way that undermines the safety and supervision of children.
- When children are resting or sleeping they will be supervised.
- During hand washing and/or toilet times, children will be supervised in the bathroom area by a permanent educator.
- No child is to be left unattended when eating.
- Our preschool will, when possible and to the best of our ability, make use of a regular pool of relief educators.

Supervision of Preschool
The preschool must have at least one “responsible person” present at all times when caring for and educating children. A responsible person is:
- an approved provider
- a nominated supervisor
• a certified supervisor who is in charge of the daily running of the preschool.

If more than one person at the preschool is a “responsible person”, the preschool will develop a roster to ensure at least one is present whenever children are present.

The name of the responsible person will be clearly displayed in the main entrance of the preschool.

**Educator to Child Ratios**

Our educator to child ratios will always meet the minimum requirements as stated below:

- For children aged over 36 months and less than 6 years the educator to child ratio will be 1 educator to 10 children.
- When an early childhood teacher (ECT) is required to be in attendance at the preschool as per the licensed places of our preschool, that teacher will be counted as an educator at the preschool for the purposes of this regulation.
- If the preschool is required to have access to an ECT for a period of time as per the licensed places, the ECT must be added to the minimum number of educators required for the preschool for that period.

**Early Childhood Teacher (ECT)**

Our preschool will always employ a qualified early childhood teacher (ECT) as per the following minimum requirements:

- Three ECTs must be in attendance at all times that the service is educating and caring for 60 to 79 children preschool aged 6 or under.

In the event of an ECT being sick or absent the preschool will meet the following requirements if the ECT is absent for periods under twelve weeks:

- A person with an approved Diploma level education and care service qualification may be taken as an ECT.
- A person who holds a qualification in primary teaching may be considered an ECT.
- If the period is over 12 weeks, the service will engage another ECT.

An Educator at our preschool is taken to hold an approved early childhood teaching qualification if they meet the following:

- The educator was recognised under the former education and care services law.
- The educator was recognised as an ECT for the purposes of a preschool funding program of any participating jurisdiction.
- An educator who has completed at least 50% of a relevant qualification that would enable them to be qualified as an ECT and is actively working towards the completion of the qualification and holds an approved diploma level education and care qualification can be counted as an ECT.

**Other Educators Qualifications:**

**Diploma Qualification**

Our Educators, other than Early Childhood Teachers, hold a Diploma qualification or A Cert III.

**Child Protection**

The preschool's Nominated Supervisor and Certified Supervisors will have successfully completed a course in child protection that is approved by the NSW Regulatory Authority.

**First Aid Qualifications**

All our educators hold current First Aid Qualifications.

**Anaphylaxis Qualifications**

All our educators hold current Anaphylaxis training.

**Emergency Asthma Management Training**

All our educators hold current Asthma training.
Staffing Employment Policies

The quality of any organisation is defined by the quality and commitment of its educators. The educators at the Northern Nursery School are of the highest calibre and are fundamental to our success. Together they are responsible for ensuring the preschool functions at a consistently high standard for the children and families that attend.

From 21/12/2012, the Northern Nursery School entered into a whole service agreement, known as The Northern Nursery School Whole Centre Employment Agreement 2012.

From that date, the Agreement supersedes any previous awards.

Staffing Employment Agreements

Job Descriptions

These are formulated for each position and reviewed regularly by the relevant educators and the Director (Nominated Supervisor). Educators are expected to be familiar with their job descriptions. This means understanding your role and responsibilities so that you are able to complete all expected tasks. All educators work equally together assuming the responsibilities relevant to their job descriptions. All educators are expected to know and follow the Educator and Management Policy, which includes a Code of Ethics (ECA).

Employment Agreement

All employees enter into an Employment Agreement with the Management Committee. The Employment Agreement clearly states the position being accepted, duties and responsibilities and conditions of employment.

It is the responsibility of both the employee and the employer to understand the salaries and conditions detailed in The Northern Nursery School Whole Centre Employment Agreement 2012.

If an employee feels there is a change/discrepancy in salary, which they do not understand, the matter must be brought first to the attention of the Director (Nominated Supervisor) and the Office Administrator. In the event that the employee is still not satisfied it is the responsibility of the Director to bring the matter to the attention of the Staff Liaison Officer, the Chair and/or Committee.

Employment of Educators

Primary contact educators are employed in accordance with the Department of Education and Community Regulations and Guidelines and in accordance with the responsibilities and duties as outlined in their letter of employment, contract and job description.

All prospective permanent educators will be interviewed by a panel comprising the Director, educators and members of the Management Committee (parent representatives). Applicants will be provided with a job description and be invited to read through the preschool’s staffing policy statement. The successful candidate will be required to hold a current Working with Children police check forms.

All educators are employed after a satisfactory 6-month probationary period has been completed.

In addition to primary contact educators, ancillary staff will be employed – cleaner, handyman, gardener etc. Work, health and safety policies for contractors apply.

Staff Induction

Before a new employee commences their job, the Director (Nominated Supervisor) will:

- Show the new staff member the preschool and introduce them to other staff members, children and families.
- Give the new staff member a copy of the Staff members Handbook.
- Highlight relevant policies including the philosophy.
- Highlight relevant legislation including Work Health and Safety, Equal Opportunity, Confidentiality, Records, and Anti-Discrimination.
- Show new staff members where the Policy and Procedures Manual is along with a copy of the Whole Centre Agreement and advise that they are available at all times.
• Induct and show the new staff member techniques and relevant legislation in regards to Work Health and Safety.
• Provide the new staff member with necessary forms in regards to taxation, superannuation and payment of salary.
• Advise the new staff member about the preschool’s management structure.
• Provide the new staff member with a copy of their Job Description and go through it with them.
• Clarify any questions the new staff member has.
• Allow the staff member to spend some time in their designated room so they can be introduced to other staff members, children and families.

At the end of the new staff member’s first week the Director will meet with the new staff member to further clarify any questions or the job role.

**Working Hours**

All educators work from 8:00am to 3:30pm, except when professional development meetings are held and documentation, filing and room displays need to be completed (educators are responsible for ensuring this happens).

All staff are required to be punctual so that this does not put an unnecessary burden on the others. Part-time educators work the agreed hours stated in their letter of employment.

All staff must sign in and out daily in the sign-in folder kept in the Office. Failure to do so can affect regular processing of your pay.

**Educators’ Development**

The preschool aims to have a workplace that will attract educators, encourage them to stay, gain benefits from their skills and experience and provide appropriate compensation for their work.

All educators will support and build on the philosophy of the preschool. Under the philosophy educators collaborate and make decisions that support and mentor each other using their experience, training and skills to grow, experiment and be themselves, in line with the philosophy of the Northern Nursery School.

The preschool is committed to providing a quality service and recognises the need for all educators to have access to continuing education to keep fresh and absorb new developments within early childhood education.

The educators will be supported by the preschool in enrolment to approved in-service programs, seminars and conferences. Selections of courses are made in relation to each educator’s staff appraisal or interests and are made in consultation with the team leader and/or the Director. Reasonable travel, accommodation and registration expenses will be met by the Committee in accordance with budgetary constraints and expected benefits to the preschool. The personal gains and enrichment derived by the educator attending should be kept in mind and feedback at educators’ meetings is expected.

The Management Committee will budget annually for staff and management development and training. No payment of salary will be made or time in lieu granted for attendance at in-service courses outside working hours.

Educators’ visits to other services are organised annually as part of our educators’ professional development program.

**Professional Development**

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

The Management Committee and the Director (Nominated Supervisor) will ensure that all educators have:

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

New educators will undergo an appraisal process, as will all educators. They will be introduced to this process during orientation. During the first 6 months probationary period, informal and formal appraisals will be undertaken by the
Director and staff member. At the end of the 6 month probationary period the educator will undergo a formal appraisal to assess whether they have successfully completed this period. They will be made aware of their duties and responsibilities and from then on they will have an appraisal every 12 months.

The appraisal meeting will be linked to the educator’s job description and will include the following:

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

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

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

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

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

**Specific Course Requirements**

- All educators must hold a current first aid certificate which is renewed when it becomes necessary.
- Educators must attend Child Protection Training and Development.

**Recognising the Diverse Skills of Educators**

- The preschool will actively celebrate the diverse skills and achievements of our educators using the following methods
  - The Director (Nominated Supervisor) will use Educator Meetings as an opportunity to provide verbal feedback to all educators.
  - Regular verbal communication and appraisal will occur from the Director and Room Leaders with all educators.
  - Positive reinforcement of the achievements of educators will be shared with families and the preschool community through notices and newsletters.
  - The preschool will inform the preschool community about the professional development, training and qualifications of educators throughout their time at the service.
Overpayments

Employees are expected to repay any agreed overpayment should this situation occur and to provide written authority for deductions of the overpayment. Please see The Northern Nursery School Whole Centre Employment Agreement 2012.

Nominated Supervisor

The day-to-day running of the preschool will be the responsibility of the Director (Nominated Supervisor). See the Education and Care Services National Regulations 2011.

Director’s (Nominated Supervisor) Responsibilities

The Director will be responsible for the ongoing day-to-day and financial management and program of the preschool. Responsibilities include: administration, finance, liaison with relevant government bodies and other professionals, mentoring and recruitment of educators, professional development, appraisals and supervision of all educators, educational and curriculum leadership, parent liaison, children’s wellbeing and education, policy and procedure and resource development. The Director is expected to inform the Management Committee of any relevant matters either through the Chair, at management meetings twice a term or as they arise. The Director is required to submit a written report twice a term at the management meeting. The Director reports directly to the Chair of the Management Committee.

First Aid Qualifications and Anaphylaxis and Asthma Training.

All educators must possess a current First Aid Certificate and Anaphylaxis and Asthma Training. The preschool will pay for the training but educators must arrange it in their own time.

Breaks

Educators are entitled to a 30 minute break away from the children. Educators are paid for their break and as such are required to stay on the premises for the duration. The Director (Nominated Supervisor) may use their discretion to allow educators to leave from time to time only when adult/child ratios are maintained. Educators are expected to take their breaks in the staff room or garden away from the children. Staffing across the preschool is carefully organised and breaks are staggered so that children are supervised during these times.

Leave Without Pay

Leave without pay is not an entitlement at the Northern Nursery School. Educators are asked to plan their holidays and activities during the closedown and holiday periods.

Staff may request up to 2 days’ unpaid leave each year, subject to the Director’s approval.

Any request for more than 2 days’ unpaid leave during term time must be made in writing to the Director and the Management Committee, and will be subject to their approval.

Supervision

Careful supervision of the children must be maintained at all times. To avoid accidents and ensure safety, the educators must ensure that proper educator/child ratios are maintained inside and outside and that close and safe supervision is a priority. Educators may only leave the outdoor playground to attend to other duties when adult/child ratios of 1:10 are maintained.

Salaries

The salaries are paid every fortnight by way of direct deposit into the bank account nominated by the employee. Staff are provided with pay slips each fortnight and these document normal pay, sick pay, changes to normal pay and superannuation.
**Sick Leave**

As stated in The Northern Nursery School Whole Centre Employment Agreement 2012. Records are kept in the office and are available for your perusal. Sick leave taken before or after a weekend, or periods of sick leave in excess of one day, requires a doctor’s certificate. A report on sick leave is provided to the Management Committee on request.

**Superannuation**

As stated in the Northern Nursery School Whole Centre Employment Agreement 2012 and in each employee’s wages pay slip each fortnight.

Staff can nominate their own superannuation fund or the preschool will use HESTA.

**Closedown, Holidays and Holiday Pay**

The preschool follows the NSW Government school terms and, therefore, is closed during the school closedown periods between each term. Each employee will be paid during this time and will be required during the closedown periods between Term 1 and Term 4 to prepare their rooms for the following term, or attend training during these periods. The closedown period over December and January is taken as annual leave and there will be two set up days before the start of Term1 each year as stated in the Northern Nursery School Whole Centre Employment Agreement 2012. Annual Leave Loading is paid in December.

**Parental Leave**

Please see details of parental leave in The Northern Nursery School Whole Centre Employment Agreement 2012. Parental leave is available to all full-time and part-time employees.

**Reward Bonus for Long Service**

Northern Nursery School operates a reward structure for long-serving staff. Gross ex-gratia payments of $500, $1000 and $1500 will be paid at thresholds of 5, 10 and 15 years respectively (pro-rata if part-time). This policy was adopted on 20 February 2008 and applies to all thresholds met from that date onwards.

**Emergency Leave**

Emergency leave, with pay, will be granted in the event of bushfire, flood or other natural disaster and at the discretion of the Director and Management Committee.

**Staff Meetings**

All staff are expected to attend the professional development staff meetings which are held fortnightly. Topics for discussion are outlined in the agenda and all staff are expected to contribute to discussions. Topics include such things as our focus on inspiration and approaches from Reggio Emilia, pedagogical documentation, anti-bias and social justice education, issues about children, our environment and Work Health and Safety. Minutes will be taken and part-time staff are expected to take responsibility in reading these and finding out what happened at the meetings. All staff are encouraged to add items for discussion on the agenda by informing the Director before the meeting.

Housekeeping meetings also occur when necessary from 8.15am to 8.45am. Minutes will be taken and part-time staff are expected to take responsibility in reading these and finding out what happened at the meetings. All staff are encouraged to add items for discussion on the agenda by informing the Director before the meeting. Examples of topics are: excursions, events, cleaning, outdoor supervision etc.

Each meeting has a chairperson and minutes are taken. These are kept in the staff meeting folder in the Office.

Staff who are absent from a meeting need to read the minutes. Staff are expected to be proactive in talking with, supporting and mentoring other staff and the Director.

**Staff Communication**

Respectful, thoughtful communication is the key to a healthy team. Staff are expected to comply with the Code of Ethics (ECA) in their relationships with other staff, children and families. Each staff member has a pocket in the staff
room via which other staff members may communicate. Other means of communication are during staff meetings, informal talks and daily discussions. If a staff member has a concern about another staff member they should seek the support of the Director in supporting the other staff member.

**Staff Interaction**

Educators will follow the Staff and Management Policy, which includes the Early Childhood Australia Code of Ethics. This provides guidelines, principles and professional practices in building a nurturing, stable and secure environment by:

- Working in a collaborative and respectful way as part of a team
- Being warm and gentle, kind and caring
- Respecting and valuing children as individuals
- Providing one-on-one attention and positive physical interactions throughout the day
- Modeling appropriate behaviours
- Being consistent and following through
- Clearly communicating with children and staff and taking the time to listen
- Responding to individual children’s needs
- Providing appropriate play experiences that encourage growth and independence
- Ensuring the environment is physically safe and also challenging
- Forming positive relationships with parents and other staff
- Sharing information with parents and other staff about the child on a daily basis

**Attendance at Management Committee Meetings**

The Director (Nominated Supervisor) is required to attend all Management Committee meetings. Other staff members who wish to attend the meetings are encouraged to come along. Any issues you may need to add to the agenda need to be discussed with the Director at least 14 days prior to the meeting, who will then report to the Committee, adding it to the agenda. Due to sensitive issues that may arise, and as confidentiality may need to be maintained, the staff members may be asked to leave the meeting.

**Telephone Calls**

Staff are permitted to make personal local phone calls on their break.

Educators are not to take phone calls or carry mobile phones outside while supervising children, unless it is an emergency.

Educators are encouraged to ask friends and family to call them during their break or non-contact hours, unless it is an emergency.

Educators are to use the phones in their rooms to contact families.

Educators are to inform the other educators in their rooms of their whereabouts at all times, e.g. to the toilet, kitchen, phone etc., when they leave the playground, the room and the preschool.

**Safety**

Under the NSW Work Health and Safety Act 2011, employees have the responsibility to draw their employer’s attention to health hazards at the workplace. The employer has the responsibility, once the problem is raised, to take steps to prevent this hazard from continuing. Please see Work Health and Safety policies in office. Risk and hazard identification forms are located in the Office. Work Health and Safety issues are raised as an agenda item during each staff and Management Committee meeting. Termly audits and daily safety check lists are carried out and issues raised need to be reported. Evaluation of policies is conducted regularly and as required in accordance with Work Health and Safety regulations.
Medication and Accident, injury and illness forms of children are to be written up and signed off by the Director (Nominated Supervisor) and parent.

**General Jobs**

All educators have specific jobs to perform around the preschool, in addition to their other duties. It is expected that educators will use their own initiative when walking around the preschool, as there are always jobs to be done.

**Programming and Development Records**

This ultimately is the responsibility of each team leader to oversee; however, all educators contribute to the documentation process via the children's learning journal, investigations, pedagogical documentation and children's portfolios. The preschool implements a co-construction approach that sees educators and children learning and making meaning together. Our teacher's journal, children's learning journal and children's portfolios are evidence of our program and children's individual developmental. In Term 1 and Term 3, teachers will use a basic skills checklist to see what areas children will need more support in to prepare them for school. This information is shared during the parent teacher meetings in Term 1 and Term 3, so together with parents goals and plans can be made to support the child at home and at preschool.

The educators are required to meet regularly with their room team and other educators (written notes are kept in the teachers reflective journal) to reflect on their documentation, their environment and relationships within the preschool.

See [www.northernnursery.nsw.edu.au](http://www.northernnursery.nsw.edu.au) for more information on our approach and other policies.

**Confidentiality**

Refer to [Privacy and Confidentiality policy](#). Diplomacy and tact are necessary when talking to a parent. If you are unsure of how to approach a situation, discuss it at an educators’ meeting or with the Director.

**Resolution of Disputes between Staff Members and/or the Director (Nominated Supervisor)**

**Aim/Rationale**

A healthy team is essential to the effective and harmonious functioning of the preschool. However, given that our work is largely based on interactions with each other it is not uncommon for issues or conflict to arise from time to time. When handled professionally issues and or conflict can be minimised and resolution can result in better relationships between staff and, therefore, better outcomes for the preschool. Make sure you have open communication in your workplace.

Effective leadership is the key driver on a positive workplace culture. It helps increase staff engagement, retention and performance. You can minimise and resolve conflict in your workplace by:

- encouraging open and professional expression of opinions
- recognising the importance of emotions in conflicts
- listening to what people have to say
- focusing on interests rather than positions and personalities
- making sure you have clear discipline and dispute handling procedures
- including mediation processes in your employees contracts as well as individual disciplinary and dispute resolution procedures.

**Procedure for Dispute Resolution- Anonymous complaints will not be acknowledged.**

Staff members are expected to conduct themselves professionally when dealing with differences of opinion or a dispute and seek direction from the Code of Ethics about appropriate behaviour. All are to be familiar with the expectations of their role and job description within the preschool. The following points outline the steps staff members are required to take to resolve the dispute.

Consider the interaction or series of interactions you have had. Is this an issue that you feel you need to address? Is it possible to empathise with the other person’s position? Is this something that you can let go of or learn to live with? Is the issue or dispute to do with a difference that could be better understood by yourself? How does it relate to your job description and role at the preschool? If it is to do with your required work, it may not be an issue of resolution rather
than one of compliance, e.g. you may not like sweeping the floor or wearing a hat outside but you are required to do so according to a specific policy or your job description.

The following steps will be taken if a staff member wishes to pursue a formal dispute resolution path:

1. If you are unsure, talk to your team leader or the Director (nominated Supervisor). Remember that all conversations must be respectful and focus on the issue at hand rather than the person.

2. If you decide to raise the issue, talk directly to the person involved to resolve the issue between you. Be careful to listen to the other person’s point of view as well as stating your own.

3. If you are unable to resolve the issue you are required to take it to the Director (Nominated Supervisor). The Director will then mediate between the staff members. If the conflict is between the Director and the staff member then the Staff Liaison Officer will mediate. It is expected that a solution would be reached at this stage. If mediation cannot resolve the conflict, it is at this point that documentation commences.

All documentation must be dated, and signed by all parties present at any meeting. Documentation remains on staff members’ files.

4. If still no resolution has been reached, the Director and Staff Liaison Officer mediate between the parties.

5. In the extreme event that the issue is not resolved the Director (Nominated Supervisor), Staff Liaison Officer and Chair of the Management Committee, together with the staff members involved will meet to resolve the issue.

6. If this issue is still not resolved the Director will refer the issue to an independent mediator at the Fair Work Commission.

All those involved must keep all discussions confidential. Discussion of the issue at hand with individuals not directly involved, will result in disciplinary action.

**Staff Liaison Officer (SLO)**

The Staff Liaison Officer is only involved in conflict resolutions when there is extreme conflict. The Staff Liaison Officer may be called in to help mediate a conflict as described above.

The Staff Liaison Officer expects educator to describe what happened at steps 1 to 6 to ensure that the procedure has been correctly followed. If it has not, the educators will be directed to go back and work through these steps.

The Staff Liaison Officer records all discussions, dates and signs them, along with the other parties involved.

In the event that conflict is still not resolved after the educators have gone through steps 1 to 6, the Staff Liaison Officer will mediate between the educators.

The Staff Liaison Officer gives feedback to the Director (Nominated Supervisor) and to the Chair of the Management Committee.

In the event that there is a conflict of interest experienced by the Staff Liaison Officer, the Chair of the Management Committee may step in, in their place.

**Staff Members’ Responsibilities**

When involving the Staff Liaison Officer (SLO) with an issue, staff members have responsibility to assess whether the issue is significant enough to warrant the SLO and Management Committee involvement.

It is expected that, when involving the SLO with a conflict, the procedures 1 to 6 above will have been followed and the staff members will be able to demonstrate this. This means that concerted efforts have been made to resolve the issue and no resolution has been achieved.

Staff members must acknowledge that information provided to the SLO will be discussed with the Director (Nominated Supervisor), and that staff members will be required to substantiate issues or complaints with documentation and possibly discussion with the Director.

Staff members will share responsibility with the SLO and Management Committee to resolve any issue. This includes abiding by the final decision of the group and working towards a solution with the group in a positive and genuine manner.
Managing Unsatisfactory Performance: Discipline and Possible Dismissal

The Northern Nursery School has an expectation that all staff members will demonstrate competence, care, good faith and compliance with instructions, policies and procedures in the performance of their duties at work. This includes at all times respecting the rights and welfare of others.

When a staff member’s work performance or conduct does not meet a satisfactory standard, appropriate action will be taken in a timely manner. The action will comply with relevant legislation and accord with the principles of natural justice and procedural fairness. The action taken will take the form of a performance management process, details of which are described below. The overall aim of the counseling and management procedures is to provide a framework for improved work performance.

Decisions resulting from the performance management process will be made without reference to the employee’s sex, national origin, race, religion, marital status, sexual preference, pregnancy or political conviction.

Grievances and dissatisfactions can take many forms, and there are many types of behaviour or conduct that may constitute unsatisfactory performance. They can include, but not be limited to –

- Unsatisfactory work performance
- Breech of workplace policies, procedures and/or rules
- Unacceptable behaviour or attitude
- Unsatisfactory attendance and/or absenteeism
- Non-compliance with health safety standards
- Personal issues that impact on their performance and/or others involved
- Dishonesty

Managing Work Performance or Conduct – Disciplinary Procedures

In managing unsatisfactory performance, the Director (Nominated Supervisor) and Management Committee must ensure that there is a justifiable reason to take action, with clear evidence regarding the issue. The action taken must be appropriate to the circumstances, and that the matter is handled in a manner that is fair and consistent with previous actions in similar circumstances. The employee must be made fully aware of the standards required.

In cases where an employee’s performance or conduct does not meet satisfactory standards, corrective action will be taken by the Director (Nominated Supervisor). All management/disciplinary procedures require that

- All employees have the right to be judged without bias
- All issues will be investigated fairly, thoroughly and justly
- The standards of conduct and job performance required will be made clear to the employee
- The employee will be given the opportunity to state their case in full
- The employee must be made fully aware of the procedures involved, and of the likely next step in the event that satisfactory performance or conduct is not reached and/or maintained
- The employee involved has the right to representation by a union delegate who can represent them at any interviews or discussions in the disciplinary process. If the employee chooses another support person, the role of the other support person is to provide moral and emotional support, they are not to speak during the interview.
- If a complaint about performance comes from a third party, it will be verified before any action is taken.

An employee must not be terminated for any of the following reasons:

- Temporary absence from work because of illness or injury
- Union membership or participation in activities outside working hours
- Seeking office as, or having acted in the capacity of, a representative of employees
- The filing of a complaint, or participation in proceedings against the preschool involving alleged violations of laws or regulations
- Race, age, sex, religion, marital status, physical or intellectual disability, or sexual preference.
STEP ONE – informal counseling and verbal warning by the Director

Except in extreme cases that require immediate formal action, the first step will involve early and informal action. The Director (Nominated Supervisor) will discuss the issue/s with the employee concerned, with the aim of reaching agreement on what the problem is, and identifying reasons why the problem exists. Strategies to solve the problem will be devised.

Although informal, this step is confidential, and the Director should keep a written record of the counseling session, in the employee’s confidential file. The employee will be informed of this.

STEP TWO - counseling, formal action and issue of first official written warning

- The Director (Nominated Supervisor) will place the Chair of the Management Committee on notice when a grievance procedure is to commence with any staff member. The Chair will be involved in every meeting during the following processes.

- This step should be followed in cases where an employee’s performance or conduct is still considered unsatisfactory, or the matter is such that informal counseling is not considered appropriate.

- The Director (Nominated Supervisor) will arrange an interview with the employee concerned. A support person may accompany the employee at this meeting. Unless the support person is a union representative, they must not act as an advocate.

- At the start of the meeting, the employee must be informed that this is a formal meeting to address work performance issues, and that the procedure is there to ensure they understand the requirements of their job and to find a way forward to improvement. However, if improvement fails to happen, further warnings may be issued, and in a worst case scenario their job may be at risk. During the interview, the Director must explain the work performance or conduct issue to the employee, together with examples, and allow them to respond. The Director and the employee, together, will determine what must happen to improve the employee’s performance. The preschool needs to provide the employee with resources or training to support their change and it is expected the employee will also do all they can to amend the situation. A reasonable time frame for change is jointly decided.

- A written record of the interview is to be made and signed by the Director and the employee will be asked to sign it to and this will be kept in the employee’s confidential file. Although it is good if the employee signs an acknowledgement of the summary, it is not a requirement that they do so. Items in the summary of the meeting need not be changed just because the employee does not agree with them. A First Warning Letter will be issued to the employee, indicating what is expected of the employee and advising of the potential consequences if the agreed improvement does not occur. This letter is also kept in the confidential file.

STEP 3 – counseling, formal action and issue of second official written warning

- Where the employee’s work performance of conduct is still unsatisfactory after the review period, the next step will be a follow up interview between the Director, Chairperson and the employee. The aim is again to determine the cause(s) of lack of improvement and whether there are any extenuating circumstances. The employee is to be advised of their right to have a support person or union delegate present again.

- If there are no extenuating circumstances, the Director will reinforce the standard of behavior required and provide details of where the employee is failing to meet the standards. The Director is to advise the employee of the severity of the situation and of what is likely to happen if the employee’s work performance or conduct fails to improve.

- The details of the interview will again be summarised in a written confidential record and signed by the Director. A second Official Warning Letter will be issued to the employee, and both documents kept in the employee’s confidential file.

STEP 4 – formal action and issue of third and final official written warning

When the work performance or conduct does not improve after the second official warning, the procedure outlined in step 3 is followed again. However, barring extenuating circumstances, the employee will be issued with a third and Final Warning Letter, giving notice of the disciplinary action that may follow should the unsatisfactory work performance or conduct not cease immediately. A copy of the Final Warning Letter and the signed record of interview are to be kept on the employee’s confidential file.

STEP 5 – disciplinary action – dismissal
Where the employee’s performance or conduct does not improve immediately after the final warning, disciplinary action will be taken which could lead to termination.

The Director must obtain the approval of the Chair of the Management Committee before any action is taken in this regard.

In contemplating termination of employment, consideration must be given to the following:

- The reason for dismissal and whether procedural fairness has been exercised
- The individual’s employment history and record
- Whether the dismissal is based on fact and is supported by adequate written warnings
- Whether the employee has had adequate opportunity to prepare a defense or provide an explanation prior to dismissal and that the defense does not alter the circumstances or the reasons for the termination.
- Whether the employee has had the opportunity to seek the assistance of another person or persons in defending themselves against the allegations.
- Whether there should be consultation with the appropriate union representative

If dismissal is the appropriate action, the Chair of the Management Committee and the Director (Nominated Supervisor) will together terminate the services of the employee verbally, and with a confirming letter.

**Misconduct and Summary Dismissal**

The Northern Nursery School will ensure that employees are treated with fairness and consistency in cases involving termination of employment for reasons of misconduct. Decisions concerning involuntary terminations will be made without reference to the employee’s sex, national origin, race, religion, marital status, sexual preference, pregnancy or political conviction.

Summary dismissal relates to an employee committing an act of serious and willful misconduct that is inconsistent with the faithful discharge of their obligations at work and duty of care. It involves the immediate termination of employment without the necessity of the preschool having to give notice as would otherwise be the case. Payment of wages will be made up to the time of dismissal only.

**GROUNDS FOR SUMMARY DISMISSAL**

The following list provides example of offences which are normally regarded as misconduct. They are intended to serve as a guide only:

- Theft, fraud, or deliberate falsification of records
- Deliberate damage to preschool property
- Assault on another person, whether child or adult
- Being under the influence of alcohol or illegal drugs
- Serious negligence which causes unacceptable loss, damage or injury
- Serious act of insubordination
- Disclosure of confidential information
- Proven harassment of any employee whether sexual, racial or in any other form

**LEGAL REQUIREMENTS**

Should conduct occur that gives cause to consider summary dismissal, before a final decision is made, the Director (Nominated Supervisor) must ensure that:

- There is good reason with clear evidence
- It is fair and consistent with previous actions in similar circumstances
- Employees have been made aware of the standards and rules with which they must comply
- That employees are given procedural fairness, an opportunity to state their case in full, and a proper hearing in an objective atmosphere

An employee must not be terminated for any of the following reasons:
• Temporary absence from work because of illness or injury
• Union membership or participation in activities outside working hours
• Seeking office as, or having acted in the capacity of, a representative of employees
• The filing of a complaint, or participation in proceedings against the preschool involving alleged violations of laws or regulations
• Race, age, sex, religion, marital status, physical or intellectual disability, or sexual preference.

PROCEDURES

The following procedures will apply in managing a case of serious misconduct:

On becoming aware of an employee committing an act of serious misconduct, the Director (Nominated Supervisor) must immediately advise the employee that such conduct is unacceptable, that is should cease and an opportunity given for an explanation to be provided.

In an extraordinary case where instant dismissal is considered appropriate, the Director (Nominated Supervisor) must contact at least two members of the Management Committee and immediate action will be taken. All actions must be recorded in writing and appropriate written notification given

Dress Code

All Staff - Professional Dress Code

Staff should firstly realise that they are professionals, and to maintain that professional image to the parents and employer, a code of appropriate dress is expected.

Northern Nursery School staff are required to wear clothing that presents in a professional, smart manner, which is safe and easy to work in, suitable for a preschool setting and the occupation and tasks performed. The policy is based on staff, parent and Management Committee input and investigation of the accepted practice within children’s services, as advised by the peak bodies. It has also been written in consideration of the Work, Health and Safety Act (2011) No10 - Part 2 Health and Safety Duties Subdivision 2/18, What is reasonably practicable, Division 4: Duties of Officers, workers and other persons.

‘Safe and easy’ refers to clothing and adornments which are not hazardous to staff or children, and which do not impair a staff’s ability to perform their duties in being involved in all ranges of activities (sitting on the floor with children, bending over, lifting, reaching up, or being involved in physical activities outside). With sun protection we expect staff to always wear sun screen when outside and cover their shoulders or wear tops with thick straps.

Staff are to appear clean and tidy at all times. Their clothing should not be offensive to others. Staff need to be aware of the wording and logos on all articles of clothing to ensure that they are appropriate to wear.

It is an expectation of all staff to support each other in complying with this policy by kindly pointing out to another staff member if they feel they are in breach of this policy.

Pants

Tailored jeans, pants and the like are preferred. Clean tidy jeans are acceptable however torn jeans and track suits are not considered acceptable. Leggings and Jeggings are allowed but the length of the top/skirt/dress must comply with the minimum length of the skirt/dress code below, (on top of knee cap).

Shorts and Skirts

A minimum length for shorts and skirts is considered to be on the top of the knee cap. Clothing shorter then this is not considered to be acceptable. If wearing leggings or jeggings under a dress or skirt, the above length is still to be adhered to. Skirts and dresses that are tight fitting are not acceptable.

Tops

In maintaining a professional image, staff need to consider the suitability of tops when deciding what to wear. Wide strap singlet tops are acceptable, where underwear is not visible, however spaghetti straps and strapless tops will not be accepted in the work environment, as are low and revealing tops or short tops that expose the midriff.
Footwear

Staff must wear footwear that supports the foot and keeps it safe from harm. Footwear can enclose the foot or fully encase the foot. Shoes can have a flat sole with or without a small heel. Sandals must have a back strap. Thongs and crocs are not allowed. Staff may take their shoes off outdoors to immerse themselves, along with the children, in sensory experiences, but shoes must be worn indoors and when lifting heavy objects. If in doubt a risk assessment must be carried out.

Hats

All staff are to wear hats when outdoors as an example to children and for their own protection – see Sun Policy as in the months of June and July hats are optional due to low UV levels. Staff must provide their own hats to wear at the preschool.

Sun protection

NNS will provide sunscreen for staff use. Staff may wear sunglasses in the outdoor environment however sunglasses with mirrored lens are not permitted. The reason for this is that the children are not able to see your eyes and this can be very ‘off-putting’ to children and other people that staff come in contact with, in the course of their duties.

In the event that any aspect of an educator’s presentation is regarded as a risk to the safe performance of the job, a risk assessment shall be carried out in accordance with Work, Health and Safety Act (2011) No10 policy and procedure.

Non-compliance of this policy can lead to disciplinary procedures being implemented after being spoken to on the 3rd occasion.

Staff Resignation

Resignations shall be made in accordance with The Northern Nursery School Whole Centre Employment Agreement 2012. Notice in writing to the Director (Nominated Supervisor) and the Management Committee must be made.

Assistant Director

In the absence of the Director (the Nominated Supervisor), the Assistant Director (Certified Supervisor) will be responsible for the preschool.

If a situation arises where the Nominated Supervisor is not able to act in the role for an extended period, the Chair of the Management Committee will contact the Department of Education and Community to inform them of the situation and the Assistant Director will be placed in the role until the Nominated Supervisor returns to work, or the position is advertised and a new Nominated Supervisor has been appointed.

Staff Appraisal

The Director (Nominated Supervisor) will be responsible for conducting 360 degree appraisals with all staff on an annual basis. The Director will also provide informal feedback to staff at regular intervals throughout the year. Staff are encouraged to seek advice whenever the need arises and establish regular communication with the Director on the work they are doing.

Change of Address / Telephone

As it is necessary for services to maintain accurate records, the Director/Office Administrator must be immediately notified of any changes of address or telephone number – this means both staff, parents and children attending the preschool.

Staff Absence

Sick leave entitlements are as stated in the Northern Nursery School Limited Whole Centre Employment Agreement Whole Service Agreement 2012.

The employee shall, as soon as is reasonably practicable, inform the Director (Nominated Director) of an inability to attend work and the reasons why this is the case. The employee is requested to ring the Director the night before (if possible) or at 6:45am-7:00am at home, to allow reasonable time to contact relief educators.
The employee is then to inform the Director, as far as possible, of the estimated duration of the absence at some time during the preschool’s hours on the day of absence, so that relief educators can be organised for the duration.

If the leave of absence is on a Friday or a Monday, or after a long weekend or for two days or more, a medical certificate will be required.

**Babysitting**

Educators who make private arrangements to babysit children after work hours may prejudice their workers’ compensation cover for the journey home. If part of the arrangement with the parent is to travel with the children from the preschool to the carer’s home, it might be deemed that the educator is in the employment of that person rather than the Northern Nursery School. This may be important if an accident occurs during the journey from the preschool to the carer’s home.

It is important to maintain confidentiality of all matters and communications within the preschool while babysitting. Failure to do so is a breach of policy and may lead to disciplinary procedures.

**Preschool Files**

All preschool files are confidential and must remain on the premises at all times. If files are required for court action, prior permission must be obtained from the Director (Nominated Supervisor). Information contained in a file is of a confidential nature and must not be disclosed.

**Staff Health**

All employees have a responsibility to care for themselves and to ensure a healthy lifestyle.

All employees will be given written and verbal information on the proper techniques for lifting and bending at the initial induction meeting and at staff meetings when required and are expected to consistently use these techniques.

Staff should adhere to preventative health policies and procedures which reduce the incidence of infection, e.g. washing hands, disposable gloves, etc.

Educators should be encouraged to be fully immunised against:

- Diphtheria
- Tetanus
- Mumps
- Measles
- Polio
- Rubella
- Whooping cough
- Hepatitis B
- Hepatitis A

Educators should refrain from attending work when they are feeling unwell to reduce the risk of spreading infection, or when stress levels reduce their ability to carry out their responsibilities fully.

**Staff Pregnancy**

Female employees who are contemplating pregnancy should be aware of the associated risks of working with young children in a group setting and should discuss these with their doctor.

It is especially important for women of childbearing age to be protected against rubella. Because it is difficult to diagnose, a past history of rubella is unreliable as a guide to immunity, unless proven by a blood test. (Overall, a history of any childhood disease is not always reliable without a blood test.)

**Staff Employment Procedures**

**Aim/Rationale**
The Northern Nursery School is an equal opportunity employer. Northern Nursery school seeks to ensure that a successful applicant:

- is an advocate for children
- is committed to the welfare of children
- is adequately qualified, knowledgeable and experienced in meeting the needs of children and their families.
- is skilled in providing care, education and a safe, supervised environment for children
- is of suitable age, maturity, health and personality and is a fit and proper person to care for children
- meets the selection criteria
- is able to promote NNS philosophy

Procedure

The vacant positions will be advertised in a variety of ways depending on what is appropriate at the time, these include online, local paper or state newspapers, or researched through agencies as determined by the Director and in accordance with DECS regulations.

The selection criteria are listed in the advertisement.

Applications must be received by the due date, addressing the selection criteria and accompanied by two current professional phone referees.

The Selection Panel (SP) consists of the Director, the Staff Liaison Officer representing the Management Committee and an educator. The Director organises the Selection Panel and will collaborate on the questions to be asked.

The Selection Panel represents the staff, parents and Management Committee throughout the process, and maintains confidentiality at all times.

The Selection Panel culls the applications in relation to the selection criteria.

Anyone on the Selection Panel is required to declare any association with a given applicant.

The SP interviews the short listed applicants.

The SP asks a list of common questions reflecting the selection criteria.

The SP makes notes through the interview.

At the end of all the interviews the applicants are discussed and a decision is made to offer the position or readvertise.

Two referee checks are made and, if appropriate, the applicant is offered the position pending successful clearance of criminal record check form.

All applicants are treated equally and without discrimination as in accordance with NNS philosophy and EEO principles.

Applicants are rung to offer them the position and if applicant accepts the position a written offer of employment is sent in the form of a contract, plus the job description, ECA's Code of Ethics, NNS Philosophy and any other relevant material.

The Management Committee is notified of the outcome.

In the case of employing the Director or any case deemed appropriate, the Management Committee can be involved in the entire process.

All staff teachers are employed under The Northern Nursery School Whole Centre Employment Agreement 2012. There is a copy of this in the office and is available on the NNS website.

Employment of Casual Teachers

The Director is responsible for interviewing and employing casual staff, which includes using agency casual staff. Long-term placements are discussed with the Management Committee. It is preferable that casual educators spend time in the preschool before they are employed, to give permanent and casual staff time to get to know each other and
the routines of the preschool. It is also necessary for the casual educators to provide resumes and references and undergo a ‘Working with Children’ police check.

Criminal record checks and reference check procedures apply to all casual staff.

**Staff Protection**

As a result of the changes to the Child Protection Legislation and Amendment Act the following policy has been developed.

These best practice inclusions have been developed to protect staff against allegations from a child/parent/other staff.

- An induction process for all new staff.
- Ongoing training opportunities for staff in child protection.
- Guidelines re the disclosure of notification to the Director and parents.
- Procedure for children left after hours – see Children Left at Preschool after 3.00pm policy.

Other practical guidelines to follow are:

- Two staff being present for viewing and attending to an injury to any area normally covered by a child’s clothing.
- Teachers sitting on the floor or on chairs throughout the day (i.e. not lying on the floor at rest time).
- Always maintaining correct educator/child ratios with at least two staff within sight or sound of each other at all times when caring for children. If this is not possible at rest times during educators’ lunches, always keep the doors open so other educators can see and hear at all times.

**Staff members Returning From Extended Leave**

The Northern Nursery School will work with both the staff member who has been on leave and staff members at the preschool to ensure a smooth return to work. This will be carried out in the following way:

- The returning staff member will, if possible, come in a few days beforehand to reacquaint themselves with the environment and take in any changes.
- The returning staff member will be notified of any policy changes.
- Parents will be notified of the staff member’s return.
- If necessary, staff member’s training and development will be offered.
- If the period is due to an illness, the staff member must produce medical certificates stating they are well enough to return to work.
- If special conditions or considerations are needed, these will be discussed with the Director (Nominated Supervisor) and appropriate plans commenced.

**Volunteers / TAFE / University and High School Students**

The NNS supports and values students and volunteers being part of the program to gain experience and knowledge. There is a benefit in the reciprocal sharing of knowledge and also we believe we have a community responsibility in supporting the education of students and others within a high quality early childhood service.

Students and volunteers are not able to be left alone to supervise or interact with the children must never be left unsupervised by permanent teachers.

**Accident and Injury**

If an employee has an accident or is injured at work they must report this to the Director and fill out a Staff Injury and Incident Form in the office. The Admin staff member will complete a first report for Workers Compensation within 24 hours of the injury or incident happening.

**Study Leave**

Each application for study leave must be for an approved and relevant tertiary course and will be considered on an individual basis. The maximum time for each application will be 3 days and leave without pay will be granted.
Equal Opportunity

While the NNS reserves the right to appoint staff according to current needs, the preschool believes that a balance of male and female staff is preferable to impart the nurturing environment we strive to achieve. Accordingly, where two applicants for a position are deemed to be equally qualified, the balance of male/female employees may determine selection at the time.

References

The Director or Management Committee will give written references or statement of service on the NNS letterhead.

Staff Stress Management Guidelines

If an employee feels stressed in any way they should firstly -

- Approach the Director (Nominated Supervisor) and talk together to see if the situation can be remedied in any way.
- If the staff member feels they are unable to approach the Director, then the employee can approach the Chair of the Management Committee, or if the employee is in the Union, a Union official.
- Accept guidance in how to alleviate the stress.
- Accept opportunities for counselling if recommended.
- With the Director, put in placed a stress management plan appropriate for the circumstances

In relation to staff stress management, the Director (Nominated Supervisor) should -

- The Director will inform the Chair of the Management Committee and WorkCover (if appropriate) about the situation
- Refer employee to counselling as required.
- Monitor and review the effectiveness of stress management plan agreed with the employee.
- Monitor workloads to ensure staff are not overloaded or overwhelmed where possible
- Ensure that bullying and harassment is not taking place.
- Be vigilant for staff suffering personal stress, e.g. a death in the family or separation, and offer additional support.
- Raise any issues in a sensitive manner if they suspect an educator is suffering stress.
- Support the staff member so they are able to return to normal work duties
- If this situation continues, WorkCover and the CCSA’s input will be sought.

In relation to stress leave management the following should occur -

- When a staff member takes stress leave, a medical certificate must be provided (see sick leave policy). The Director (Nominated Supervisor) will identify the cause of this stress and discuss viable options with the staff member and WorkCover and CCSA
- The Director will work with the staff member and other bodies to set up a return to work plan.
- After the staff member returns to work, the Director will continue to monitor and discuss with the staff member their recovery.

Occupational Rehabilitation Program

Aim/Rationale

- To prevent injury and illness by providing a safe and healthy working environment.
- To provide an early safe return to work for workers suffering from work-related injury or illness by using the workplace itself as a vital part of the rehabilitation process.
- Ensuring no dismissal within six months of injury, solely or principally because of that injury, unless permanently unfit to return to work or able to carry out original duties.
- Informing workers of their rights in relation to a Workers’ Compensation Claim.
- Advising employees that participation in rehabilitation is voluntary but non participation may result in reduced weekly benefits.
- Confidentiality of rehabilitation records will be maintained.

**Procedure**

- Work-related injury or illness will be reported to the Director, an accident form completed and a first report sent to Worker’s Compensation.
- The Director will notify the Chairperson of the Management Committee if the injury is serious where treatment is necessary.
- The Director will arrange for the injured worker to be given advice (by Work Cover advisory officers or insurance company) on filling out the workers’ compensation forms, on their rights, obligations, benefits and rehabilitation procedures. The Director will consult with workers and union representatives to ensure that the rehabilitation program operates effectively.
- The Director will ensure that the worker is offered the help of an accredited rehabilitation provider who will be given access to the workplace and, if appropriate, arrange return to work on the advice of the accredited rehabilitation officer or treating doctor. (A list of accredited rehabilitation providers is available from the Work Cover Authority and the injured employee may select one of these).
- When the injured/ill worker is, according to medical opinion, ready to return to work the Director will, in consultation with the rehabilitation provider or treating doctor discuss the duties and responsibilities of the position and provide suitable duties of employment if possible.
- The Director must consult with the injured employee and other workers on the rehabilitation process.
- Rehabilitation disputes that cannot be resolved by mediation in the workplace may be referred to a rehabilitation mediation officer at the Work Cover Authority.

**Sources**

Education and Care Services National Regulations 2011
National Quality Standard

**Review**

Review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

Reviewed: 2013 Date for next review: 2015
Students and Volunteers

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

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

Staff members will -

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

Work experience students and volunteers will -

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

Families will be informed of when work experience students and volunteers are present at the preschool and their role and the time frame they will be spending at the preschool.

An educator will be appointed ‘Student Supervisor’ and this person will be required to arrange time for the student to visit the preschool for a pre placement visit. During this visit the following will occur -

- The student will be times/hours and dates of the placement
- The student will be given a student package
- Take the student on a tour of the preschool
- Introduce the student to the Director, room leader and all other staff members,
- On the student’s, first day, they will inform the educator of all written work they are required to do and provide them with the time sheets and evaluation forms.

Work Experience Students and Volunteers will -

- Inform the Student Supervisor, in writing, of what will be expected of them by their training body, University or School, or any other training organisation.
- Bring in a photo and a short statement addressing the following:
  - Name
  - Time they will be at the preschool
  - What it is they are studying
- Discuss any problems they may be experiencing with the Student Supervisor.
The Team Leader will -

- Communicate with the student and discuss progress of their written work and performance.
- Discuss any issues raised by the student with the student supervisor.

**Fail Procedure -**

If educators feel that the student is at risk of failing their practicum, the following steps are to be taken:

- Team Leader is to alert the student supervisor of any concerns with the student.
- Both the student supervisor and the Team Leader are to discuss these issues with the Student.
- The student supervisor is to arrange with the student's teacher/academic advisor to visit the preschool and discuss those issues that have arisen.
- The student’s education institution will ultimately determine the outcome of the practicum.

**Termination of Practicum -**

Termination of student’s placement will occur if:

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

**Sources**

Education and Care Services National Regulations 2011

National Quality Standard

Early Years Learning Framework


**Review**

The review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

Last reviewed: 2013 Date for next review: 2015
Chemical Spills Policy

NQS

<table>
<thead>
<tr>
<th>QA2</th>
<th>2.3.2</th>
<th>Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.3.3</td>
<td>Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.</td>
</tr>
</tbody>
</table>

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

Regulations

<table>
<thead>
<tr>
<th>Regs</th>
<th>85</th>
<th>Incident, injury, trauma and illness policies and procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>97</td>
<td>Emergency and evacuation procedure</td>
</tr>
<tr>
<td></td>
<td>106</td>
<td>Laundry and hygiene facilities</td>
</tr>
</tbody>
</table>

Aim

To ensure that the preschool does not stock hazardous chemicals on site unless absolutely necessary and all chemicals must have MSDS with the chemicals. Should a chemical be spilled in the preschool, it is cleaned up immediately in a safe manner.

Who is affected by this policy?

- Child
- Parents
- Family
- Educators
- Management
- Visitors
- Volunteers

PROCEDURE

- In our termly work, health and safety audits, make sure all chemicals are kept in a locked cupboard, with a sign highlighting that Hazardous Chemicals are kept in there.
- Remove all unnecessary chemicals and dispose of safely.
- If there is a chemical spill, remove children from the area.
- Contain the spill. Ensure that it is cleaned up thoroughly and promptly.
- Approach with care when cleaning. Some chemicals may lack colour or odours, but may still be dangerous. Never assume a chemical is harmless.
- Identify chemicals and potential hazards by using the appropriate Material Safety Data Sheet.
- Use the manufacturer’s recommendations to clean up the spill appropriately.
- Decontaminate any equipment or clothing associated with the spill.
- Dispose of any equipment should the spill have made it unsafe for further use.
- Reflect on procedures to analyse how this incident occurred and how the incident could be prevented in the future.
Source
Education and Care Services National Regulations 2011
National Quality Standard
Occupational Health and Safety Act 2000
Occupational Health and Safety Regulations 2001

Review
A review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

Last reviewed: 2013 Date for next review: 2015
Emergency Management and Evacuation Policy

NQS

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

National Regulations

<table>
<thead>
<tr>
<th>Regs</th>
<th>Policies and procedures in relation to emergency and evacuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>168(2)(e)</td>
<td>Emergency and evacuation procedures</td>
</tr>
<tr>
<td>97</td>
<td>Telephone or other communication equipment</td>
</tr>
</tbody>
</table>

EYLF

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

Aim

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

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

Emergency Evacuation Procedures and Drills

- Emergency evacuation procedures that are based on the preschool’s floor plans will be prominently displayed in the following locations that are near each exit in every room –
- The preschool will maintain an up-to-date and compact register of emergency telephone numbers that must be taken in an emergency or evacuation that is to be located in the following location –
  - In the office
- Emergency telephone numbers will be displayed prominently throughout the preschool in the following locations, including near telephones or available near mobile phones –
  - In each room
  - In the office
  - Near every exit
- The preschool will ensure educators are provided with training on how to use fire extinguishers, fire blankets and other emergency equipment that must be kept in the following locations –
  - In the kitchen
  - Outside the office
  - In each room
- Fire extinguishers, fire blankets and other emergency equipment will be tested as recommended by the manufacturer by recognised authorities. All tests must be documented.
- Emergency procedures will be discussed with families and regular information will be provided to families. Families will also receive written information from the preschool.
- The Director (Nominated Supervisor) is responsible for ensuring that all staff, including relief educators and staff members, are aware of the preschool’s policies and procedures relating to Emergency Management and Evacuation.
- Informal games and discussions will be used to familiarise children with the preschool’s evacuation and emergency procedures.
Rehearsal Evacuation Drill (Every Term)

- The preschool will add to each child's sense of security, predictability and safety by conducting rehearsal evacuation drills every term. All people present at the preschool during the evacuation drill must participate accordingly.
- Rehearsal evacuation drills must be documented.
- An educator, chosen by the Director (Nominated Supervisor) places a fire symbol for another staff member to find and sounds the alarm (smoke alarm). When the alarm is heard, the children will drop what they are doing and go with an educator to the designated safe area. This safe area is a designated area outside the preschool boundary and is determined by the location of the fire symbol. This procedure is necessary to allow emergency vehicles access without risk to educators or children.
- Our preschool’s emergency and evacuation safe area is located at the grass verge on Congewoi Road.
- A second meeting point will be the park on Congewoi Rd if this is a safer alternative for children and adults.
- Evacuation procedures (below) will be followed

Evacuation Procedures

Role of Educators

- Remain calm
- Delegate someone to raise the fire alarm by continuously blowing a whistle.
- Note: whistles to alert each other to evacuate are situated in each room near the phones, or will be carried around each staff members neck
- Immediately when the alarm sounds, educators will return to the group with which they are working if it is safe to do so. Educators will then assist with the evacuation.
- Educators are to ensure that sign in/out rolls remain in the vicinity of that particular group of children at all times and if evacuation is required that a primary carer collect that roll in the process of evacuating children.
- After the alarm has been raised, group children and evacuate through the nearest exit to the designated safe area.
  - Check small areas
  - Change room/laundry
  - Toilets
  - Sleep room
  - Outdoors and cubby houses
  - Store rooms
  - Behind doors
  - Office staff to check staff room, kitchen and both adult & children’s toilets
- Close doors when leaving
- Each room to take roll, sign in sheets, special medication and first aid back packs
- Primary carer to call roll and settle children.
- Supervise and reassure children.

Assembly

Office staff to assist all rooms where necessary

Any parents on the premises to assist with rooms being evacuated

Gather all children quickly and calmly

- Melaluca – leave by side door & assemble in side area & call roll
- Grevillea – leave by side door & assemble under tree & call roll
Lilly Pilly – leave by side door & assemble near main exit gate & call roll

* Do roll call against sign in and roll book & check time

Points to remember

- React immediately and quickly to the alarm system
- If smoke is present, keep LOW to the ground
- Keep calm. Give clear instructions and reassure the children that they will be safe if they follow the evacuation procedures
- Each staff member will be aware of their responsibilities and job description, which are required during an evacuation
- In the case of an evacuation due to an emergency such as a severe storm or natural disaster, educators will follow the evacuation procedures, or lockdown if this is necessary

Evacuation Point 1

Melaluca, Lilly Pilly & then Grevillea proceed out of ‘main EXIT side gate’ and assemble on grass verge on Congewoi Road

Do second roll call and check time

Keep children safe and calm and wait for further instructions

Evacuation Point 2

If meeting point 1 is inaccessible or unsafe, leave by main entrance of the preschool and proceed to Congewoi Road park.

Do second roll call and check time

Keep children calm and safe and wait for further instructions

Work Health and Safety Officers will return to main exit gates 1) Wyong Road and 2) Congewoi Road to monitor and ensure only emergency services personnel enter.

Director (Nominated Supervisor)’s Role:

- Collect educator sign in book, a phone, emergency contact box and backpack.
- Check toilet, kitchen, playrooms and cot rooms.
- Ring 000 as soon as possible.
- Follow children and other educators to designated area.
- Overseer and check attendances of children, educators, volunteers, families and visitors.
- Supervise and reassure children.
- Report to emergency services team leader any details of evacuation, and if anyone is missing
- Notify the Department of Education and Communities, and the police
- Once the situation is resolved, and/or as soon as it is safe to do so, the Director will communicate via email to all parents, to inform them of the circumstances of the evacuation. Room parents will be contacted, and asked to alert all their families regarding the Director’s email, so they will all have direction on what to do next.
- If the Director is not able to send emails, they will contact Room Parents and ask them to inform parents of the situation, to stay calm, and where to pick up their children.
- Parents and staff will be asked not to contact media regarding the emergency.

Emergency Communication Plan

- At all times, the preschool will have access to a fixed-line telephone, a mobile telephone and internet connectivity via a mobile device such as smart phone, iPad or laptop
- The preschool has a main telephone available at the following location to be used during an emergency –
The office

- If there is a complete loss of electricity and the telephones at the service are not available, a mobile phone will be provided and ready to use at all times to ensure educators can use it to make emergency contact.

**Maintenance of Fire Equipment**

All fire equipment at our centre will be maintained as per the legal standards. Our equipment will be checked as required as per the timeframes below.

| Key |
|------------------|------------------|
| 6 Monthly Inspection Procedure of Fire Safety Installations (F.S.I) | 1. Staff to regularly inspect for obvious visual faults.  
2. Inspect for faults and witness test of F.S.I by a competent person |
| Required Record of Keeping Fire Safety Installations (F.S.I) | R = record of maintenance required, kept in WH&S Compliance Folder in Office  
T = Metal tag on F.S.I 6 monthly service label |

External agencies will be employed to assist the service with this maintenance

**Sources**

- Education and Care Services National Regulations 2011
- National Quality Standard
- Children’s Services Amendment Regulations 2010
- Occupational Health and Safety Act 2000
- Occupational Health and Safety Regulations 2001
- Early Years Learning Framework

**Review**

The review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

Last reviewed: 2013 Date for next review: 2015
Emergency Service Contact Policy

NQS

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

National Regulations

<table>
<thead>
<tr>
<th>Reg</th>
<th>97</th>
<th>Emergency and evacuation procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>98</td>
<td>Telephone or other communication equipment</td>
</tr>
</tbody>
</table>

EYLF

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

Aim

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

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

Implementation

When you call Triple Zero (000)

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

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

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

How to call Triple Zero (000)

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

Assess the situation

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

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

Providing location information
• You will be asked where you are
• 41 Wyong Road Mosman, on the corner of Congewoi Road.
• If calling from a mobile, the operator may ask you for other location information

Instructions from the operator
• The operator may ask you to wait at a pre-arranged meeting point to assist emergency services to locate the incident. It is likely to be our evacuation point, the grass verge on Congewoi Road or the park on Congewoi Rd depending on the emergency.

Other languages and text based services
• People with a speech or hearing impairment can use the One Zero Six (106) text based service

Other things you can do
• Keep the Triple Zero (000) number beside telephones
• Teach children and visitors that the emergency number to call in Australia is Triple Zero (000)

Sources
Education and Care Services National Regulations 2011
National Quality Standard
Australian Government, Attorney General’s Department, Australian Emergency Management
Early Years Learning Framework

Review
The review will be conducted by:
• Management
• Employees
• Families
• Interested Parties

Last reviewed: 2013 Date for next review: 2015
Lockdown Policy

NQS

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

National Regulations

<table>
<thead>
<tr>
<th>Reg</th>
<th>168(2)(e)</th>
<th>Policies and procedures in relation to emergency and evacuation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>97</td>
<td>Emergency and evacuation procedures</td>
</tr>
<tr>
<td></td>
<td>98</td>
<td>Telephone or other communication equipment</td>
</tr>
</tbody>
</table>

Aim

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

Implementation

Examples of such critical incidents are:

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

Initial Notification

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

- The educator who witnesses the event or issue must try to raise an alarm with the Director (Nominated Supervisor), or the most senior person in charge.
- 000 must be called immediately if the event or issue requires the police, ambulance or fire service to respond.
- The most senior person in charge will determine the need for a “Lock Down” and raise the appropriate alarm, which is to inform everyone ‘Reggio Emilia is on the phone’.

Alarm Procedure

- The most senior person in charge will go from area to area saying ‘Reggio Emilia is on the phone’.
- This will trigger staff to go into LOCKDOWN PROCEDURES.

Movement of Children and Educators

- All persons will remain in their rooms.
- If possible, educators will make efforts to seal and lock classroom doors and windows.
- Children should remain down low and out of sight during the lockdown period.
- If children are outside, educators should get them inside as quickly as possible even if they are not from their room.
- A Roll call must be quietly completed to make sure all children are accounted for. If a child is not in their rooms staff must immediately let the Director, or most senior person know.
- Staff may need to use the internal phone system to communicate information.

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

**All Clear Signal**

The All Clear Signal is as follows:

• The most senior person in charge will go to each area and calmly say to staff and children “Lock Down has now ended”.
• Educators will gather their children to make sure they are okay, discuss any concerns and resume normal activities.
• Educators will fill out the Lock Down Procedure Form at the back of the Roll Book in the same manner as they would in Emergency Evacuation drills.
• Once the situation is resolved, and/or as soon as it is safe to do so, the Director (Nominated Supervisor) will communicate via email to all parents, to inform them of the circumstances of the evacuation. Room parents will be contacted, and asked to alert all their families regarding the Director’s email, so they will all have direction on what do to next.
• Parents and staff will be asked not to contact media regarding the emergency.

**Sources**

National Quality Standard

Education and Care Services National Regulations

**Review**

Review will be conducted by

• Management
• Employees
• Parents/Families
• Interested Parties

Ratified: October 2013        Date for next review: 2015
## Physical Environment (Workplace Safety, Learning and Administration) Policy

### NQS

| QA2 | 2.3.2 | Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury. |
| QA3 | 3.1.1 | Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose |
|     | 3.1.2 | Premises, furniture and equipment are safe, clean and well maintained |
|     | 3.1.3 | Facilities are designed or adapted to ensure access and participation by every child in the preschool and to allow flexible use, and interaction between indoor and outdoor space. |
|     | 3.2.1 | Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments. |
|     | 3.2.2 | Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses |
| QA6 | 6.1.1 | There is an effective enrolment and orientation process for families |
|     | 6.1.2 | Families have opportunities to be involved in the preschool and contribute to preschool decisions |
|     | 6.1.3 | Current information about the preschool is available to families |
|     | 6.2.1 | The expertise of families is recognised and they share in decision making about their child’s learning and wellbeing. |
|     | 6.2.2 | Current information is available to families about community preschools and resources to support parenting and family wellbeing. |
|     | 6.3.1 | Links with relevant community and support agencies are established and maintained. |
|     | 6.3.2 | Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities. |
|     | 6.3.3 | Access to inclusion and support assistance is facilitated |
|     | 6.3.4 | The preschool builds relationships and engages with their local community. |

### National Regulations

| Regs | 182 | Tobacco, drug and alcohol free environment |
|      | 156 | Relationships in groups |
|      | 103 | Premises, furniture and equipment to be safe, clean and in good repair |
|      | 104 | Fencing and security |
|      | 105 | Furniture, materials and equipment |
|      | 106 | Laundry and hygiene facilities |
|      | 107 | Space requirements—indoor |
|      | 108 | Space requirements—outdoor space |
|      | 109 | Toilet and hygiene facilities |
|      | 110 | Ventilation and natural light |
|      | 111 | Administrative space |
|      | 112 | Nappy change facilities |
|      | 113 | Outdoor space—natural environment |
|      | 114 | Outdoor space—shade |
|      | 115 | Premises designed to facilitate supervision |
|      | 116 | Assessments of family day care residences and approved family day care venues |
|      | 117 | Glass (additional requirement for family day care) |
EYLF

LO2

Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation

Children respond to diversity with respect
Children become socially responsible and show respect for the environment

LO4

Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating

Children transfer and adapt what they have learned from one context to another

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

Aim

To provide a physical environment that is safe, appealing, constructive, well-maintained and welcoming to all individuals who use it.

Who is affected by this policy?

- Children
- Families
- Educators
- Management

Implementation

In relation to our physical environment, the preschool will:

- Provide an environment that fosters children’s learning, development and safety and the safety of others in the environment by:
  - Providing appropriately sized furniture and equipment in both the indoor and outdoor settings for the age ranges represented in the preschool.
  - Providing challenges in relation to indoor and outdoor elements in the environment to encourage appropriate challenges and risk taking as per each child’s developmental level.
  - Providing an environment that is well organised so children, educators and others in the environment can generally move around without having to disrupt other children’s activities.
  - Incorporating any specific requirements of children with additional needs as seamlessly as possible.
  - Incorporating soft fall material into our environment and placing any climbing play equipment on soft fall materials.
Undertaking daily and Termly risk assessments of the preschool's environment to ensure that risk is minimised at all times.

Providing an environment that allows children in various moods to exist in the same space (e.g. quiet play areas and loud play areas)

Providing experiences for children to interact with nature by including natural elements (e.g. plants, trees, gardens, rock, mud or water) in our outdoor environment.

Providing adequate and ongoing training for new and existing educators and volunteers in relation to the children’s learning and relevant safety considerations.

As part of our sun protection strategy, providing adequate shading as per the recommendations of recognised authorities.

Establishing the environment to allow children to be appropriately supervised at all times.

Fencing the area in order to provide safety.

Engaging the children in a wide variety of indoor and outdoor experiences.

Enabling the children to access appropriate furniture, resources, materials, toys and equipment. These resources will be adequate in number for the amount of children attending our preschool and be developmentally appropriate.

Providing an environment where children can be creative and explore, solve problems, create, construct and engage in critical thinking that is developmentally appropriate for the ages represented in the preschool.

Providing an environment that allows children to engage in activities independently or work in small groups and access resources independently.

Providing an environment that encourages large and small groups and independent activities.

Providing an environment that incorporates commercial, natural, recycled, home-made and real resources that can be used in a variety of ways to encourage children's learning.

Providing adequate and accessible hand-washing, toileting, eating and sleeping facilities as per the amount of children attending our preschool. In relation to toileting and hand-washing, these will be accessible from both our indoor and outdoor environments.

Providing adequate and appropriate hygienic facilities for nappy changing in exceptional circumstances where children are not toilet trained. Children are expected to be toilet trained to attend the preschool.

Establishing an environment that incorporates natural and artificial lighting, appropriate ventilation, heating and cooling and fresh air.

Provide quiet areas where children can sleep or rest.

Providing a space for administrative functions, consultation with children’s parents and for private conversations to take place.

Ensuring children’s safety by ensuring that power points not in use have safety caps, all double adaptors and power-boards are out of reach of children and all electrical cords are secured.

Discussing with children the safety aspects of using toys and equipment and involving the children in setting these rules.

Compiling details of daily checklists, audits and maintenance logs and records of building works.

**Arrangements for sending soiled clothing home**

- Children’s soiled clothing will have the soiling removed, and then will be enclosed in a waterproof bag and tied and then placed in the child’s locker. Wet clothing will also be enclosed in a waterproof bag and tied and then placed in the child’s locker.

**Choosing Appropriate Resources and Equipment**

- The Director (Nominated Supervisor) and the educators will be responsible for any purchases of equipment.
- Educators will compile a list for the Director (Nominated Supervisor) of equipment which needs maintenance, if they cannot fix it themselves.
• Resources and equipment will be chosen to reflect the cultural diversity of the preschool’s community and the cultural diversity of contemporary Australia, including the incorporation of the Aboriginal and Torres Strait Islander community.

• Children will be carefully introduced to new toys & pieces of equipment and taught how to use and care for them appropriately.

• Equipment that should only be used under supervision will be stored in a safe place.

• The use of rainwater in our creek will be used under the direct supervision of educators. The rainwater will be turned off when the educator is not present.

• Any water play will be supervised by an educator and the container emptied after use.

• Children will only use a trampoline whilst under the direct supervision of an adult educator.

• Equipment will be checked regularly by the educators to ensure it is in a clean and safe condition.

On-going Maintenance

• The preschool will consistently reflect on its environment to ensure that the environment continuously reflects our ideology of providing an environment that is safe, stimulating and engaging for all who interact with it.

• It is the responsibility of the Director (Nominated Supervisor) to complete a Building Safety Checklist of the preschool and its grounds bi-annually and ensure any work deemed necessary is done to Australian standards. The Director will also ensure that the preschool and its grounds comply with Local Government and BCA regulations in regards to fire ventilation, natural and artificial lighting and safety glass.

• Should the preschool undertake major renovations, it will consult with Mosman Council, who are the owners of the land, and put in place development plans that comply with our Environmental Management Plan (EMP), and that the safety of educators, children, families and others at the preschool is not compromised.

The Children’s Groupings

Each group of 20 children has their own room with attached outdoor spaces, to allow for an indoor/outdoor program.

Within those spaces, there are different areas where the children can explore and experience their own moods.

In order for children to interact with children and educators from other rooms, there is a 3 weekly cycle where each room has an opportunity to use the large outdoor play area by themselves from 9 to 10.30, before returning to their own rooms for the rest of the day. After 10.30, children from the other 2 rooms are taken outside to use the large area together. The rotation allows for all children to mix together at some time during the 3 week cycle.

All children gather together when invited artists or performers are at the preschool.

Safety Checks

At beginning and end of every day for the indoor environment, and the beginning of every day for the outdoor environment, an inspection of the premises will be undertaken before children begin to arrive. This inspection will include the:

• Perimeters
• Ground cover
• Fences
• Gates
• Paths
• Buildings
• All rooms accessible by children
• Fixed equipment.

This must to be done in order to minimise the possibility of the presence of any potential hazards in the environment.

In the event of a sharp object being found (for example a syringe) educators will wear gloves and use tongs to pick up the object and dispose of it appropriately.
Similarly, trees in the grounds must be checked regularly for overhanging, dead or dangerous looking branches as well as checked for any infestations or nests.

In regards to non-fixed play equipment in the preschool grounds, it can be no more than one metre high and will not obstruct the sightlines of supervisory educators.

The Northern Nursery School will also regularly have pest inspections carried out by an accredited pest control company. Documentation of these inspections will be kept and any findings from the pest control check will be carried out in line with the recommendation of the pest control company.

The Indoor and Outdoor Daily Safety Checklists will be used as the procedure to conduct these safety checks. A record of these will be kept by the preschool in a compliance folder in each room. Any required maintenance will immediately be reported to the Director (Nominated Supervisor) who will make the appropriate arrangements to have repairs carried out.

**Cleaning of Buildings, Premises, Furniture and Equipment**

**General Cleaning**

The preschool will use structured cleaning schedules to ensure that all cleaning is carried out regularly and thoroughly. We have a contract cleaner who cleans the preschool at the end of each day. Throughout the day staff will keep the environment clean as the need arises. Accidents and spills will be cleaned up as quickly as possible to ensure that the preschool always maintains a high level of cleanliness and hygiene.

When purchasing, storing and/or using any dangerous chemicals, substances, medicines or equipment, our preschool will:

- Select and make use of the least hazardous substance or equipment.
- Only purchase and make use of substances which have child resistant lids or caps. Educators will ensure that such lids or caps are properly fixed at all times.
- Store all dangerous chemicals, substances and medicines in their original containers provided by the manufacturer. All labels and/or use by dates should be kept intact at all times. Any substance found to be stored in a different container than originally provided, or with destroyed labels and/or unknown use by dates where appropriate will not be used under any circumstances. Containers should be disposed of correctly following local council guidelines, and not reused under any circumstances.
- All dangerous chemicals, substances and equipment must be stored in a locked place or facility which is labelled, secure and inaccessible to children. These materials may include, but are not limited to, all cleaning materials, detergents, poisonous or dangerous substances, dangerous tools and equipment including those with sharp and razor edges and toiletries.
- Educators should follow the instructions of manufacturers, particularly of any product which may need to be stored in a refrigerated environment pursuant to the aforementioned directives.
- Any medication that needs to be refrigerated must be stored in a labelled, child resistant container, preferably in a separate compartment or in a part of the refrigerator inaccessible to children.
- All hazardous chemicals must be supplied with a Safety Data Sheet (SDS) formerly called a Material Data Safety Sheet. The preschool will adhere to the manufacturer’s instructions for use, storage, and first aid instructions recorded on the SDS.
- A register of all hazardous chemicals, substances and equipment used at the preschool will be kept. Information recorded should include where they are stored, their use, any risks, and first aid instructions and the current SDS. The register will be readily accessible.
- Appropriate personal protective clothing should be worn pursuant to the manufacturer’s instructions when using and disposing of hazardous substances or equipment.
- Seek medical advice immediately if poisoning or potentially hazardous ingestion, inhaled, skin or eye exposure has occurred, or call the Poisons Information Line on 131126, or call an Ambulance on 000.
- In the case of any child or educator becoming injured by a chemical, substance or equipment, the preschool will initiate the emergency, medical and first aid procedures, notify the appropriate authority that administers workplace health and safety immediately and any other person or authority as required by regulations or guidelines.
• In any major emergency involving a hazardous chemical or equipment, a hazardous gas or a fire or explosion hazard, call the emergency services, dial 000 and notify the appropriate authority that administers workplace health and safety and any other person or authority as required by regulations or guidelines.

• The Poison Safety Checklist will be used in order to ensure we are consistently meeting requirements.

Minimising Potentially Dangerous Substances

Our service also implements the concept of minimising the use of potentially dangerous substances. Ordinary detergents will be used to help remove dirt from surfaces. Colour-coded sponges (e.g., pink for the kitchen, yellow for the bathroom) will be used in order to not cross-contaminate areas. Before returning to the children educators will wash and dry hands.

Detergents

Proper cleaning with detergent and warm water, followed by rinsing then drying and airing time kills most germs from surfaces as they are unable to multiply in a clean environment. Cleaning equipment will be stored and taken care of so it can dry between uses and not multiply germs itself. Disinfectant is used only to clean the toilet areas.

Clothing

Dress-up and play clothes should be washed once a term.

Toy Cleaning

Due to the age of the children at the preschool, toys will be cleaned as and when necessary, and at the end of each term. Educators will wash a toy immediately if it has been sneezed on, mouthed, soiled or if it has been discarded after play by a child who has been unwell.

General:

• Most toys can be washed with normal dishwashing liquid, rinsing with clean water.

• Get into corners with a toothbrush. Please dry well.

• Leaving items such as LEGO and construction blocks to drain on a clean tea-towel overnight is ideal.

Wooden Toys:

• Should be wiped over with a damp cloth – please do not immerse in water.

Play Dough

The preschool will reduce the risk of the spread of disease when playing with play dough by:

• Encouraging hand washing before and after using play dough

• Storing the play dough in a sealed container in the refrigerator between uses

• Making a new batch of play dough each week, and

• If there is an outbreak of vomiting and/or diarrhoea, discarding the playdough at the end of each day during the outbreak.

Puzzles and Games:

• Wooden puzzles as per 'Wooden Toys' above.

• Cardboard should be wiped over with a slightly damp cloth.

Sun Protection

The Northern Nursery School will retain all headings numbered 1-10 in the following section on sun protection so we fully comply with Cancer Council NSW’s SunSmart Program.

Outdoor Activities

The preschool will use a combination of sun protection measures whenever UV Index levels reach 3 and above. This will include:
• From August to May sun protection is required at all times. Extra sun protection is needed between 11am and 3pm and during this period outdoor activities should be minimised. Minimising outdoor activities includes reducing both the number of times (frequency) and the length of time (duration) children are outside.

• In June and July when the UV index is mostly below 3, sun protection is not required.

• All sun protection measures (including recommended outdoor times, shade, hat, clothing and sunscreen) will be considered when planning excursions and special visits.

Shade
The preschool will provide and maintain adequate shade for outdoor play. Shade options can include a combination of portable, natural and built shade. Regular shade assessments will be conducted to monitor existing shade structures and assist in planning for additional shade.

Hats
Educators and children are recommended to wear sun safe hats that protect their face, neck and ears. A sun safe hat is:

• Legionnaire hat.
• Bucket hat with a deep crown and brim size of at least 5cm (adults 6cm).
• Broad brimmed hat with a brim size of at least 6cm (adults 7.5cm).

Please note: Baseball caps or visors do not provide enough sun protection and therefore are not recommended. Children without a hat will be provided with a spare hat.

Clothing
When outdoors, educators and children will wear sun safe clothing that covers as much of the skin (especially the shoulders, back and stomach) as possible. See Dress Code for Staff.

Sunscreen
All educators and children will apply SPF30+ broad-spectrum water-resistant sunscreen 20 minutes before going outdoors and reapply every 2 hours. Sunscreen is stored in a cool, dry place and the use-by-date monitored.

Role Modelling
Educators will act as role models and demonstrate sun safe behaviour by:

• Wearing a sun safe hat (see Hats).
• Wearing sun safe clothing (see Clothing).
• Applying SPF30+ broad-spectrum water-resistant sunscreen 20 minutes before going outdoors.
• Using and promoting shade.
• Wearing sunglasses that meet the Australian Standard1067 (optional).

Families and visitors are encouraged to role model positive sun safe behaviour.

Education and Information
Sun protection will be incorporated regularly into learning programs. Sun protection information will be promoted to educators, families and visitors. Further information, support and free resources are available from the Cancer Council website [www.cancercouncil.com.au/sunsmart](http://www.cancercouncil.com.au/sunsmart) or call the SunSmart Information Line on 02 9334 1761.

Policy Availability
The sun protection policy, updates and requirements (including hat, clothing and sunscreen) will be made available to educators and staff, families and visitors on our website or a hard copy in the Office.

Review
Our service will monitor and review the effectiveness of our sun protection policy regularly.
Water Safety

Aim
To ensure children are safe when playing with water and to ensure that any excursions are not near large bodies of water. If the excursion is near water then we will use ratios of one adult to two children.

Procedures:
- At all times children near water are closely supervised. A child will never be left unattended near any water, and an educator must supervise if children are using a paddling pool/water trough. Educators will ensure that any containers of water will be emptied when water play is finished.
- Display a Cardiopulmonary Resuscitation (CPR) guide near any water.
- Immediately empty all wading pools/water troughs etc. after every use. Storage should prevent the collection of water e.g. upright/inverted, also check grounds after rain or watering and empty water that has collected in holes or containers.
- Ensure wading/water trough are washed down and cleaned.
- Educators will ensure that a risk assessment will be completed before committing to an excursions to check for water hazards.

Kitchens
- Children must not gain access to any harmful substance, equipment or amenity
- The kitchen has a door to prevent unsupervised entry by children into the kitchen.

Inspection and testing of electrical equipment
The Northern Nursery School will ensure that electrical equipment is regularly inspected and tested by a competent person if the electrical equipment is supplied with electricity through an electrical socket and used in conditions where it could be damaged, including exposure to moisture, heat, vibration, mechanical damage, corrosive chemicals or dust. A record of the testing, which may be a tag attached to the equipment tested, will be kept until the equipment is next tested or disposed of and must specify:
  - the name of the tester
  - the date and outcome of the testing
  - the date on which the next testing must be carried out.

Maintenance of Fire Equipment
All fire equipment at the preschool will be maintained as per the legal standards. Our equipment will be checked as required and every 6 months. A record of maintenance will be kept and the equipment will be tagged with the date of inspection.

External agencies are employed to assist the preschool with this maintenance.

Back Care and Manual Handling
Remember:
- Manual handling means any activity requiring the use of force exerted by the person to lift, lower, push, pull, carry or otherwise move, hold or restrain any person or object.
- Manual handling injuries may be caused by the above activities listed above. Injuries can include back strains, similar strains and sprains in parts of the body such as the neck, arm, shoulder and knee.
- Manual handling injuries also encompass overuse injuries or, as a result of falling during manual handling, bruising or laceration.

To help prevent injuries, there are legal requirements for manual handling in the workplace.

The employer, in consultation with staff/educators will:
- Display in the staff room written information regarding manual handling and any updates as required.
- Make sure that equipment and containers are designed and maintained to be, as far as workable, safe and without risk to health and safety when manually handled.
• Make sure that the work practices involving manual handling and the work environment are designed to be, as far as workable, consistent with safe manual handling activities.

• Identify, assess and control all risks associated with manual handling in each workplace.

Principles of Preventing Manual Handling Injuries

• Eliminate or reduce the amount of manual handling.

• Reduce the amount of bending, forward reaching, and twisting, in all tasks.

• Reduce worker fatigue.

• Keep all equipment in good working order.

• Keep the workplace environment safe.

To help prevent manual handling injuries:

• Kneel down rather than bend down.
  o For example, helping a child to put their shoes on.

• Sit down rather than bend.
  o For example, if a child needs comforting, sit down on the floor and encourage the child to sit on your lap.

• Sit in an appropriate sized chair or on the floor.
  o A suitable chair allows an adult to sit with upper legs horizontal to hips and feet flat on the floor.

• Carry children only when necessary.
  o The correct way to carry a child is with one arm under the child’s buttocks and the other arm supporting the child’s back. At the same time, hold the child facing you, as close to your body as possible.
  o Adults should try to avoid carrying a child on their hip because this can strain the back.

• When lifting awkward loads, be careful to lift with a balanced and comfortable posture.

• Minimise the need to reach above shoulder level.
  o If necessary use a step ladder.

• Avoid extended reaching forward,
  o For example, leaning into low equipment boxes.

• Share the load if the equipment is heavy, long or awkward.

• When sliding, pulling or pushing equipment that is not easy to move, e.g. trestles or gym mats, ask for help and organise a team lift.

• Where possible, rearrange surroundings to meet the needs of both children and adults.
  Remember these needs when buying furniture and equipment or upgrading facilities.

• Use equipment and furniture that can be moved around as safely and easily as possible.

• To complete lengthy writing tasks, e.g. program planning, sit at an appropriate adult sized chair at an adult sized table.

Avoid Twisting when Lifting

Many injuries result from twisting while lifting. To avoid this:

• Move equipment when children are not around.

• Rearrange storage so that it is easier and safer to replace and remove items.

• Lift only within the limits of your strength.

• Use beds and equipment that are easy to move.

• Make sure you can see where you are going when carrying equipment or children.

• Be especially careful when lifting a child with special needs.
Avoid Accidents with Careful Housekeeping

Good housekeeping means fewer accidents. Check that:

- The floors and other walking surfaces are uncluttered, even and non-slippery.
- The workplace is tidy.
- There is adequate space to perform each task.
- Equipment is maintained regularly.
- Lighting is adequate.

How to Lift Safely

- Place your feet in a stride position.
- Keep your breastbone as elevated as possible.
- Bend your knees.
- Brace your stomach muscles.
- Hold the object close to your centre of gravity, i.e. around your navel.
- Move your feet not your spine.
- Prepare to move in a forward-facing direction
- Ask for help when it is not possible to lift on your own.

How to Organise a Team Lift.

- Ask a colleague who is willing and able to help.
- Ideally the colleague should be fairly well matched with you in size and strength.
- Agree on a plan of action.
- A coordinated movement during a lift is important.
- Timing is important for co-ordination.
- One person should act as a team leader and ‘call’ the lift.

How to Assess the Correct Storage and Shelving Height

Correct storage and shelving height is important to prevent slips, falls and strains:

To check the height at which it is safest for each individual to work, stand with feet together and hands by sides:

- The best height range for handling loads is around waist level.
- The acceptable height for lifting is any point between the individual’s knuckle and shoulder.
- Seldom-used objects can be stored at the shoulder-to-raised arm height (use ladders to avoid stretching).
- Avoid storing objects at a level between an individual’s knuckles and the floor.
- Mechanical aids such as ladders and trolleys should be used where possible to avoid lifting.

The WorkCover Authority of NSW administers the Work Health and Safety legislation, and has several codes of practice on specific work safety issues which are available online at http://www.workcover.nsw.gov.au/lawpolicy/codesofPractice/Pages/default.aspx

Playground Safety

Aim/Rationale

The outside play environments for children need to be carefully planned and regularly inspected (daily, first thing every morning) to ensure they are safe and the equipment in good repair. In setting up the environment teachers will ensure it is safe, providing a diversity of activities that are challenging to children, reflecting attention to aesthetics as well as being functional, acknowledging the children’s need to be alone or in small groups, and giving children space.

Procedure
• Before children enter the playground educators inspect the grounds using daily checklist for anything that may cause injury (sharp objects, poisonous insects and plants).
• Remove potentially dangerous equipment from the play space and document. If fixed equipment is dangerous, notify the Director.
• Unlock the main side gates at ALL times. We ask parents not to allow their children to open the gates as this could encourage them to do this when they are not there.
• Checking and preparing the playground at 8.00am allows teachers to set up the equipment before children arrive to avoid accidents and disruptions during supervision times.
• Rake the sandpit each morning to filter out unwanted debris and hose down with water if cat faeces are found.
• Set up portable climbing equipment on our soft fall areas, use gym mats if necessary and set back 2 metres from hard surfaces or fixed equipment.
• Keep storage areas closed at all times especially in the main playground to ensure children don’t enter without an adult or get locked in.
• Keep the impact area clear of all toys and portable equipment that may cause injury in a fall from equipment.
• Construction equipment is to be played with in a zoned space to avoid injury to children, loss and damage of equipment.
• Supervise children in the playground and maintain the correct ratios.
• In supervising morning tea, ensure children have washed their hands thoroughly with soap.
• Model how to use the equipment appropriately.
• Encourage parents to provide children with appropriate clothing for play e.g. a hat, non-slip shoes, appropriate clothing to climb and run around in and nothing with a pull cord around the neck.
• Ensure children wear a hat while outdoors and have sunscreen on.
• Communicate with other educators if it is necessary for you to leave the playground for any particular reason.
• Educators must not carry mobile phones while supervising children and only work-related or emergency calls can be taken. All personal calls must be restricted to the educators lunch break.
• Children need to wash their hands with soap after outdoor play and before eating or returning to indoor play.
• After use, empty any water containers and store so they do not collect or retain water.
• The safety Officers will maintain the outdoor first aid kit.
• Water and maintain gardens and pot plants.
• Roll water hose up when not in use.
• Replace sand in sandpit twice yearly.
• A thorough playground safety audit will be conducted each term by the Safety Officers and Management Committee.

Sources
Australian Standards 1851-2005 "Maintenance of Fire Protection Systems and Equipment"
Education and Care Services National Regulations 2011
Swimming Pools Act 1992
Work Health and Safety Act 2011
Work Health and Safety Regulation 2011
National Quality Standard
Cancer Council NSW Sample Sun Protection Policy

Review
Review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

Reviewed: 2013  Date for next review: 2015
Tobacco, Drug and Alcohol Policy

NQS

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

National Regulations

| Reg | 82 | Tobacco, drug and alcohol free environment |

Aim

To ensure children are not subjected to the dangers associated with tobacco, drugs and alcohol, we will maintain a harm and smoke free environment where no individual staff member or other adult is affected by alcohol or drugs.

Implementation

Our preschool is strictly tobacco and drug free.

Consumption of alcohol and being effected by alcohol is strictly forbidden during preschool hours.

The preschool has some out-of –hours functions during the year, where adults may bring and consume alcohol on the premises.

In order to keep children, staff, families and visitors free from the dangers of drugs, alcohol, tobacco smoke and other smoke, including illegal substances, the following rules apply -

The consumption of tobacco and drugs and alcohol is prohibited in all areas of the preschool including -

- Inside.
- Outside in the playground.

Smoking is also prohibited -

- On excursions at any point during the event.
- While travelling with a child.
- At staff meetings.
- At parent meetings.
- At any social activity, whether in work hours or not, where the children and staff are involved.

The consumption of alcohol is also prohibited –

- On excursions at any point during the event.
- While travelling with a child.
- At staff meetings.

Under no circumstances will any person attend the preschool if they are affected by alcohol or drugs, including prescription medication, if in any way the consumption of these items impairs an individual’s capacity to supervise, educate or care for children.

Parents/Guardians Affected by Alcohol when Collecting Children

- If a staff member is concerned that an adult collecting a child from the preschool by car is affected by alcohol or drugs, they will immediately alert the Director.
- The Director will counsel the adult concerned, and arrange for an alternative means for the child to be safely taken home.
- Should the adult refuse guidance, then the police may be called.

Sources

Education and Care Services National Regulations 2011
Review

The review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

Last reviewed: 2013  Date for next review: 2015
Work Health and Safety Policy

NQS

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

National Regulations

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

Aim

Northern Nursery School aims to do everything possible to protect the health, safety and welfare of all educators and other people who may be affected by our operation, including our children and their families.

The Northern Nursery School’s objectives for implementing this Work Health and Safety management system are to ensure the safety and wellbeing of all persons whilst at the preschool. This policy is underpinned by the preschool's policies found in the Philosophy and Policy Handbook. The preschool will be proactive in implementing the work health and safety policies, procedures and practices for all people to abide by whilst at the preschool, thereby promoting health and safety and reducing the:

- number of hazards and therefore the consequences of physical, psychological and environmental risks present in our preschool environment
- number of accidents, injuries and reportable incidents
- cost of workers’ compensation claims by our preschool.

Implementation

Duty of Care

The Northern Nursery School Work, Health and Safety Policy covers and applies to all persons employed, visiting and/or contracted by our preschool:

That is, full time, part time, and/or casually employed staff as well as all persons on the preschool's property, for example children, families, contractors, maintenance workers, visitors, volunteers and students. All permanent staff and families should ensure they have read and understood the preschool's policies, and visitors, volunteers, students and contractors need to adhere to the following procedures.

We expect visitors, contractors and volunteers to:

- Sign in on arrival and out on departure in the visitor’s book located in the foyer.
- Take care of your own safety and health at the Northern Nursery School by being observant of any risks or hazards in the work place and taking steps that will safeguard your wellbeing at all times
- Be responsible for your own behaviour and actions in order to avoid harming the wellbeing and safety of other persons at the service.

We expect students to:

- Show proof of identification.
- Sign in on arrival and out on departure in the staff / student sign in and out forms located in the office and wear an identification tag at all times while on the premises.
- Take care of your own safety and health at the Northern Nursery School by being observant of any risks or hazards in the work place and taking steps that will safeguard your wellbeing at all times
- Be responsible for your own behaviour and actions in order to avoid harming the wellbeing and safety of other persons at the service.

The Management Committee will ensure that all reasonable steps are taken to protect the health and safety of all educators, staff, volunteers, children, their families and any other people impacted by the preschool operations. This
includes identifying and eliminating or reducing all reasonably foreseeable hazards and providing appropriate training and instruction for its staff. Our educators, staff and volunteers will also ensure they take reasonable care for their own health and safety and that their conduct does not adversely affect the health and safety of other people.

The preschool’s Work Health and Safety Management System conform to and take into account the requirements of relevant legislation, regulations, and codes of practice, advisory standards and Australian Standards where they apply.

The preschool consults with government agencies, regulatory authorities, the unions and other peak industry bodies, to ensure its Work Health and Safety Management System meets the requirements of the relevant bodies and the Work Health and Safety Act.

The Northern Nursery School applies ‘due diligence’ at all times to maintain a safe and healthy work environment and thereby protect all those involved in the preschool from any potentially adverse health and safety effects. To ensure best practice teachers will abide by their job descriptions and conduct daily Work Health and Safety inspections.

The Director (Nominated Supervisor) will ensure that all relevant people will have read and understood their responsibilities under the Work Health and Safety Policy whilst at the preschool.

The Northern Nursery School Work Health and Safety policy is available to all families on enrolment and is issued to, and discussed with, all employees on induction. The policy will be displayed in public areas (for example in the foyer, on parent and/or employee notice boards and/or included in the parent handbook).

It will also be available to all contractors, students, visitors and volunteers to the service, who must sign in/out if spending extended periods of time at the preschool.

**Consultation, Cooperation and Coordination**

Northern Nursery School will share information about health and safety matters with educators, staff, contractors and volunteers and encourage them to express their views or raise issues. Our Health and Safety Representatives will be involved in the consultations.

The preschool will consult with educators, staff, contractors and volunteers when:

- identifying hazards and assessing risks arising from work
- proposing changes that may affect the health and safety of workers
- carrying out activities prescribed by the Work Health and Safety Regulation.

The preschool will also consult with educators, staff, and volunteers when making decisions about:

- ways to eliminate or minimise risks
- the adequacy of their facilities
- consultation procedures
- resolving health and safety issues
- monitoring their health and safety or the safety of workplace conditions
- how to provide health and safety information and training.
- How to provide environmental management and asbestos training.

The Northern Nursery School consults with, and involves all staff and Management Committee in implementing our risk management approach to Work Health and Safety by:

- effective WH&S information and instruction.
- providing training and supervision to all employees, to increase their personal understanding of workplace hazards and the need to follow safe work practices.
- providing training about our Environmental Management Plan and the Asbestos Register to all employees and Management Committee to increase their personal understanding of workplace hazards and the need to follow safe work practices.
- facilitating the identification of unsafe workplace practices.
- including agenda items on Management Committee and educators’ meetings.
• regular inspections and hazard checks.
• analysis of accident/injury reports.
• implementing risk management in practice.
• regular Work Health and Safety meetings.
• adhering to all preschool WH&S policies and procedures.

Consultation with our educators, staff, volunteers and health and safety representatives means:
• relevant work health and safety information is shared
• everyone has a reasonable chance to express their views
• everyone is given a reasonable opportunity to contribute to the decision making process
• all views are taken into account
• everyone is advised of the outcome of the consultation in a timely manner.

Our educators, staff, and volunteers are entitled to:
• elect a health and safety representative
• request the formation of a health and safety committee
• cease unsafe work
• have health and safety issues resolved in accordance with an agreed issue resolution procedure
• not be discriminated against for raising health and safety issues.

The Northern Nursery School provides a safe and healthy preschool environment by developing documented procedures for:
• employer and employee Work Health and Safety roles and responsibilities
• workplace consultation
• risk management (as it applies to Work Health and Safety)
• audit and review procedures
• record-keeping and document control
• appropriate work practices
• the use of equipment (as required)
• the provision of first aid
• emergency procedures
• the reporting and investigating of accidents, incidents and hazards

The Northern Nursery School is committed to providing injured employees with effective rehabilitation programs to ensure their full recovery and return to work at pre-injury capacity as soon as possible (refer to our Occupational Rehabilitation Program Policy).

Health and safety representatives

Our educators and staff can elect Health and Safety Representatives (HSRs). If a request is made for a HSR, the Director (Nominated Supervisor) will:
• commence negotiations with workers about the number of HSRs and any deputy HSRs, and which workers will be represented by the HSRs (in groups called work groups) within 14 days.
• give all educators and staff the chance to nominate as a HSR and to vote in an election if there is more than 1 candidate.
• notify workers of the outcome of the negotiations as soon as possible.

The Director (Nominated Supervisor) must keep a current list of all HSRs and deputy HSRs and display a copy at the workplace.
A HSR can:

- inspect the workplace of their work group
- accompany a workplace health and safety inspector during an inspection
- be present at an interview with a worker that the HSR represents (with their consent) and the Director (Nominated Supervisor) or an inspector about health and safety issues
- request a health and safety committee be established
- monitor compliance measures by the Director
- represent the work group in health and safety matters
- investigate complaints from members of the work group
- inquire into any risk to the health or safety of workers in the work group
- request the assistance of any person, including a union, whenever necessary
- issue Provisional Improvement Notices in the form and manner prescribed in the legislation (these Notices must be adhered to and displayed)
- direct workers to cease unsafe work where the HSR considers there is a serious health and safety risk if consultations with the Director (Nominated Supervisor) and Management Committee do not resolve the issue.

Northern Nursery School will ensure HSRs and deputy HSRs:

- are never prevented from carrying out any of their duties
- are able to give people assisting them access to the workplace
- can take paid leave to attend to their health and safety duties
- can take paid leave to attend an initial work health and safety course or annual refresher training approved by the regulator within 3 months of their request to attend. We will pay the course costs and reasonable expenses
- can access any resources, facilities and assistance that they reasonably require to undertake their duties

HSRs or Deputy HSRs are elected for 3 years unless they leave the work group, are disqualified, resign or the majority of workers they represent agree they should not represent them. They are not personally liable for anything done, or not done, in good faith while carrying out their role.

Health and Safety Committees

A Health and Safety Committee (HSC) can facilitate cooperation between the Management Committee and staff in developing and implementing measures to ensure health and safety at our service.

A Health and Safety Committee can be requested if at least 5 or more of our staff would like to establish one. If requested we will establish a HSC within 2 months of this request. We can also establish a HSC without a request. At least half the members of a HSC won’t have been nominated by the Approved Provider /Nominated Supervisor. A HSR can consent to be a member of the committee.

Our service will ensure:

- an HSC has access to any information related to workplace hazards and the health and safety of workers, except for personal or medical information which would identify individual workers.
- an HSC meets at least once every term or at any reasonable time at the request of at least half of the committee members
- HSC members are able to take paid leave to comply with their health and safety duties

Work Health and Safety Integration

Families and visitors recognise that the preschool has Work Health and Safety policies and procedures and that when visiting the preschool they are complied with.

Families and visitors accept direction from preschool management and educators and comply with those directions.

Work Health and Safety Communication and Consultation
Families support and take part in Work Health and Safety consultation and promote and encourage commitment to Work Health and Safety issues at the preschool.

Families consult with educators about Work Health and Safety concerns and issues and ensure these are responded to promptly. These will be recorded and dated.

**Work Health and Safety Actions and Obligations**

Families and visitors participate as required by the preschool in any Work Health and Safety policies, training and programs.

Hazards and incidents are identified, recorded, dated and reported to the Director (Nominated Supervisor) promptly.

**Work Health and Safety Review**

Work Health and Safety audits and reviews are participated in every term and as required.

**Storage of Hazardous Chemicals**

All hazardous chemicals are either kept in a locked storage room or in a childproof cupboard. Cupboards are clearly labelled with “Potentially Dangerous Products” and safety data sheets are available for each product. The chemicals are kept in their original containers or in bottles that have original labels.

**Notification of Death, Serious Injury or Illness**

The Director (Nominated Supervisor) must notify the Work Health and Safety Regulator, Work Cover as soon as they become aware of a death, or a serious injury or illness that results in:

- immediate treatment as an in-patient in a hospital, or
- immediate treatment for:
  - the amputation of any part of the body
  - a serious head injury
  - a serious eye injury
  - a serious burn
  - the separation of skin from an underlying tissue (such as degloving or scalping)
  - a spinal injury
  - the loss of a bodily function
  - serious lacerations or
- medical treatment within 48 hours of exposure to a substance.

A serious illness is:

- any infection to which the carrying out of work is a significant contributing factor, including any infection that is reliably attributable to carrying out work:
  - with micro-organisms
  - that involves providing treatment to a person
  - that involves contact with human blood or body substances, or
  - involves handling or contact with animals, animal hides, skins, wool or hair, animal carcasses or animal waste products.

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

- an uncontrolled escape, spillage or leakage of a substance
- an uncontrolled implosion, explosion or fire
- an uncontrolled escape of gas or steam
- an uncontrolled escape of a pressurised substance
- electric shock
- the fall or release from a height of any plant, substance or thing
• the collapse, overturning, failure or malfunction of, or damage to, any plant that is required to be authorised for use in accordance with the regulations
• the collapse or partial collapse of a structure
• the collapse or failure of an excavation or of any shoring supporting an excavation
• the inrush of water, mud or gas in workings, in an underground excavation or tunnel

The Director (Nominated Supervisor) or Chair of the Management Committee must notify the regulator DEC, ACECQA, Work Cover and Mosman Council by telephone or in writing (including by facsimile or email) as soon as possible after the injury, illness or incident. If notified by telephone, the regulator may require a written notice of the incident within 48 hours. Records of the incident must be kept for at least 5 years from the date that the incident is notified. The Director (Nominated Supervisor) must ensure the site where the incident occurred is left undisturbed as much as possible until an inspector arrives or as directed by the regulator.

Environmental Management Plan

The site of the Northern Nursery School is currently under an Environmental Management Plan (EMP) managed by the preschool and overseen by Mosman Council (Director, Environment and Planning).

The site has been audited and is deemed to be a safe environment for children, staff, families and visitors.

Background

Environmental investigations at the site during 2006 and 2007 (the Northern Nursery School put a development application into Council accompanied by a soil report) identified polycyclic aromatic hydrocarbon (PAH) impacted fill, and to a lesser extent, metal impacted fill over the site, all under the surface.

Management of the site contamination was implemented immediately by Mosman Council, the Director (Nominated Supervisor) and the Management Committee of the Northern Nursery School, under the direction of the Auditors, through a number of control mechanisms, the primary control method being restricted access to certain portions of the site. In January 2008 Mosman Council carried out full remediation of these restricted areas to allow full use of the site again as a preschool.

The current Environmental Management Plan (EMP) is required to ensure that sufficient site controls are in place, and is designed to manage the risks associated with the identified contamination at the site under the current occupancy and access arrangements as a preschool.

Procedure

The Northern Nursery School site is under an Environmental Management Plan managed by Mosman Council and the Northern Nursery School. The Northern Nursery School is responsible for implementing the EMP, conducting daily site inspections on surface coverings, reporting back to Mosman Council on a monthly basis about these inspections.

Northern Nursery School will inform all new families about the EMP through the website, brochures, letters of offer and orientation evenings. A sign is also attached to the front and side gates alerting visitors entering the preschool that it is under an EMP. Northern Nursery School will also inform new staff, members of the Management Committee and subcontractors about the EMP, and will conduct site inductions and ask contractors to provide a risk assessment plan if carrying out any work that involves disturbing the contaminated areas.

For more information, please refer to the Northern Nursery School website, or talk to the Director (Nominated Supervisor) or contact Mosman Council.

Source

Education and Care Services National Regulations 2011
National Quality Standard
Work Health and Safety Act 2011
Work Health and Safety Regulation 2011
Review

The review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

Last reviewed: 2013                Date for next review: 2014
New Policy

NQS Heading

Fdfdefdsdfsdfsdfs d sdfjd fsdf type a lot of text if you put a lot more text in the paragraph and then end up on a new line then you have paragraph.


Sdfsdfddfsdfsdfsdf Dfdfdfdfsdfsdfsdf sd aassasdsd