
Bourke & District Children's Services



POLICY DOCUMENT

Version - V1.1

Page 1 of 196

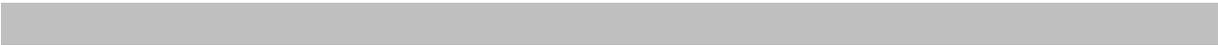
Policy Document – Bourke & District Children's Services Version 1.1

A leader in the delivery of sustainable, creative and culturally appropriate early childhood services in North Western NSW.

Contents

Quality Area 1: Educational Program & Practice	5
TRANSITION TO SCHOOL.....	6
Quality Area 2: Children’s Health & Safety	11
FOOD SAFETY AND NUTRITION.....	12
SUN SAFETY.....	24
WATER SAFETY.....	28
SAFE STORAGE OF DANGEROUS GOODS	31
SMOKE FREE ENVIRONMENT	34
FIRST AID	36
INCIDENT, INJURY, TRAUMA & ILLNESS.....	41
INFECTIOUS DISEASES	46
MEDICAL CONDITIONS.....	49
ADMINISTRATION OF MEDICATION.....	52
COVID-19 (CORONAVIRUS) – DEALING WITH INFECTIOUS DISEASES.....	59
DENTAL HEALTH.....	65
CLEANING AND MAINTAINING THE ENVIRONMENT	67
EMERGENCY & EVACUATION.....	69
ARRIVAL & DEPARTURE.....	74
EXCURSIONS.....	78
TRANSPORT BUS POLICY	85
BUS PROCEDURE.....	94
CLOTHING AND COMFORT.....	95
CHILD PROTECTION.....	97
INFORMATION EXCHANGE.....	105
PROVIDING A CHILD SAFE ENVIRONMENT	108
LOST PROPERTY.....	113
SAFE SLEEP & REST TIMES.....	114
NAPPY CHANGE, TOILETING AND BATHING	117
Quality Area 3: Physical Environment	123
ENVIRONMENTAL SUSTAINABILITY	124
PHYSICAL LEARNING ENVIRONMENT	127

Quality Area 4: Staffing Arrangements	133
CODE OF CONDUCT.....	134
DETERMINING RESPONSIBLE PERSON	138
INDUCTION OF STAFF, VOLUNTEERS AND STUDENTS.....	141
SUPERVISION POLICY	147
Quality Area 5: Relationships with Children	152
INTERACTIONS WITH CHILDREN	153
Quality Area 6: Collaborative Partnerships with Families and Communities	159
ENROLMENT AND ORIENTATION.....	160
SERVICE ACCESS	169
FAMILY PARTICIPATION AND COMMUNICATION.....	171
Quality Area 7: Leadership and Service Management	175
GOVERNANCE AND MANAGEMENT OF THE SERVICE.....	176
PRIVACY, CONFIDENTIALITY & CHILDREN’S RECORDS.....	180
ACCEPTANCE AND REFUSAL OF AUTHORISATION	184
FEEES	185
COMPLAINTS HANDLING	190



National Quality Standard **Quality Area**

1

educational program and practice



A program helps children to learn and develop. Educators engage children in quality learning experiences.

www.acecqa.gov.au

1300 422 327



INTRODUCTION

BDCS recognises that the early years of school, both pre-school and the first years of primary school, are critical for later school success. Here children establish the attitudes, behaviours and competencies crucial to ongoing educational achievement.

OVERALL GOALS – What are we going to do?

- Establish and maintain positive relationships with children, families, educators, and primary schools that will support children's transition.
- Provide a transition process that is responsive to the needs of the children and their families.
- Provide a comprehensive program that encompasses all learning opportunities and reflects continuous development for each child.
- Support educators understanding of successful transition processes for children through ongoing training, participation in networking opportunities, providing current research journals, and attendance at conferences.

OVERALL STRATEGIES – How will it be done?**Connecting with Children**

- BDCS will include children in discussions about their new schools and involve these children in group games and activities to help them to build relationships with those moving to the same school.
- Children are encouraged to share their expectations and experiences of school.
- BDCS respects children's knowledge of school and educators take part in conversations with the children to reflect on their knowledge and perceptions of primary school.
- BDCS will continue to support our children and families after they have transitioned to primary school by contacting the schools at the beginning of the school year to offer any further support that may be of benefit.

Connecting with families

- We welcome families from our community and begin to build trusting, genuine relationships with them before they begin attending our service. This forms the foundation to then work collaboratively with children, families and local school communities. This collaboration will include exploring any anxieties, unpacking myths and setting goals for a smooth transition.
- Our preschool shares information about schools, open days and community events to encourage families to become familiar with local educational services.
- Educators refer families to appropriate support services when applicable to aid the transition process.
- BDCS supports families to connect with each other leading up to their transition to school.
- Educators seek and listen to advice from families to provide the best support for the child.
- Our connection with families continues after they leave the service, with invitations to come back and visit and share new knowledge and skills.

Connecting with professionals

- Educators collaborate and reflect on each child’s learning journey to provide individualised and effective support.
- Educators collaborate across services to support children’s transition, within our privacy guidelines.

Connecting with Communities

- Our presence in the community has forged relationships with local schools that assist collaboration and support for children moving into formal schooling.
- As children from our service transition to school, Transition to School Statements will be completed so as they can be provided to new teachers.

Recognising Strengths

- When children start at our service, educators respond to children’s strengths and interests with a comprehensive, high quality program, in recognition that their learning journey is a continuous one.
- Educators support children to have a positive start to their learning journey by supporting their health and wellbeing. This includes supporting their development of empathy, so they can be understanding of others, guiding their conflict resolution strategies, and building a sense of agency and responsibility in decision making within their environments.
- BDCS will recognise, support and plan for the transition to school with experiences that “involve negotiating and adjusting to a number of changes including the physical environment, learning expectations, rules and routines, social status and identity, and relationships for children and families” (Kids Matter).
- Play based learning is the foundation of the BDCS program and is used to build children’s resilience and self-help skills, develop their confidence and respect, as well as their relationship and communication skills. This is embedded in BDCS “everyday” program and not viewed as a separate part for transition purposes.
- Children’s participation in group games and experiences will be planned for and encouraged through both intentional and spontaneous moments.
- Literacy, scientific concepts and numeracy are included in play and interest-based activities for all children to participate in.
- BDCS recognises and values family knowledge about their children and uses this to guide family-centred practice.
- Children learn about diverse cultures, people and ways of being in order to develop tolerance and acceptance of others.

Reflective Practice

- Learning is visible to families through reflection that links activities to theories and follow up actions.
- Established networks between the service, support services and local schools, aids reflection on the best ways to support children as they transition.
- Educators reflect on assumptions around transition as they participate in team meetings, whole staff meetings and training.
- BDCS places priority on the support needs of the child and family and will advocate for them to aid change when necessary.
- Educators will acknowledge child and family reflections and make appropriate changes to practices and programming as a result.

Children with Additional Needs

- Families of children with additional needs are encouraged to talk to prospective schools as early as possible to discuss the interests, abilities and additional needs of their child and how these may be accommodated at school.
- BDCS will support this process with clear and meaningful communication with relevant schools, support programs and Aboriginal Liaison officers where appropriate.
- We will help families make informed decisions to find the best possible school to support their child's learning journey.

Transition to School Statement

- Documentation throughout the child's time with BDCS will be used to inform the Transition to School Statement.
- Our service will complete a transition to school statement for each child departing for primary school.
- The NSW Department of Education format for the Transition to School Statement will be used by all educators.
- All stakeholders will be consulted throughout this process, including children, families and relevant schools, within our privacy guidelines.

ROLES AND RESPONSIBILITIES

DIRECTORS AND NOMINATED SUPERVISORS WILL:

- Develop an information package for families about the transition to school. This will include information on school readiness skills, how to support children and what to expect with the transition process. As well as additional information that will go out in the newsletter. This package will be reviewed each year to meet the needs of the families and update information provided from local schools
- Establish systems and programming across the education and care service to ensure there is continuity of learning when children transition to school. e.g. use of the "Jolly Phonics" program in preschool and Childcare, which is also used in local schools.
- Work with local schools in the provision and facilitation of transition. E.g. organising visits to local schools, inviting schools to come and talk to the children in the service about school
- Consider the individual rest or sleep needs of children in the months leading up to the transition to school and whether a reduction in sleep times may prepare some children for the longer school day routine. Children will continue to have rest periods and quiet activities during the day. Beds will be available for any child who requires rest or sleep.
- Regularly discuss children's development and readiness for school with families.
- Introduce an "Education and Care Program" which covers the following skills
 - Concentrating on the task at hand
 - Persevering when faced with difficulties
 - Responding positively to new situations
 - Taking some responsibility for their behaviour as it impinges on others in the group
 - Developing the communication skills necessary for group or individual play
 - Developing positive feelings about themselves and others

- Experiencing a sense of self-satisfaction resulting from achievement

EDUCATORS WILL:

- Encourage children to start thinking and talking about school by exploring various elements of the school experience for e.g. lining up, getting the roll marked, recess and lunch breaks as well as reading and writing activities.
 - Talk with children about starting school, respecting any concerns and communicating these to families.
 - Consider family priorities and any concerns about the transition process. Each families cultural and linguistic needs will be respected, along with family diversity.
 - Support the decision of families as to where & when their child will attend school
- “Children must turn five by July 31 in the year they start kindergarten. All children in NSW must start school by their sixth birthday”**
- Focus on School readiness in all areas of development throughout the day. Children will be encouraged to extend their knowledge via their interests and educators will assist children to challenge their skills regularly

MONITORING, EVALUATION AND REVIEW

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every 18 months. Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family’s ability to utilise the service; the fees charged or the way in which fees are collected.

RELATED LEGISLATION

- Education and Care Services National Regulations: 118. 148

LINKS TO:

- National Quality Standard, Quality Area 6: 6.2.1
- Early Years Learning Framework Principles: Secure, respectful and reciprocal relationships; Partnerships; High expectations and equity; Respect for diversity; Ongoing learning and reflective practice.

SOURCES

- Australian Children’s Education and Care Quality Authority (ACECQA): Transition to School– www.acecqa.gov.au
- Department of Education “Continuity of Learning: A resource to support effective transition to school and school aged care.”
- Kids Matter

Policy Revision History

<i>Date</i>	<i>Authorised By</i>	<i>Description of Amendments</i>	<i>Sections affected</i>
Jan 2021	P. Ritchie – GM		

Review Date: Jan 2022

National Quality Standard **Quality Area**

children's health and safety

2



Children's health,
safety and wellbeing are
prioritised and promoted.

www.acecqa.gov.au

1300 422 327



INTRODUCTION

This policy concerns the provision of healthy food and drink while children are in care and the promotion of normal growth and development.

- The service is committed to implementing the healthy eating key messages outlined in Munch & Move and to supporting the Australian 24-Hour Movement Guidelines for the Early Years (birth to 5 years) and National Healthy Eating Guidelines for Early Childhood Settings as outlined in the Get Up & Grow resources.
- Further, we recognise the importance of supporting families in providing healthy food and drink to their children. It is acknowledged that the early childhood setting has an important role in supporting families in healthy eating.

GOALS – What are we going to do?

Our service recognises the importance of healthy eating to the growth and development of young children and is committed to supporting the healthy food and drink choices of children in our care.

STRATEGIES/ WHAT ARE WE GOING TO DO?***Encourage and support breastfeeding and appropriate introduction of solid foods***

The service will:

- Apply current national infant feeding recommendations.
- Provide a suitable place within the service where mothers can breastfeed their babies or express breast milk.
- While breast milk is best for babies, containing immunological properties that are very important in preventing illness in babies, staff will be aware that it is a mother's individual decision to breast feed/provide expressed breast milk. Mothers of breast-fed babies should be encouraged to provide expressed breast milk or to visit the centre to feed their babies.
- Support mothers to continue breastfeeding until babies are at least 12 months of age while offering appropriate complementary foods from around 6 months of age.
- Ensure the safe handling of breastmilk and infant formula including transporting, storing, thawing, warming, preparing and bottle feeding.
- Staff will adhere to the following:
 - Thawing: Breast milk can be stored in the refrigerator for 48 hours or in a deep freezer for 6-12 months, depending upon the deep freezer. Frozen breast milk should be thawed quickly – but not put it in boiling water or it will curdle. Place the container under cold running water. Gradually allow the water to get warmer until the milk becomes liquid. It is not recommended to use a microwave to thaw or warm expressed breast milk. Do not shake the thawed breast milk – roll gently to mix.
 - Ensure the temperature is not excessive and there is no danger that the baby could be scalded.
 - Ensure breast milk is clearly labelled with the child's name and the time and date the milk was expressed. Two staff members should check the label of the breast milk before it is given. Throw away any milk that is left over. Do not re-freeze or re-heat left-over milk.

- Ask mothers to supply breast milk in multiple small quantities to prevent wastage.
- Formula:
 - It is recommended that formula is prepared as required. When preparing formula, follow the manufacturer's instructions carefully.
 - Throw away any formula that is left over
 - Do not freeze or re-heat left-over formula
 - Ensure the bottles are clearly labelled with the child's name and date the formula was made up
- Warming Bottles:
 - Do not warm bottles in the microwave
 - Microwaves ovens distribute heat unevenly – also, water in the milk turns to steam and collects at the top of the bottle. There is a danger that the baby could be scalded.
- In consultation with families, offer cooled pre-boiled water as an additional drink from around 6 months of age.
- Always bottle feed babies by holding baby in a semi-upright position.
- In consultation with families, determine appropriate foods (type and texture) are introduced around 6 months of age.
- In consultation with families, offer a variety of foods to babies from all the food groups.
- Always supervise babies while drinking and eating - ensuring safe bottle feeding and eating practices at all times.

Promote healthy food and drinks based on the Australian Guide to Healthy Eating and the Dietary Guidelines for Children and Adolescents

The service will:

Where food is provided by the service:

- Provide children with a wide variety of healthy and nutritious foods for meals and snacks including fruit and vegetables, wholegrain cereal products, dairy products, lean meats and alternatives.
- Provide breakfast, morning tea, lunch, afternoon and late afternoon (on demand).
- Plan and display the service menu (at least two weeks at a time) that is based on sound menu planning principles and meets the daily nutritional needs of children whilst in care.
- Plan healthy snacks on the menu to complement what is served at mealtimes and ensure the snacks are substantial enough to meet the energy and nutrient needs of children.
- Vary the meals and snacks on the menu to keep children interested and to introduce children to a range of healthy food ideas.
- Food will not be used as punishment, either by provisional or denial.
- Safe drinking water will be available at all times.
- We discourage any sweets, chewing gum, chips and soft drinks in the centre.

- We do have special occasions when sweets and chips will be in use. When we use these food items we endeavour to serve item with reduced food colours, additives and preservatives as much as possible.
- Meals and snacks are to be served on a regular schedule but individual needs for quantity and timing are to be accommodated where possible.
- Children will be given the opportunity to pour their own drinks where possible in order to help develop self-help skills.
- If children do not eat their main meal they will be offered a sandwich and will still be offered dessert.
- Drinks: Toddlers & Children
 - Milk is to be served at morning tea
 - Water will be served with lunch and late afternoon tea
 - All dairy products will be using full cream milk
 - Water is available at all times. Children are encouraged to drink throughout the day
- Drinks: Infants
 - We respect a child's individual routine. Parents are encouraged to see the staff to discuss their child's eating habits.
- Commence solids at 4-6months. Starting with cereals, pureed vegetables and fruit (no added sugar or salt).
- Between 7-8months food texture can be lumpier and finger food can be encouraged. Adequate supervision of the child whilst learning to eat these foods is essential.

Promote safety

- Ensure water is readily available for children to drink throughout the day.
- Be aware of children with food allergies, food intolerances and special diets and consult with families to develop individual management plans.
- Ensure young children do not have access to foods that may cause choking.
- Nuts or any food products containing nuts will be advertised to parents as wishing not to have foods supplied; as we have children in our services with nut allergies.
- Ensure all children remain seated while eating and drinking.
- Always supervise children while eating and drinking.

Safe food handling

- Encourage and provide opportunities for cooking staff and educators to undertake regular professional development to maintain and enhance their knowledge about early childhood nutrition.
- Provide food to children that has been stored, prepared and served in a safe and hygienic manner and to promote hygienic food practices
- Ensure an apron and gloves are worn or food tongs are used by all staff handling 'ready to eat' foods.
- Ensure food is purchased from reputable outlets and that all food handling utensils are clean.
- Ensure staff have long hair tied back.

- Children and staff wash and dry their hands (using soap, warm running water and single use or disposable towels) before handling food or eating meals and snacks.
- Staff involved in handling, preparing or serving food (including giving a baby a bottle), will remember these basic points:
 - Wash and dry your hands
 - If a staff member has any cuts or wounds on their hands, they will make sure they are completely covered by a waterproof dressing. The use of disposable gloves over the dressing will provide an extra level of protection.
- To prevent cross-contamination between raw and cooked foods:
 - Keep raw and cooked foods separate (even in the fridge)
 - Do not keep uncooked food above cooked food in the fridge
 - Use separate utensils (including cutting boards, knives etc.) for raw and cooked foods.
- Food is stored and served at safe temperatures .ie. below 5°C or above 60°C.
- While the legal requirement for reheating food is 60°C, it is recommended that food should be reheated to 70°C for 2 minutes. Heating to this temperature will destroy germs that may have grown in the food. The best way of checking food temperatures is with a probe thermometer.
- Children will be discouraged from handling other children’s food and utensils.
- Food-handling staff attend relevant training courses and pass relevant information onto the rest of the staff.
- Ensure the food is allowed to cool before given to the child to eat.
- Keep a non-mercury thermometer in your fridge so that you can check that the temperature is 5°C or less.
- Throw out left overs. Tell parents what their child left, but do not return the left-over food.
- Heat food once only.
- Heat milk for bottles only once.
- Where children are involved in food preparation, this should always be supervised, and hygienic conditions maintained.

Provide a positive eating environment which reflects cultural and family values

- Ensure that educators sit with the children at meal and snack times to role model healthy food and drink choices and
- Endeavour to recognise, nurture and celebrate the dietary differences of children from culturally and linguistically diverse backgrounds.
- Create a relaxed atmosphere at mealtimes where children have enough time to eat and enjoy their food as well as enjoying the social interactions with educators and other children.
- Encourage older toddlers and preschoolers to assist to set and clear the table and serve their own food and drink – providing opportunities for them to develop independence and self-esteem.
- Respect each child’s appetite. If a child is not hungry or is satisfied, do not insist he/she eats.
- Be patient with messy or slow eaters.

- Encourage children to try different foods but do not force them to eat.
- Do not use food as a reward or withhold food from children for disciplinary purposes.

Promote lifelong learning for children, early childhood staff and families about healthy food and drink choices

- Foster awareness and understanding of healthy food and drink choices through including in the children’s program a range of learning experiences encouraging children’s healthy eating.
- Encourage children to participate in a variety of ‘hands-on’ food preparation experiences.
- Provide opportunities for children to engage in discovery learning and discussion about healthy food and drink choices.
- Encourage communication with families about the provision of appropriate healthy food and drinks for children while they are attending the service
- Provide a copy of the Nutrition Policy to all families upon orientation at the service. Families will be provided with opportunities to contribute to the review and development of the policy.
- Request that details of any food allergies or intolerances or specific dietary requirements be provided to the service and work in partnership with families to develop an appropriate response so that children’s individual dietary needs are met.
- Communicate regularly with families about food and nutrition related experiences within the service and provide up to date information to assist families to provide healthy food choices at home.
- Communicate regularly with families and provide information and advice on appropriate food and drink to be included in children’s lunchboxes. This information may be provided to families in a variety of ways including newsletters, during orientation, information sessions and informal discussion.

ROLES AND RESPONSIBILITIES

The Approved Provider will:

- Ensure the service operates in line with the Education and Care Services National Law and National Regulations 2011.
- Allocate finances for training and food safety.
- Allocate finances to ensure provision of nutritionally balanced and culturally sensitive meals as required.
- Ensure that the service implements adequate health and hygiene practices and safe practices for handling, preparing and storing food to minimise risks to children being educated and cared for by the service.

The Nominated Supervisor will:

- Ensure adequate health and hygiene practices and safe practices for handling, preparing and storing food are implemented at the service to minimise risks to children.
- Ensure children being cared for by the service have access to safe drinking water at all times and are offered food and beverages on a regular basis throughout the day.
- Ensure that, where food and beverages are supplied by the service, they are:
 - nutritious and adequate in quantity
 - chosen with regard to the dietary requirements of individual children

- Ensure that, where food and beverages are provided by the service, a weekly menu that accurately describes the food and beverages to be provided is displayed at the premises in a location accessible to parents.

Educators will:

- Adhere to the strategies and practices of the Nutrition, Food, Beverages and Dietary policy.
- Ensure children's individual dietary needs are adhered to.
- Provide positive mealtime experiences for children.
- Respect the individual needs and choices of children.
- Actively supervise children during mealtimes.
- Adhere to the services Hygiene Policy.

Families will:

- Communicate regularly with educators/staff regarding children's specific nutritional requirements and dietary needs, including food preferences.
- Contribute menu ideas and recipes.

MONITORING, EVALUATION AND REVIEW

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every 18 months. Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

RELATED LEGISLATION

- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations
- Work Health and Safety Act 2011

LINKS TO:

- National Quality Standard: 1.2.3, 2.1.3, 5.1.2, 6.1.2
- Education and Care Services National Law Act 2010: Section 167
- Education and Care Services National Regulations: Regulations 78-80
- Early Years Learning Framework: Outcome 3 – Children take increasing responsibility for their own health and wellbeing.

SOURCES

- Australian Children's Education and Care Quality Authority (ACECQA) – www.acecqa.gov.au
- Healthy Kids NSW – <https://www.healthykids.nsw.gov.au/>

STRATEGIES – How will it be done?

1. Preparing food

- Staff should tie back long hair and wear a clean apron when working in the kitchen.
- Staff will ensure that rubber gloves are worn during food preparation, that food has been stored properly and purchased from reputable outlets and that all food handling utensils are clean and sterile.
- Staff involved in handling, preparing or serving food (including giving a baby a bottle), will remember these basic points:
 - ✓ Wash and dry your hands.
 - ✓ If a staff member has any cuts or wounds on your hands, they will make sure they are completely covered by a waterproof dressing. The use of disposable gloves over the dressing will provide an extra level of protection.
 - ✓ To prevent cross-contamination between raw and cooked foods:
 - Keep raw and cooked foods separate (even in the fridge);
 - Do not keep uncooked food above cooked food in the fridge;
 - Use separate utensils (including cutting boards, knives, etc) for raw and cooked food.
 - ✓ While the legal requirement for reheating food is 60°C, it is recommended that food should be reheated to 70°C for 2 minutes. Heating to this temperature will destroy germs that may have grown in the food. The best way of checking food temperatures is with a probe thermometer.
 - ✓ Keep food hot (over 60°C) or cold (5°C or less);
 - ✓ Ensure the food is allowed to cool before it is given to the child to eat.
 - ✓ Keep a non-mercury thermometer in your fridge so that you can check that the temperature is 5°C or less.
 - ✓ Throw out left-overs. Tell parents what their child left, but do not return the left-over food.
 - ✓ Heat food once only.
 - ✓ Heat milk for bottles once only.
 - ✓ Where children are involved in food preparation, this should always be supervised and hygienic conditions maintained.

2. Babies Milk

- **Breast milk**

While breast milk is best for babies, containing immunological properties that are very important in preventing illness in babies, staff will be aware that it is a mother's individual decision to breast feed/provide expressed breast milk. Mothers of breast-fed babies should be encouraged to provide expressed breast milk or to visit the centre to feed their babies.

Staff will adhere to the following:

- ✓ Thawing - Breast milk can be stored in the refrigerator for 48 hours or in a deep freezer for 6 – 12 months, depending upon the deep freezer, Frozen breast milk should be thawed quickly— but not put it in boiling water or it will curdle. Place the container under cold running water. Gradually allow the water to get warmer until the milk becomes liquid. It is not recommended to use a microwave to thaw or warm expressed breast milk. Do not shake the thawed breast milk – roll gently to mix.
- ✓ Ensure the temperature is not excessive and there is no danger that the baby could be scalded.
- ✓ Ensure breast milk is clearly labelled with the child's name and the time and date the milk was expressed. Two staff members should check the label of the breast milk before it is given. Throw away any milk that is left over. Do not re-freeze or re-heat left-over milk.
- ✓ Ask mothers to supply breast milk in multiple small quantities to prevent wastage.

- **Formula**

It is recommended that formula is prepared as required. When preparing formula, follow the manufacturer's instructions carefully.

- ✓ Throw away any formula that is left over.
- ✓ Do not freeze or re-heat left-over formula.
- ✓ Ensure the bottles are clearly labelled with the child's name and date the formula was made up.

- **Warming bottles**

- ✓ Do not warm bottles in the microwave.
- ✓ Microwave ovens distribute heat unevenly - also, water in the milk turns to steam and collects at the top of the bottle. There is a danger that the baby could be scalded.

3. EATING HABITS

- Children should be seated while eating or drinking.
- A registrar of child's allergies will be kept at all times.
- Nuts or any food products containing nuts will be avoided at all times.
- Food will not be used as punishment, either by provision or denial.
- Safe drinking water will be available at all times.
- We discourage any sweets, chewing gum, chips and soft drinks in the centre.
- We do have special occasions when sweets and chips will be in use. When we use these food items we endeavour to serve items with reduced food colours, additives and preservatives as much as possible.

4. THE DIRECTOR WILL

- Provide Information on child nutrition.
- Ensure adequate signage and training is provided to staff on health and hygiene practices and safe food handling procedures

5. STAFF WILL

- All staff - especially those who work directly with menu planning and food preparation will keep their Professional Development up to date with all food handling and hygiene procedures as well as the Healthy Eating and Physical Activity Guidelines
- Seek information about the child's eating habits and parents expectations.
- Sit with the children and talk will involve some chat about food nutrition, good manners, hygiene and healthy habits, as well as the child's interests. Meal times are a time for communication.
- Complete a daily child's information sheet advising parents of their child's eating, drinking and sleeping habits for that day
- Plan food awareness activities for children in the centre program.
- Discuss the child's needs with parents
- Before meals, clean tables that are to be used for the meal.
- Wash and dry your hands before preparing or serving food. If you are interrupted to care for another child while preparing food or spoon feeding an infant, be sure to wash and dry your hands again before you continue.
- Check that all the children's hands are washed before they eat or drink.

- Teach children to turn away from food when they cough or sneeze, and then to wash and dry their hands.
- Ensure that if children are serving themselves from the same container, they must be supervised, and utensils used to prevent children from touching food that other children will eat. This will assist to maintain food safety while also encouraging children to develop independence and self-help skills.
- Use a separate spoon for each baby you feed.

6. PARENTS WILL

- Be required to pack a water bottle to bring to each session, but staff will also have water available at all times. (water bottles can be left at the Childcare and Preschool Centres for regular children)
- Receive advice on both suitable and unsuitable food to pack for their children. Families and children will receive information about the range of healthy food groups. Sweet biscuits, lollies, chips, chewing gum or chocolate are to be discouraged.

7. BIRTHDAYS

- The Centres will provide a cake for each child's birthday.

BDCS - CHILDCARE STRATEGIES – How will it be done?

1. EATING HABITS

- Meals and snacks are to be served on a regular schedule but individual needs for quantity and timing are to be accommodated where possible.
- Children will be given opportunities to pour their own drinks where possible in order to develop self-help skills.
- If children do not eat their main meal they will be offered a sandwich and will still be offered dessert.
- Children's dietary requirements will be catered for i.e. food intolerances and allergies.

2. PARENTS

- Parents and carers are asked to provide as much detail as possible on enrolment about suitable foods, including any dietary restrictions due to preference, religion or health.
- Parents with children with special diets may be asked to supply some foods.
- Parents will be encouraged to have input into the Centre menu.

3. CHILDREN

- Will be allowed to have second helpings of fruits.

4. DRINKS

• Toddlers & Children

- ✓ Milk is to be served at morning tea.
- ✓ Water will be served with lunch and late afternoon tea.
- ✓ All dairy products will be using full cream milk.
- ✓ Water is available at all times. Children are encouraged to drink throughout the day.

• For Infants

We respect a child's individual routine. Please see the staff to discuss your child's eating habits. We recommend:

- ✓ Breast milk or appropriate infant formula until one year of age. If extra fluids are needed, cooled boiled water should be given.
- ✓ Commence solids at 4-6 months. Starting with cereals, pureed vegetables and fruit (no added salt or sugar).
- ✓ Between 7-8 months food texture can be lumpier and finger foods can be encouraged. Adequate supervision of the child whilst learning to eat these foods is essential.

5. SERVES

- The recommended minimum number of serves each day for children aged 4 and above includes:

- ✓ Breads and Cereals- 3
- ✓ Dairy Foods- 2
- ✓ Meat and Meat Alternatives- 1/2
- ✓ Fruits- 1
- ✓ Vegetables- 2

(Research is still being conducted into the recommended servings for children under 4)

<http://www.healthykids.nsw.gov.au/parents-carers/stats-and-facts.aspx>

- The weekly menu is available to view. We are always open to new ideas and recipes.

BDCS - PRESCHOOL STRATEGIES – How will it be done?

1. PARENTS

- Parents/carers will be asked to provide a healthy lunch for their child.
- Food arriving at the Preschool will be appropriately packaged in containers or lunch boxes that are clearly labelled.

2. STAFF

- Food will be stored at safe temperatures. Prepared food such as sandwiches, cut fruit and any dairy products will need refrigerating. Unprepared food such as muesli bars, uncut fruit, snack packs will go straight into the child’s locker.
- Water bottles will always be available for children to access throughout the day. Children will be encouraged to drink water throughout the day and staff will refill children’s bottles with water.
- Emergency food will be available for children who do not have food for the day.
- Parents will be advised when their child is not eating well.
- Unopened food will be sent home, so parents will be aware of their child’s food intake, and possible dislikes of food.

- **Links to National Quality Standard: 2.2.1, 2.2.2**
- **Education and Care Services National Regulations 2011**

Policy Revision History

<i>Date</i>	<i>Authorised By</i>	<i>Description of Amendments</i>	<i>Sections affected</i>
Jan 2021	P. Ritchie – GM		

Review Date: Jan 2022

INTRODUCTION

Much of the sun's UV radiation can cause sunburn, skin and eye damage and skin cancer. Infants and toddlers up to four years of age are particularly vulnerable to UV damage due to lower levels of melanin and a thinner stratum corneum (the outermost layer of skin). UV damage accumulated during childhood and adolescence is associated with an increased risk of skin cancer later in life.

GOALS – What are we going to do?

This SunSmart policy provides guidelines to:

- ensure all children, educators and staff are protected from over-exposure to UV radiation
- ensure the outdoor environment provides shade for children, educators and staff;
- ensure children are encouraged and supported to develop independent sun protection skills;
- support duty of care and regulatory requirements; and
- support appropriate WHS strategies to minimise UV risk and associated harms for educators, staff and visitors.

SCHEDULING OUTDOOR ACTIVITIES

UV levels and daily sun protection times are used to plan daily activities and ensure a correct understanding of local sun protection requirements. A combination of sun protection measures will be used whenever UV Index levels reach 3 and above. These measures include:

- **Slip** on clothing that covers as much skin as possible
- **Slop** on sunscreen
- **Slap** on a hat
- **Seek** shade
- **Slide** on sunglasses where possible

When children are on excursions all sun protection practices are planned, organised, understood and available.

SHADE

All outdoor activities are planned to occur in shaded areas.

The service's outdoor environment includes rough and uneven natural surfaces which reflect less UV than smooth, shiny, light coloured surfaces.

Shade options are provided, maintained and promoted to the children.

Play-based learning activities are set up and moved throughout the day to take advantage of shade patterns.

Shade options can include a combination of portable, natural and built shade.

BDCS conducts regular shade assessments and the monitoring of existing shade structures, to assist in planning for additional shade.

HATS

All staff and children are required to wear SunSmart hats that protect their face, neck and ears.*

Children without a SunSmart hat are encouraged to play in an area protected from the sun (e.g. under shade, veranda or indoors), or are provided with a spare SunSmart hat.

** SunSmart hats include:*

- Broad-brimmed hats with a brim size of at least 6cm (adults 7.5cm).
- Bucket hats with a deep crown and brim size of at least 5cm (adults 6cm).
- Legionnaire style hats.

Baseball caps or visors do not provide enough sun protection and therefore are not recommended.

CLOTHING

Staff and children are required to wear SunSmart clothing that covers as much of the skin (especially the shoulders, back and stomach) as possible.

Children without SunSmart clothing are encouraged to play in an area protected from the sun (e.g. under shade, veranda or indoors) or are provided with spare clothing.

**SunSmart clothing includes wearing:*

- Loose fitting shirts and dresses with sleeves and collars or covered neckline.
- Longer style skirts, shorts and trousers.

Midriff, crop or singlet tops do not provide enough sun protection and therefore are not recommended.

SUNSCREEN

All staff and children are required to apply SPF30+ (or higher) broad-spectrum water-resistant sunscreen 20 minutes before going outdoors and reapply every 2 hours. This is embedded into all room routines and available in all rooms.

Permission to apply sunscreen is included in the enrolment form, along with the brand and type that will be used. Where children have allergies or sensitivity to the sunscreen, parents are asked to provide an alternative sunscreen, or the child encouraged to play in the shade. All BDCS sunscreen will be clearly labelled with the names of those children who have an alternative brand to avoid application on children not permitted to use the service brand.

Cancer Council recommends usage tests before applying a new sunscreen. All sunscreen is stored in a cool, dry place and the expiry dates monitored.

ROLE MODELLING

Staff act as role models and demonstrate SunSmart behaviours by:

- Wearing a SunSmart hat, protective clothing, and wearing sunglasses (optional)
- Applying SPF30+ broad-spectrum water-resistant sunscreen
- Promoting the use of shade
- Discussing sun protection with children and demonstrating a positive and proactive approach to the management of sun protection in the service.

Sun safety is everyone's responsibility. By being role models ourselves and leading the way with our own sun safety, we can inspire our children to be SunSmart when they step outside.

EDUCATION

Sun protection is incorporated regularly into learning programs. Children understand why sun safety is important and learn how to take effective sun protection actions such as hat wearing and accessing daily UV levels

SunSmart App daily UV times are promoted to guide staff, parents and children.

Visitor, student and new employee inductions embed the transfer of information relating to the service's Sun Protection Policy.

MONITORING, EVALUATION AND REVIEW

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every 18 months. Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

RELATED LEGISLATION

- Education and Care Services National Regulations
- Family Law Act 1975 (Cth), as amended 2011
- Children and Young Persons (Care and Protection) Act 1998

LINKS TO:

- National Quality Standards: 1.1, 2.1.3, 2.2, 3.1, 4.1, 5.1, 6.2, 6.2.3, 7.1, 7.2
- Education and Care Services National Regulations: 100, 113, 114, 168 (2)(a)(ii)
- Early Years Learning Framework: Outcomes 1,2,3

SOURCES

- Education and Care Services National Regulations:
<https://www.legislation.nsw.gov.au/#/view/regulation/2011/653>
- Guide to the National Quality Framework: <https://www.acecqa.gov.au/nqf/about/guide>
- SunSmart Recommendations for Childcare Services:
https://www.cancerouncil.com.au/35811/cancer-prevention/sun-protection/sunsmart-program-for-childcare-services/sunsmart-resources-childcare-services/why-become-a-sunsmart-service/?gclid=Cj0KCQjwrrXtBRCKARIsAMbU6bGjAle3Gee71OnE8u-xNHjUOr6Oyn22dVOP1HfwCRe32ApoyK0zilQaAoGNEALw_wcB
- Starting Blocks: Sun protection in childcare – what to expect
<https://www.startingblocks.gov.au/other-resources/factsheets/sun-protection-at-child-care/>

• Policy Revision History

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Jan 2021	P. Ritchie – GM		

- **Review Date: Jan 2022**

INTRODUCTION

BDCS has a responsibility to protect the health, safety and wellbeing of each child at all times. Drowning is the leading cause of death for children aged 1-4 years in Australia. While most drowning occurs in backyard swimming pools, it is important to be aware that children can drown in as little as 6cm of water.

GOALS – What are we going to do?

The safety and supervision of children in and around water is of the highest priority. Whilst water hazards at our service are kept to a minimum, we acknowledge that nappy buckets, water troughs, sinks and toilets can all be hazardous for children and diligent supervision is required.

STRATEGIES – How will it be done?**Water Safety**

- Children will be supervised at all times in and around any body of water including water troughs, toilets and nappy buckets.
- Educator/Child ratios will be increased where appropriate around water at all times.
- No child will be left unsupervised at any stage around any body of water.
- A risk assessment will be conducted prior to any excursion taking place. Particular attention will be focused upon water safety where the excursion is near a body of water.
- The thermostat on the hot water system is set to a medium temperature to ensure children are not able to scald themselves when washing hands.
- Children requiring bathing will be bathed using a washcloth and warm water rather than immersed in a bath.
- Educators are not permitted to consume hot drinks in any area accessible to children.

Water Hygiene

- Grey water systems or water tanks will be labelled with “do not drink” signage and the children will be supervised in this area to make sure they are not accessing this water for drinking.
- Educators will discuss with the children that this water is for the purpose of play and not for consumption.
- Water for pets at the service will be changed regularly at not accessible to children unless supervised by an adult.
- Water containers of any sort will be emptied or covered when not in use.
- Drinking water containers will be emptied and cleaned daily.

ROLES AND RESPONSIBILITIES**The Approved Provider will:**

- Ensure the service operates in line with the Education and Care Services National Law and National Regulations 2011.

The Nominated Supervisor will:

- Ensure children are adequately supervised and are protected from harms and hazards.
- Provide supervision, guidance and advice to ensure adherence to the policy at all times.

- Ensure risk assessments for excursions planned near water identify a higher staff to child ratio to ensure adequate supervision.
- Ensure First Aid and CPR qualifications and requirements are met at all times.
- Provide families with community messages regarding safe water practices.

Educators will:

- Embed water safety messages into the children's education program.
- Ensure water troughs or containers for water play are filled to a safe level and emptied or covered securely after use.
- Ensure water troughs or containers are only filled while in attendance by an adult at all times.
- Ensure no child is left unattended at any time with any body of water.
- Empty buckets used for cleaning immediately after use.
- Not leave cleaning buckets in areas accessible to children.
- Discourage children from drinking grey water.
- Provide clean drinking water at all times.

Families will:

- Reinforce water safety practice with children.

MONITORING, EVALUATION AND REVIEW

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every 18 months. Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

RELATED LEGISLATION

- Education and Care Services National Law Act 2010: Section 167
- Education and Care Services National Regulations

LINKS TO:

- National Quality Standard: 2.1, 2.2
- Education and Care Services National Regulations: 168(2)(h) & (a)(iii)

SOURCES

- Kidsafe NSW – <https://www.kidsafensw.org/water-safety/>
- Kids Alive – <https://kidsalive.com.au/>
- Kids Health – <https://kidshealth.org/en/parents/water-safety.html>

Policy Revision History

<i>Date</i>	<i>Authorised By</i>	<i>Description of Amendments</i>	<i>Sections affected</i>
Jan 2021	P. Ritchie – GM		

Review Date: Jan 2022

**Policy
Name:**

SAFE STORAGE OF DANGEROUS GOODS

No: 2-4

INTRODUCTION

By maximising the awareness of the potential hazards of chemicals and equipment, BDCS will reduce the risk of harm to educators, children and families by ensuring products are safely stored and their use is minimised in all areas of our services.

OVERALL GOALS – What are we going to do?

BDCS aims to reduce the use of dangerous products by using eco-friendly options where possible. Any dangerous substances or chemicals that are present will be safely stored away from children and when handled, are done so safely and appropriately.

OVERALL STRATEGIES – How will it be done?

BDCS will:

- Ensure that every reasonable precaution is taken to prevent harm to children, staff or visitors to the service as a result of exposure to dangerous goods.
- Ensure that eco-friendly products are promoted and used within the services as an alternative to cleaning products, insect repellents, pesticides & herbicides that may potentially be harmful.

Nominated Supervisor will:

- Ensure that there are emergency procedures and practices for accidental spills, contamination and corresponding first aid plans for all dangerous goods handled and stored in the service.
- Ensure that soiled nappies and soiled clothing are inaccessible to children and in covered containers.
- Ensure that at all times there is an educator on the premises with ACECQA approved first aid qualifications.
- Ensure that there are appropriate storage facilities in the service in which dangerous products are stored. Dangerous products will be stored in areas of the service that are not accessible to children or in cupboards fitted with childproof locks.
- Ensure that the chemical storage area is marked and clearly labelled as a hazard zone.
- Develop a hazardous substances register and a risk assessment for any dangerous products stored within the education and care premises. A Safety Data Sheet (SDS), is a document that lists information relating to the safety and health for the use of various substances and products. The register will record the product name, application, whether the SDS is available, what class risk the chemical has, controls for prevention of exposure required, what first aid, medical or safety action should be taken if a person is exposed.
- Safety Data Sheets (SDS) from the manufacturer will be displayed alongside the chemicals stored and must be no more than 5 years old.

- Ensure all potentially dangerous substances, including cleaning materials, disinfectants, medications, poisonous and flammable items are stored in appropriate containers, labelled clearly, and in a location that is safe and not accessible to children or near foodstuffs.
- Ensure that the Poisons Information Line and 000 contact details are displayed in a prominent location in the service, preferably near the storage location of dangerous substances

Staff will:

- Seek medical advice as needed by contacting the Poisons Information Line – 13 11 26 or by calling 000.
- Wear Personal Protective Clothing when handling dangerous materials.
- Strictly adhere to the 'Directions for use' on the product label.
- Dispose of all products safely, in accordance with the manufacturer's instructions on the product label, Work Health and Safety regulations and Council by-laws.
- Ensure that areas where dangerous goods are stored remain secure and inaccessible to children at all times
- Consider their use of dangerous products and use safer "green" options where possible
- Complete daily and quarterly WHS checklists to ensure that any dangerous products used within the education and care service have current Safety Data Sheets (SDS) and are stored appropriately.
- Store all dangerous products in well-labelled and original containers with child-resistant lids and caps.
- Be encouraged to attend professional development sessions to maximise awareness of dangerous products, potential hazards and source chemical free methods to reduce possible hazards in the education and care service.
- Only administer children's medications with family authorisation and in accordance with medical directions. See Medication Policy. All medications will be stored in an area inaccessible to children. If any medications or dangerous substances require refrigeration, they must be placed in a labelled lockable childproof container, preferably in a separate compartment of the fridge.

MONITORING, EVALUATION AND REVIEW

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every 18 months. Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

RELATED LEGISLATION

- The NSW Work Health and Safety Act 2011 and the NSW Work Health and Safety Regulation 2011
- Children (Education and Care Services National Law Application) Act 2010, Section 167
- Education and Care Services National Regulations
- Guide to the National Quality Framework ACECQA (2018)

- Australian Standard for storage and handling of hazardous chemicals and materials (AS 3780)

LINKS TO:

- National Quality Standard, Quality Area 2: Children’s Health and Safety
- Education and Care Services National Regulations: 77, 106

SOURCES

- National Standard for the Storage and Handling of Workplace Dangerous Goods:
<https://www.safeworkaustralia.gov.au/doc/national-standard-storage-and-handling-workplace-dangerous-goods-nohsc-1015-2001>
- National Code of Practice for the Storage and Handling of Workplace Dangerous Goods:
<https://www.safeworkaustralia.gov.au/doc/national-code-practice-storage-and-handling-workplace-dangerous-goods-nohsc-2017-2001>
- ACECQA First Aid Qualifications and Training:
<https://www.acecqa.gov.au/qualifications/requirements/first-aid-qualifications-training>
- NSW Poisons Information Centre The Children’s hospital at Westmead –
<https://www.poisonsinfo.nsw.gov.au/>
- Preventing poisoning - <https://raisingchildren.net.au/babies/safety/poisons/preventing-poisoning>

Policy Revision History

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INTRODUCTION

All workplaces have a regulatory and legislative duty of care under to provide a safe, healthy and smoke free environment. Children, educators and families will not be exposed to the harmful effects of second-hand smoke while on BDCS premises.

OVERALL GOALS – What are we going to do?

BDCS has adopted a smoke free environment policy to protect all persons who access the service from the effects of environmental tobacco smoke. BDCS does not permit the smoking of any substance in any area of the premises.

OVERALL STRATEGIES – How will it be done?**The Approved Provider will:**

- Ensure that BDCS's environment is free from the use of tobacco for the children being cared for and educated.
- Take precautions to promote the health and well- being of children being cared for at BDCS by protecting them from exposure to tobacco smoke.
- Designate all area of BDCS including the building, car park and outdoor areas as smoke free zones.

The Nominated Supervisor will:

- Seek to protect children from passive smoking environments during excursions.
- Ensure that educators receive an induction at BDCS whereby they are informed of the Smoke Free Environment Policy
- Inform educators who choose to smoke while employed at BDCS that they are only able to leave the premises during allocated break periods. They must inform the Nominated Supervisor or colleagues that they are leaving the premises and if smoking, must not be within view of the service. At such times, educators must sign in and out of the service. When Educators return to the service after smoking, they must wash their hands thoroughly and minimise the smell of tobacco on their clothing.
- Ensure that during orientation and enrolment visits, families are reminded that BDCS is a smoke free environment.
- Encourage educators and families to dispose of cigarette butts appropriately to ensure the safety of all children.
- Ensure there are 'No Smoking' signs displayed in all areas of BDCS through the WHS checklists. Ensure universal signage is available to indicate a smoke free zone.
- Make Information available about the effects of smoking and ensure that The Quit line number is be displayed on all 'No Smoking' signs
- Ensure information is available advising families of this policy at enrolment, such as in the family handbook.

Educators will:

- Read and follow this policy and abide by the Smoke-Free Environment Act 2016 (NSW) which prohibits smoking in childcare facilities and within 4 metres of a pedestrian entrance to a public building.
- Only leave the premises during allocated break periods and after informing the Nominated Supervisor or colleagues that they are leaving. At such times, educators must sign in and out of the service.
- Smoking must not be within view of the service.
- When Educators return to the service after smoking, they must wash their hands thoroughly and minimise the smell of tobacco on their clothing.
- Dispose of any cigarette butts appropriately.

Families will:

- Read and follow this policy and abide by the Smoke-Free Environment Act 2016 (NSW) which prohibits smoking in childcare facilities and within 4 metres of a pedestrian entrance to a public building.
- Dispose of any cigarette butts appropriately.

MONITORING, EVALUATION AND REVIEW

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every 18 months. Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

RELATED LEGISLATION

- Education and Care Services National Regulations
- Smoke-free Environment Act 2000 (NSW): <http://www.legislation.nsw.gov.au/viewtop/inforce/act+69+2000+FIRST+0+N/>
- Smoke-free Environment Regulations 2016 (NSW): <https://www.legislation.nsw.gov.au/regulations/2016-558.pdf>
- Health (Tobacco) Act 2008
- Children (Education and Care Services National Law Application) Act 2010
- NSW Work Health and Safety Act 2011 and the NSW Work Health and Safety Regulation 2011

LINKS TO:

- National Quality Standards: 2.1, 2.2, 3.1.2, 4.2
- Education and Care Services National Regulations: 82

SOURCES

- Australian Children's Education and Care Quality Authority (ACECQA) – www.acecqa.gov.au
- Guide to the National Quality Framework ACECQA (2018)
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations
- NSW Health – <https://www.health.nsw.gov.au/tobacco/Pages/default.aspx>
- Centre for Community Child Health – <https://www.rch.org.au/ccch/>
- The Cancer Council Australia – <https://www.cancer.org.au/>
- The Cancer Council of NSW – <https://www.cancercouncil.com.au/>

Policy Revision History

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INTRODUCTION

First aid can preserve life, prevent a condition worsening and promote recovery. The capacity to provide prompt basic first aid is particularly important in the context of an early childhood service where staff have a duty of care to take positive steps towards maintaining the health and safety of each child.

GOALS – What are we going to do?

The First Aid Policy, strategies and practices are designed to support educators to:

- Ensure that ill or injured persons are stabilised and comforted until medical help intervenes
- Monitor ill or injured persons in the recovery stage
- Apply further first aid strategies if the condition does not improve
- Ensure that the environment is safe and that other persons are not in danger of becoming ill or injured.

STRATEGIES – How will it be done?

- Administration of first aid will be done in accordance with first aid training and undertaken by a qualified first aider.
- As per the First Aid Procedure, and in the interests of avoiding delay of treatment, in the first instance, first aid will be administered by the person who has witnessed the incident/injury/illness;
- The person administering first aid will be the person who completes the incident/illness/injury/trauma record and passes it to the responsible person for verification and signing by parent or guardian.

FIRST AID QUALIFICATIONS

In accordance with the National Regulations 136(1).

- The following persons are in attendance at any place where children are being educated and cared for by the service, and immediately available in an emergency, at all times that children are being educated and cared for by the service:
 - a) at least one staff member or one nominated supervisor of the service who holds a current approved first aid qualification;
 - b) at least one staff member or one nominated supervisor of the service who has undertaken current approved anaphylaxis management training;
 - c) at least one staff member or one nominated supervisor of the service who has undertaken current approved emergency asthma management training.
- First Aid Qualifications must be acquired through an approved provider as deemed so by ACECQA (see Sources link).
- Copies of First Aid Qualifications will be stored in Staff Records.
- The service informs children, families, and educators of those persons who hold first aid qualifications.

FIRST AID ACTION RESPONSE

Generally, first aid is provided in response to unpredictable illness or injury.

Education and childcare workers have an obligation to ensure parents and guardians are informed about first aid provided to their children.

THE NEED FOR AN AMBULANCE

An ambulance will be called when the following instances (but not limited to) occur to a person or child at the service:

- unconsciousness or an altered conscious state;
- experiencing difficulty breathing;
- showing signs of shock;
- experiencing severe bleeding, or who is vomiting blood or passing blood;
- slurred speech;
- injuries to the head, neck or back; and
- possible broken bones.

INFECTION AND PREVENTION CONTROL

Adequate infection and prevention control must be practiced at all times when administering first aid or cleaning up blood or body fluids. The following infection control procedures must always be adhered to:

- cover cuts and abrasions with water proof occlusive dressing to avoid contamination of cuts/abrasions with another person's blood and/or body fluids;
- wear protective gloves when in contact with body fluids, non-intact skin and mucous membranes;
- wear a mask and eye protection where there is a risk of splashing blood or other body fluids;
- remove any broken glass or sharp material with forceps or tongs and place in container; and
- wash hands thoroughly after direct contact with injured person or blood/body fluids with warm soapy water, rinse, dry and sanitise hands using an alcohol-based rub or gel.

POISONS INFORMATION CENTRE

The **Poisons Information Centre** telephone number **131 126** is displayed:

- Next to every telephone in the service.
- Where dangerous products are stored.

ROLES AND RESPONSIBILITIES

The Approved Provider will:

- Ensure that every reasonable precaution is taken to protect children at the service from harm and hazards that are likely to cause injury (Section 167).
- Ensure that at least one staff member or one nominated supervisor of the service with current approved first aid qualifications is in attendance and immediately available at all times that children are being educated and cared for by the service (Regulation 136(1)(a)). This can be the same person who has anaphylaxis management training and emergency asthma management training, also required under the Regulations.
- Appoint a staff member to be the nominated first aid officer.
- Advise families that a list of first aid and other health products used by the service is available for their information, and that first aid kits can be inspected on request.

- Provide and maintain an appropriate number of up-to-date, fully-equipped first aid kits that meet Australian Standards.
- Provide and maintain a portable first aid kit that can be taken off-site for excursions and other activities.
- Ensure that first aid training details are recorded on each staff member's record.
- Ensure safety signs showing the location of first aid kits are clearly displayed.
- Ensure there is an induction process for all new staff, casual and relief staff, that includes providing information on the location of first aid kits and specific first aid requirements.
- Ensure a resuscitation flow chart is displayed in a prominent position in the indoor and outdoor environments of the service.
- Keep up to date with any changes in procedures for administration of first aid and ensuring that all educators are informed of these changes.
- Notify the regulatory authority of any serious incident meaning an incident or class of incidents prescribed by the National Regulations as a serious incident. This notice must be provided within 24 hours of the incident or the time that the person becomes aware of the incident.

Nominated Supervisors will:

- Ensure that all staff approved first aid qualifications, anaphylaxis management training and emergency asthma management training are current, meet the requirements of the National Act (Section 169(4)) and National Regulations (Regulation 137), and are approved by ACECQA (refer to Sources).
- Ensure a portable first aid kit is taken on all excursions and other off-site activities.
- Review, record and sign off on all documentation when first aid has been administered; and
- Dial 000 and call for an ambulance when emergency medical treatment is required or delegate this responsibility.

The Nominated First Aid Officer will:

- Maintain a current approved first aid qualification.
- Monitor the contents of all first aid kits and arranging with the approved provider for replacement of stock, including when the use-by date has been reached.
- Dispose of out-of-date materials appropriately.
- Ensure a portable first aid kit is taken on all excursions and other off-site activities.
- Keep up to date with any changes in the procedures for the administration of first aid.
- Ensure that enrolment records for each child include a signed Consent form for the administration of first aid and the approved products to be used for example Paracetamol

Educators will:

- Implement appropriate first aid procedures when necessary.
- Maintain current approved first aid qualifications, and qualifications in anaphylaxis management and emergency asthma management, as required.

- Practice CPR and administration of an auto-injection device at least annually (in accordance with other service policies).
- Ensure that all children are adequately supervised while providing first aid and comfort for a child involved in an incident or suffering trauma.
- Ensure that the details of any incident requiring the administration of first aid are recorded on the incident, injury, trauma and illness record.
- Notify the nominated supervisor six months prior to the expiration of their first aid, asthma or anaphylaxis accredited training.

Families will:

- Provide the required information for the service’s medication record.
- Provide written consent (via the enrolment record) for service staff to administer first aid and call an ambulance, if required.
- Be contactable, either directly or through emergency contacts listed on the child’s enrolment record, in the event of an incident requiring the administration of first aid.
- Pay for any costs associated with an ambulance call out.

MONITORING, EVALUATION AND REVIEW

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every 18 months. Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family’s ability to utilise the service; the fees charged or the way in which fees are collected.

RELATED LEGISLATION

- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations
- Work Health and Safety Act 2011
- Children and Young Persons (Care and Protection) Act 1998

LINKS TO:

- Education and Care Services National Law Act 2010: Section 167, 169
- Education and Care Services National Regulations: Regulations 87, 89, 136, 137 (1)(e), 168 (2)(a), 245
- National Quality Standard, Quality Area 2: 2.2, 2.1.2

SOURCES

- ACECQA – <https://www.acecqa.gov.au/qualifications/requirements/first-aid-qualifications-training>
- Guide to the National Law and National Regulations

- Australian Red Cross – <https://www.redcross.org.au/>
- St John Ambulance Australia (NSW) – <https://www.stjohnnsw.com.au/>
- First aid in the workplace – <https://www.safeworkaustralia.gov.au/doc/model-code-practice-first-aid-workplace>

• **Policy Revision History**

<i>Date</i>	<i>Authorised By</i>	<i>Description of Amendments</i>	<i>Sections affected</i>
Jan 2021	P. Ritchie – GM		

- **Review Date: Jan 2022**

INTRODUCTION

BDCS acknowledges its obligations to provide for the health and safety of children and accordingly must have in place policies and procedures to effectively manage the event of any incident, injury, trauma or illness that may occur within the services.

Educators must recognise that children's innate desire to explore and test their growing capabilities is an essential part of developing their wellbeing and must ensure that this development is balanced with the need to provide a safe environment and reasonably protect children from potential harm.

OVERALL GOALS – What are we going to do?

Our care and education service will:

1. Develop program goals that promote the wellbeing of each child;
2. Establish procedures and practice that minimise the risk of harm to children;
3. Maintain communication with families to ensuring that they are informed of any incidents, injury, trauma and illness to their child/ren as required;
4. Ensure that records of any incident, injury, trauma and illness are documented, transmitted to the relevant authorities/ government departments as required and kept in storage according to regulatory requirements; and
5. Ensure that this policy is implemented in conjunction with our Emergencies and evacuation policy.

OVERALL STRATEGIES – How will it be done?***Incident, Injury, Trauma and Illness Report***

Details entered in the Incident, Injury, Trauma and Illness Record includes the following:

- the name and age of the child;
- the circumstances leading to the incident, injury or trauma, or relevant circumstances surrounding the child becoming ill (including any symptoms);
- the time and date the incident occurred, the injury was received, or the child was subjected to the trauma, or the apparent onset of the illness;
- the action taken by the service, including any medication administered, first aid provided, or medical personnel contacted;
- details of any person who witnessed the incident, injury or trauma, or the apparent onset of illness;
- the name of any person the service notified, or attempted to notify, of any incident, injury, trauma or illness that a child suffered while being educated and cared for by the service, and the time and date of the notifications/attempted notifications;
- the name and signature of the person making an entry and the director / or person in charge, in the record, and the time and date that the entry was made; and
- Signature of a parent/guardian to verify that they have been informed of the occurrence.

All information will be included in the Incident, Injury, Trauma and Illness Report as soon as is practicable, but not later than 24 hours after the incident, injury or trauma, or the onset of the illness.

Preventative Strategies

- Consider the planning of the physical environment and experiences, ensuring that the spaces are safe.
- Thoughtfully group children to effectively manage supervision and any potential risks to children's health and wellbeing.
- Respond to children in a timely manner. Provide reassurance and ensure children's emotional and physical wellbeing is paramount at all times.
- Regularly check equipment in both indoor and outdoor areas for hazards and taking the appropriate action to ensure the safety of the children when a hazard is identified.
- Review the cause of any incident, injury or illness and taking appropriate action to remove the cause if required.
- Provide staff with access to appropriate up to date information, or professional development on the management of incidents.
- Maintain high levels of supervision at all times.
- Review supervision plans regularly.

ROLES AND RESPONSIBILITIES

Approved Providers and Nominated Supervisors will:

- Ensure that the premises are kept clean and in good repair.
- Ensure that completed medication records are kept until the end of 3 years after the child's last attendance (regulation 92, 183).
- Ensure that a parent/guardian of the child is notified as soon as is practicable, but not later than 24 hours after the occurrence, if the child is involved in any incident, injury, trauma or illness while at the service (regulation 86).
- Ensure that incident, injury, trauma and illness records are kept and stored securely until the child is 25 years old (regulations 87, 183).
- Ensure that there is a minimum of one educator with a current approved first aid qualification on the premises at all times.
- Ensure that children's enrolment forms provide authorisation for the service to seek emergency medical treatment by a medical practitioner, hospital or ambulance service.
- Ensure that in the case of a serious incident, an incident report is completed, and a copy forwarded to the regulatory authority as soon as is practicable but not later than 24 hours after the occurrence.
- Request the parents/guardians make arrangements for the child or children involved in an incident or medical emergency to be collected from the service or informing parents/guardians if an ambulance has been called.
- Notify other person/s as authorised on the child's enrolment form when the parents/guardians are not contactable.
- Ensure that regulatory and legislative responsibilities are met in relation to any incident, injury or medical emergency.
- Maintain all enrolment and other medical records in a confidential manner.

- Regularly check equipment in both indoor and outdoor areas for hazards and taking the appropriate action to ensure the safety of the children when a hazard is identified.
- Review the cause of any incident, injury or illness and taking appropriate action to remove the cause if required.
- Ensure first aid kits are kept up to date at all times and they are accessible across the various environments of the service. Ensure there is also a full first aid kit in the staff room and in the emergency evacuation bag.
- Use their discretion to phone a parent to consult if the child is 'out of sorts' or as the result of an injury.
- Notifying the appropriate regulatory body when required and in the designated time frame – see <https://www.acecqa.gov.au/resources/applications/notification-types-and-timeframes> for these specifications.

Educators will:

- Record details of any incident, injury or illness in the Incident, Injury, Trauma and Illness Record as soon as is practicable but not later than 24 hours after the occurrence (this needs to be completed by a staff member with a first aid certificate).
- Seek further medical attention for a child if required.
- Be aware of the signs and symptoms of illness/trauma.
- Be aware of individual children's allergies and immunisation status and use this knowledge when attending/responding to any incident, injury or illness.
- Respond to children showing signs of illness and begin monitoring the symptoms of the child and recording as appropriate. Educators will contact the child's authorised person to inform them of the illness signs, or to request the collection of the child.
- Isolate the child where practical, such as lying on a bed or cushion within view of an adult, whilst ensuring the child is comfortable and reassured.
- In response to a child registering a high temperature, follow procedures for temperatures (see Dealing with Infectious Diseases Policy), and complete the incident, injury, trauma and illness record as required.
- Try to ensure that first aid is administered to the child by a first aid staff member most familiar to the child.
- Accompany any child in an ambulance and remain with the child if an ambulance is required and a parent unavailable.
- Care for the remainder of the group when another child has an accident, injury or trauma and ensure the educator most familiar with the child injured and who holds a first aid certificate, remains with that child until the parent arrives
- Help supervise other children while the educator is with the injured child
- Complete the Injury in the Workplace Register form for themselves, should they require this during their time at work and notify the Nominated Supervisor immediately.

Families will:

- Be informed of policies and procedures upon enrolment with regards to first aid, illness whilst at the service, and exclusion practices, including immunisation status and illnesses at the service;
- Inform the service of their child's particular requirements, and provide any relevant paperwork to the service, such as immunisation status, letters from a medical professional etc;
- Be notified of any incident, injury, trauma, or illness as soon as is practicable, but no later than 24 hours after the noted incident, and will be provided with a copy of the report
- Receive access to this policy and notification of its existence; and the opportunity to provide input into the review and effectiveness of policies and procedures of the service via various methods;
- Be provided access to information on children's development, the service program, and relevant resources (such as Kidsafe, SIDs and Kids, for example) from the service.

MONITORING, EVALUATION AND REVIEW

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every 18 months. Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

RELATED LEGISLATION

- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations
- Work Health and Safety Regulations 2019
- Work Health and Safety Act 2016
- Australian Standards AS3745-2002, Emergency control procedures for buildings, structures and workplaces
- Children and Young Persons (Care and Protection) Act 1998

LINKS TO:

- National Quality Standards: 2.1, 3.1, 7.1.2
- Education and Care Services National Law Act 2010: Section 174(2)
- Education and Care Services National Regulations: Regulations 77, 85, 86, 87, 103, 177, 183

SOURCES

- Australian Children’s Education and Care Quality Authority (ACECQA) – www.acecqa.gov.au
- Education and Care Services National Regulations 2018:
<https://www.legislation.nsw.gov.au/#/view/regulation/2011/653>

Policy Revision History

<i>Date</i>	<i>Authorised By</i>	<i>Description of Amendments</i>	<i>Sections affected</i>
Jan 2021	P. Ritchie – GM		

- **Review Date: Jan 2022**

INTRODUCTION

Ensuring the health and safety of children and staff is paramount to BDCS. Our educators need to be aware of the likelihood of children being exposed to an infectious illness whilst in care. Maintaining hygiene practices within the service and teaching children about health and hygiene will assist in the prevention of infectious diseases and providing families with information will further support this process.

OVERALL GOALS – What are we going to do?

BDCS aims to minimise children's exposure to infectious diseases through such means as:

1. Following all recommended guidelines from relevant authorities regarding the prevention of infectious diseases;
2. the promotion of practices that reduce the transmission of infection;
3. the exclusion of sick children and staff;
4. service support for child and staff immunisation; and
5. Implementing effective hand washing procedures.

OVERALL STRATEGIES – How will it be done?**BDCS will:**

1. Ensure that all information regarding the prevention of infectious diseases is sourced from a recognised health authority
2. Ensure that children are reasonably protected from harm by working with the Nominated Supervisor and Educators on developing, implementing and reviewing policies that will guide health and safety procedures within the service; and
3. Develop an enrolment procedure that captures all required information regarding a child's immunisation status and any medical conditions, then maintain and store appropriately the required enrolment documents and enrolment information of children in the service.
4. Provide all staff with information about and access to immunisation as per the Australian Immunisation Handbook recommendations for people working with children
5. Inform and implement the advice of the health department, or local health unit regarding Infectious Diseases as required.

Directors and Nominated Supervisors will:

Develop and implement procedures for:

1. maintaining a hygienic environment;
2. providing families with relevant infectious diseases, health and hygiene information;
3. guiding children's understanding of health and hygiene throughout the daily program;
4. ensuring staff are aware of relevant immunisation guidelines for children and themselves
5. updating children's enrolment records in regard to immunisations

Involve both educators and families in creating these policies in order to obtain the best outcomes.

Provide opportunities for educators to source relevant and up to date information on the prevention of infectious diseases and maintaining health and hygiene procedures.

Provide relevant sourced materials to families about:

1. the current NSW Immunisation Schedule for children;
2. exclusion guidelines for children that are not immunised or have not yet received all of their immunisations in the event of an infectious illness at the service, upon induction at the service;
3. advice and information regarding any infectious diseases in general, and information regarding any specific infectious illnesses that are suspected/present in the service; and
4. providing information on illnesses (as soon as practicable after the occurrence of an infectious disease).

Provide information to families as soon as practicable of the occurrence of an infectious disease that describe the:

1. nature of illness;
2. incubation period; and
3. infectious and exclusion periods.

This information will be sourced from a reliable source (e.g Department of Health)

Ensure that an “Incident, Injury, Trauma and Illness” record is completed as soon as practicable, or no later than 24 hours of the illness occurring;

Ensure that processes are in place to ensure all educators are aware of individual children’s circumstances;

Maintaining confidentiality with regards to children’s individual medical circumstances, by putting procedures in place to safeguard children and family’s personal information;

Ensure that exclusion guidelines are adhered to in the event of an outbreak of an infectious disease

Staff will:

1. Ensure that any children that are suspected of having an infectious illness are responded to and their health and emotional needs supported at all times;
2. Implement appropriate health and safety procedures, when tending to ill children;
3. Ensure that families are aware of the need to collect their children as soon as practicable to ensure the child’s comfort;
4. Advise families that they will need to alert the service if their child is diagnosed with an Infectious Illness;
5. Maintain their own immunisation status, and advise their Director or General Manager of any updates to their immunisation status;
6. Provide varied opportunities for children to engage in hygiene practices, including routine opportunities, and intentional practice;
7. Take into consideration the grouping of children to reduce the risk of acquiring an infectious illness when planning the routines/program of the day;
8. Implement the services health and hygiene policy including:
 - hand washing – washing and drying thoroughly, and remembering to include babies when hand washing
 - routine and daily cleaning of the service;

- Nappy changing procedures;
 - wearing gloves (particularly when in direct contact with bodily fluids); and
 - Proper handling and preparation of food.
9. Provide opportunities for staff, children and families to have access to health professionals by organising visits/guest speakers to attend the service to ensure that practices in place at the service are correct; and
 10. Maintain currency with regard to Health and Safety by attending appropriate professional development opportunities.

Families will:

1. Advise the service of their child’s immunisation status, and provide written documentation of this for the service to copy and keep with the child’s records
2. Advise the service when their child’s medical records are updated.

Evaluation

Infection control is effectively managed at the service to ensure children remain healthy and transmission of infectious diseases are minimised.

Other Sources:

Immunisation Handbook – 9th Edition (2008) Australian Government – Department of Health and Ageing – National Health and Medical Research Council

Staying Healthy in Child Care – Preventing Infectious Diseases in Child Care

Links to National Quality Standard: 2.1.1, 2.1.3, 2.1.4

Education and Care Services National Regulations 2011

Policy Revision History

<i>Date</i>	<i>Authorised By</i>	<i>Description of Amendments</i>	<i>Sections affected</i>
Jan 2021	P. Ritchie – GM		

Review Date: Jan 2022

INTRODUCTION

BDCS is committed to a planned approach to the management of medical conditions to ensure the safety and wellbeing of all children at this service. Medical conditions including (but not limited to) asthma, anaphylaxis and diabetes can be life threatening so BDCS must ensure that all staff are equipped with the knowledge and skills to ensure all children receive the highest level of care.

OVERALL GOALS – What are we going to do?

BDCS will minimise the risks of medical conditions around children by:

1. Working with families of children with diagnosed medical conditions to develop a risk minimisation plan for their child
2. Ensuring that all staff are informed of all children with a diagnosed medical condition and the risk minimisation procedures for these
3. Providing all families with information, including the risk management plan, where a diagnosed medical condition is present in the service that may be impacted by the actions of others (e.g. advising families not to send in an allergen where there is an anaphylactic child)
4. Ensure that all staff have access to risk minimisation plans and are trained in the administration of emergency medication.

OVERALL STRATEGIES – How will it be done?

1. Families of children with a diagnosed medical condition will be given a copy of this policy
2. Parents will be informed that they are required to provide the service with a medical management plan for their child's condition.
3. Collaboration with families of children with diagnosed medical conditions will take place to develop a risk management plan including, but not limited to, the following areas:
 - Ensuring risks relating to the child's specific health care need, allergy or relevant medical condition are assessed and minimised
 - Where relevant, ensure that practices and procedures are developed and implemented in relation to safe handling, preparation, consumption and service of food.
 - Where relevant, ensuring families are aware of any known allergens or other risks to the child in relation to their diagnosed medical condition and that policies and procedures are in place to address these.
 - Ensuring all staff members can identify the child, the child's medical management plan and the location of any medications
4. BDCS will provide first aid training (including Asthma and Anaphylaxis training) to all permanent staff on a regular basis

MANAGEMENT OF PARTICULAR CONDITIONS

ASTHMA

As it is generally accepted that children under the age of 6 do not have the ability to recognise and manage their own asthma effectively, BDCS recognises the need to implement responsible asthma management strategies, including:

- Provision of Emergency Asthma Management Training to staff
- Providing an environment where the health of children with asthma is supported and they can participate in all activities to the best of their capabilities
- Raising awareness of asthma amongst those involved with the service
- Where a diagnosis of asthma is indicated, BDCS will request a copy of the child's asthma management plan from the family
- First Aid kits across the services (including those taken on excursions) will be stocked with Asthma reliever medication (e.g. Ventolin), a spacer and face mask, which at least one staff member is skilled in the administration of.
- Identification of children with asthma during the enrolment process and informing staff
- Providing families of children diagnosed with asthma with a copy of this policy and requesting from families a copy of the child's asthma management plan.
- Communicate with the family regarding the status of the child's health and any concerns families or staff may have regarding the child's health and their ability to participate fully in all activities
- Request that families ensure their child has an adequate supply of asthma medication and a spacer and that the medication forms have been completed.
- Where practical, encouraging children with asthma to seek their reliever medication when symptoms develop.

ANAPHYLAXIS

Anaphylaxis is a severe, life-threatening condition that affects up to 5% of children aged 0-5. BDCS recognises the need to address anaphylaxis management within our services as will do so using the following measures:

- Ensuring that all permanent staff members are provided with anaphylaxis management training
- Conducting assessments of the potential for accidental exposure to allergens whilst child/ren at risk of anaphylaxis are in the care of the service and develop risk management plans accordingly
- Ensuring that all handbooks & relevant communications to families includes information on our anaphylaxis management procedures and the presence of child/ren at risk of anaphylaxis within the services.
- Ensuring that all staff members are aware of children attending the services that are at risk of anaphylaxis
- Requesting from parents a copy of the child's anaphylaxis management plan signed by the child's medical practitioner and ensuring that appropriate medication is provided and recorded appropriately.
- Encouraging ongoing communication between families and staff regarding the current status of the child's allergies.

- Displaying an Action Plan for Anaphylaxis poster in key locations within the service
- Ensuring that all staff are aware of the location of adrenaline auto-injection devices and that it is easily accessible for staff members

In the event of a child showing symptoms of anaphylaxis, staff will take action in the following order:

- Call 000
- Commence first aid
- Contact the parent/carer
- If parents are unable to be reached, call listed contact person/s

Diabetes

BDCS recognises the need to facilitate effective care and health management of children who have diabetes, and the prevention and management of acute episodes of illness and medical emergencies.

We will aim to provide an environment in which children with disabilities can participate in all activities to the full extent of their capabilities through the following means:

- Ensuring that any child/ren diagnosed with diabetes is identified and staff are informed of their condition
- Ensuring that there is always a staff member with senior first aid training on duty
- Ensuring that families provide the service with testing kits and medication where required.
- Developing a diabetes action plan for each child in conjunction with the family and relevant medical practitioners.
- Informing staff as to symptoms, signs and treatment of low blood glucose levels
- Regular consultation with families as to the status of the child's health
- Catering for any dietary requirements

Links to National Quality Standard: 2.1.1

Policy Revision History

<i>Date</i>	<i>Authorised By</i>	<i>Description of Amendments</i>	<i>Sections affected</i>
Jan 2021	P. Ritchie – GM		

Review Date: Jan 2022

INTRODUCTION

To supporting the health and wellbeing of children the use of medications may be required at BDCS. Any medication must be administered as prescribed by a medical practitioner and first aid guidelines to ensure continuing health for the children's safety and wellbeing.

OVERALL GOALS – What are we going to do?

Families requesting the administration of medication to their child/ren will always be required to follow the guidelines developed by BDCS to ensure the safety of children and educators. To ensure the interests of staff, children and carers are not compromised, medication will only be administered with the explicit permission of the parents/carers or in the case of an emergency with the permission of a medical practitioner.

OVERALL STRATEGIES – How will it be done?

- The service will ensure that the Medication Record is completed for each child using the service who requires medication. Relevant separate details must be completed for each medication if more than one is required.
- Medication may only be administered by the service with written authority signed by the child's parent or other responsible person named in the child's enrolment record that is authorised by the child's parent / guardian to make decisions about the administration of medication.
- No medication will be administered to a child unless prescribed by a Registered Medical Practitioner. If the medication is an over the counter drug (see below for examples of non-prescribed medications), it must be accompanied with a chemist label stating the child's name, the dose required and the period for which this dose will be required.
- Medication must be provided by the child's parent / guardian including the following –
 - Original container. Medication will only be administered from the original container.
 - Original label that is clearly readable.
 - Child's name clearly on the label.
 - Any instructions attached to the medication or related to the use of the medication.
 - Any written instructions provided by the child's registered medical practitioner.
- Any person delivering a child to the service must not leave medications in the child's bag or locker. Medication must be given directly to an educator for appropriate storage upon arrival.

Prescribed Medications

- These may include:
 - Antibiotics
 - Creams for external body surfaces for example for eczema
 - Nebulizers, inhalants, turbuhaler for asthma
 - Ear drops, nose drops, and eye drops.

Non-Prescribed Medications

- These may include:
 - Paracetamol products
 - Creams or lotions for external body surfaces such as nappy rash/ dry skin or sunscreen.
 - Lotions for internal body surfaces i.e. teething treatments.
 - Herbal/ Naturopathic remedies
- Non-prescribed medications must be accompanied by a chemist label detailing the child's name, dosage and the expiry date for the medication AND a completed Administration of Non-prescription Medication form.

Acceptance of Medication by an Educator

- The Parent/Guardian(s) are to inform an educator if their child requires medication whilst at the service. A Medication Record is to be completed by the Parent/Guardian and given to an educator.
- A child may not attend the service if they have started antibiotics (including antibiotic cream) in the last 24 hours.
- The educators will ensure that the Parent/Guardian has filled in the Medication Record correctly
- The educator must check the currency of the use by date of the medication. They must also check that the medication is in the original container.
- Educators must ensure that the child's name for whom the medication has been prescribed, appears on the chemist label and matches the child's name on the Medication Record completed by the Parent/Guardian.
- Educators are to check that the details on the medication correspond with the information on the Medication Record.
- The educator must store the medication safely in a cupboard secured with a childproof lock or in a medication locked box, out of reach of children. If the medication needs to be refrigerated, use a lockable container.
- The educator that receives the medication must follow the proper procedure and communication to ensure that the appropriate child's educator administers the medication or oversees the administration of the medication.

Administering Medication

- When the medication is to be administered to the child, two educators are required to be present - one to be responsible for administering the medication, and the other to check the procedure and to act as a witness both visually and in writing.
- The educator administering the medication must wash his/her hands immediately before and after administering the medication
- Re-check the dosage and details of the medication immediately before the medication is administered to the child. Complete the details of the medication administered to the child on the Medication Record after the medication has been administered.
- If the child suffers from a reaction to the medication, an ambulance must be called. When calling an ambulance, it must be specified that the child is suffering a reaction to a substance. This is to ensure that the appropriate ambulance officer may be dispatched to treat the child.

- Once the form is completed, it is to be retained for 3 years after the child's last attendance, or in accordance with the current regulations.
- When it is necessary for the medication to be taken home, it is the educator's responsibility to ensure the Parent/Guardian receives the correct medication.

Medical Procedures (Trained Staff Only)

- Medical Procedures encompass procedures or administration of medication outside of oral administration of medication. These would include procedures which a Parent/Guardian or educator can perform, having received appropriate training.
- Due to the more serious nature and possible legal implications of this type of medical procedure, BDCS requires that educators seek all permission and directions from the child's Parent/Guardian as opposed to any other caregiver who is responsible for a child on a daily basis.
- For BDCS educators, appropriate training means the educator will:
 - Be the holder of a current Apply First Aid Certificate and
 - Have received training from a qualified health professional that is relevant to the child's individual condition.
- Self-administration of medical procedures is not permitted regardless of the age of the child. An educator with appropriate training is required to administer medical procedures.

Procedure for the Enrolment/ Continued Enrolment of a Child Requiring Medical Procedures

- When enrolling a child who requires a Medical Procedure, or when a medical condition requiring a medical procedure for an enrolled child becomes known to the service, the Nominated Supervisor must meet with the Parent/Guardian, to take part in a case conference to ascertain the extent of the child's needs. Eg Diabetes, tube feeding, other injections.
- The Nominated Supervisor will need to seek written authorisation from the Parent/ Guardian to obtain explicit medical information from the child's Medical Practitioner.
- Once the medical information has been returned, the Nominated Supervisor will arrange a meeting with the educators to discuss the information provided and decide on the ability of the educators to respond to the child's needs.
- Consideration will be given to the availability and willingness of educators to be trained in the correct implementation of the necessary procedures.
- If it appears that the service cannot meet the child's needs, the Nominated Supervisor with support from management, will inform the Parent /Guardians of the outcome of the decision. In these circumstances, we will endeavor to find an alternative placement in another service or refer the family to other possible support agencies or organisations.
- If the decision is made to enrol the child or to continue the child's enrolment, the Nominated Supervisor will inform the Parents/Guardians of the decision, ensuring that the following forms are completed and signed.
 - Enrolment form
 - Medical Condition Plans (see Medical Condition Policy)
- BDCS will arrange for educators to undertake the required training. The child's enrolment cannot be undertaken until educators have completed the necessary training.

- An Individual Management Plan should be developed to discuss possible changes required in the service routine to best meet the needs of the children and to minimise the child's risk.

Procedure for the Administration of Medical Procedures

- Parents/Guardians are to inform an educator if their child requires medication or a medical procedure whilst at the service. The Medication Record is to be completed by the Parents/ Guardians.
- The Parents/Guardians are to give the medication and/or medical equipment and the above form to an educator who will:
 - Check that the medication is in the original container, bearing the child's name, dosage and frequency.
 - Check the currency of the use by date of the medication.
 - Ensure that the name of the child for whom the medication has been prescribed, appears on the chemist label and matches the child's name on the form.
 - Check that the details on the medication correspond with the information on the Medication Record. If it is long term medication, then this is to be reviewed annually or as advised by the child's Medical Practitioner.
 - Ensure that the administration instructions are written by the child's Medical Practitioner or Specialist.
- The educator responsible will store the medication and medical equipment safely in a cupboard or box with a childproof lock. If the medication needs to be refrigerated, in a lockable container.
- The medical procedure must only be administered by an educator who is suitably trained as outlined above.
- When the medication or medical procedure is administered to the child, two educators are required to be present - one to be responsible for the administering of the medication or medical procedures and the other educator to act as a witness.
- If the child suffers from a reaction to the medication, an ambulance must be called. When calling an ambulance, it must be specified that the child is suffering a reaction to a substance. This is to ensure that the appropriate ambulance officer may be dispatched to treat the child.

Emergency Administration of Medication – When a child requires medication and no plan is in place and the child's condition is not known to the service.

- In the event of an emergency, the service 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 service 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 service 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 for the administration of medication.
- If none of the child's nominated contacts can be reasonably reached, the service must contact Health Direct on 1800 022 222 or an emergency service 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. This will be done using the Incident, Injury, Trauma and Illness Form.

Emergency Involving Anaphylaxis or Asthma - When a child requires medication, no plan is in place and the child's condition is not known to the service.

- 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 service must contact the following as soon as practicably possible
 - Emergency services.
 - A parent, guardian or emergency contact for the child.
- The child will be positively reassured, calmed and removed to a quiet area under the direct supervision of a suitably experienced and trained educator.
- 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. This will be done using the Incident, Injury, Trauma and Illness Form.

Guidelines for Administration of Paracetamol

In the case where Children's Colourfree Panadol 1-5 years is administered for the control of a high fever, the following guidelines are to be followed.

- At the time of the enrolment, parents are asked to sign a form authorising staff to administer the prescribed dose of Panadol to their child should they have a temperature of 38 degrees or above (attachment three).
- The temperature will be taken under the arm, using a digital thermometer.
- Steps to Reduce a High Temperature
 - Contact the Parent/Guardian/Emergency Contact and advise them that their child has a high temperature and ask them to make arrangements to collect the child.
 - Remove the child's excess clothing, for example jumpers and jackets, whilst considering the temperature in the room.
 - Sponge the child with lukewarm water.
 - Gently fan the child with a paper fan.
 - Encourage the child to drink water to help prevent dehydration.
 - Constantly observe and monitor the child for any changes. Never leave the child unattended.
 - If, after 10 minutes the child's temperature is still over 38°C or if the child's temperature is rapidly rising, then check the Enrolment form or Summary of Authorisation form for permission to administer paracetamol. If the temperature is 38.5 or higher, do not wait for 10 minutes, immediately begin the process of seeking permission for paracetamol administration and ring Health Direct on 1800 022 222.
 - If written permission has been given on the Enrolment Form, inform the Parent/Guardian/Emergency Contact, that educators will administer a single dose of Paracetamol whilst awaiting collection and complete details of this using the Incident, Injury, Trauma and Illness Form.

- If written permission has not been given on the Enrolment Form, request verbal permission from the Parent/Guardian/Emergency Contact. If permission granted, educators will administer a single dose of Paracetamol whilst awaiting collection. If this is the case, then a second educator needs to be present in witnessing the verbal permission given by the Parent/Guardian/Emergency Contact.
 - If written or verbal permission has not been given to administer Paracetamol from the Parent/Guardian/Emergency Contact, and if the temperature continues to rise to 39.5°C degrees or higher whilst waiting for collection, then an ambulance will be called and advice from paramedics followed.
 - If Parent/Guardian/ Emergency Contact cannot be located to give verbal permission and/or collect their child and if the temperature reaches 39.5°C, then the service will call an ambulance and continue trying to locate Parent/Guardian/Emergency Contacts.
 - Where permission has been given to administer Paracetamol, educators are to follow the procedure for Emergency Administration of Medication.
 - Complete an Incident Injury, Trauma and Illness Record and get the Parent/Guardian/Emergency Contact on arrival to sign the form.
- All paracetamol authorisation forms must be retained for 3 years after the child's last attendance or in accordance with current regulations.

MONITORING, EVALUATION AND REVIEW

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every 18 months. Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

RELATED LEGISLATION

- Education and Care Services National Regulations: Regulations 99, 102, 160, 161, 168(2)(m)
- Family Law Act 1975 (Cth), as amended 2011
- Children and Young Persons (Care and Protection) Act 1998

LINKS TO:

- National Quality Standard, Quality Area 2: Children's Health and Safety
- Education and Care Services National Regulations: Regulations 90, 91, 92, 93, 95, 96
- Early Years Learning Framework: Outcome 3

SOURCES

- Australian Children's Education and Care Quality Authority (ACECQA) – www.acecqa.gov.au
- Staying Healthy in Child Care 5TH Edition, Preventing infectious diseases in childcare

VERSION CONTROL

Policy Revision History

<i>Date</i>	<i>Authorised By</i>	<i>Description of Amendments</i>	<i>Sections affected</i>
Jan 2021	P. Ritchie – GM		

Review Date: Jan 2022

INTRODUCTION

Coronaviruses (CoV) are a large family of viruses that cause illness ranging from the common cold to more severe diseases. A novel coronavirus (nCoV) is a new strain that has not been previously identified in humans. COVID-19 is the infectious disease caused by the most recently discovered coronavirus.

OVERALL GOALS – What are we going to do?

Our service will apply measures that prioritise health and safety measures, including:

- Implementing vigilant hygiene practices that prevent the spread of infectious diseases, including COVID-19
- Encouraging good health and sanitation
- Monitoring sources of public health information
- Implementing all measures recommended by authorities and
- Educating and informing our community with current and trusted information.

POLICY STATEMENT

Bourke and District Children’s Services is committed to providing a safe and healthy environment reduces the chance of being infected or spreading COVID-19. In recognition of the rapid spread of this disease and the ongoing release of information from authorities, our service needs to respond swiftly and correctly to advice from authorities.

OVERALL STRATEGIES – How will it be done?

Practices to reduce the chance of being infected or spreading COVID-19 will include:

- Regularly and thoroughly cleaning hands with an alcohol-based hand sanitiser or with soap and water and having regular time for handwashing for all children and staff within learning programs and activities, especially before eating.

Encouraging children to avoid touching eyes, nose and mouth as much as possible.

- Encouraging children to “learn through play” about face masks, hand hygiene and social distancing through imaginative play e.g. facemasks have been made for dolls and teddies
- Requiring all staff and management to complete online COVID-19 training module (<https://www.health.gov.au/resources/apps-and-tools/covid-19-infection-control-training>)
- Maintaining social distancing of adults including staff, parents and visitors where appropriate
- Using facemasks when social distancing cannot be achieved, or when they are recommended by health authorities during times of heightened risk
- Requiring all staff, children and visitors to record their temperatures on sign in to the Centres, and be excluded from the service if their temperature exceeds 38C for more than 30 minutes
- Following good respiratory hygiene, when coughing or sneezing; cover mouth and nose with bent elbow or tissue and dispose of the used tissue immediately and wash hands with soap and water or, if water is not available, use hand sanitiser.

- Excluding children or staff who are unwell and reasonably suspected to have a communicable disease from the service until they are asymptomatic and well.
- Excluding children or staff who have recently travelled to a Dept of Health COVID declared “hot spot” or visited a COVID 19 Case location as advised by the NSW Department of Health until they have been cleared by a doctor following a COVID test to return.
- Consider the need for non-essential activities that involve close personal contact – for example [excursions](#) and [incursions](#).
- Implement controls to reduce direct contact with others, such as:
 - barriers to create space at sign-in areas, seated areas etc.
 - modify shifts and rosters, or pick-up and drop-off times to reduce peak periods.
 - have staff collect children from outside the service.
 - support remote learning for families keeping their children at home for long periods.
 - restricting excursions and incursions during this heightened risk period and conducting risk assessments prior in consideration of:
 - the latest advice from the Australian Health Protection Principal Committee (AHPPC) and those at high risk such as those with medical conditions.
 - Should there be any concerns regarding the health of a child at the service, families will be asked to seek medical attention. Further guidance may be sought from Health direct on 1800 022 222.
 - In recognition of the rapid and consistent release of information related to COVID-19, our service will refer to reliable authorities daily. Advice, directions and guidance will be communicated to staff and families immediately and followed accordingly

Trusted sources of information include:

- Australian Government Department of Health: www.health.gov.au
- Coronavirus information for schools and early childhood centres, students and parents:
- National Coronavirus Help Line: 1800 020 080
- Public Health Unit: 1300 066 055 (NSW)
- <https://www.nsw.gov.au/covid-19>
- <https://education.nsw.gov.au/early-childhood-education/coronavirus/advice-for-services-and-providers>

CLEANING AND HYGIENE

Bourke and District Childrens Services maintains a clean and hygienic environment. During any infectious disease outbreak, routine environmental cleaning is increased in frequency, particularly on high- touch surfaces such as door handles, tables, light switches and bathroom areas. Surfaces are cleaned using detergent and water (or wipes) to remove any visible soil, then disinfected to remove germs. Ensure to use a disinfectant that is effective against viruses including COVID-19 and follow the manufacturer's instructions. Wear gloves when cleaning and disinfecting.

Washing toys effectively is very important to reduce the spread of disease. Only washable toys and books are to be used. Toys are to be cleaned and disinfected at the end of each day. Employ a "toys to wash" receptacle, and during the day, place into this any toys as they are mouthed or come into contact with bodily fluids for cleaning and disinfecting at the end of the session.

Further advice regarding infectious cleaning will be sought from the local Public Health Unit should there be any direct concern regarding the exposure of COVID-19 at the service, including approved deep cleaning services

Service of food and water

Our service follows strict food preparation and handling procedures, including properly cooking food and following good hand hygiene.

Our service will follow any direction from the local Public Health Unit in relation to changes in food preparation procedures or water quality.

Notifying the Regulatory Authority

Any incident that requires the Approved Provider to close or reduce the number of children at our service for a period will be notified to the State or Territory Regulatory Authority within 24 hours.

If a child or staff member at the service is diagnosed with COVID-19 this will be reported to the: Regulatory Authority and Local Public Health Unit: 1300 066 055 (NSW)

A confirmed case of COVID-19 is a serious incident and as such will be notified as soon as practicable within 24 hours.

Notifications will be made through the National Quality Agenda IT System (NQA ITS) or through direct contact via phone or email. Our service will remain diligent in reporting responsibilities and any directions provided to the service by the Ministry of Health.

ROLES AND RESPONSIBILITIES

Role	Authority/Responsibility for
Approved Provider	<ul style="list-style-type: none"> • Follow practices to reduce the chance of being infected or spreading COVID-19 as listed above. • Regularly check updates from reliable sources and communicate these to the Nominated Supervisor and action accordingly. • Ensure that required notifications are made within the defined time frame. • Provide hand washing facilities and make sure these are kept clean, adequately stocked and in good working order. • Provide PPE, including face masks and gloves. • Ask staff who are sick with respiratory illness to stay home until recovered. • If there is a confirmed case of COVID-19, cooperate with directions from the health authorities and maintain confidentiality. • Make appropriate arrangements so that staff who need to self-quarantine stay away from work.
Nominated Supervisor	<ul style="list-style-type: none"> • Work with the Approved Provider to ensure that current and reliable information is communicated to families and staff and actioned accordingly. • Adhere to quarantine requirements and enforce self- quarantine as directed by the Public Health Unit. • Notify the Approved Provider immediately if you need to self-quarantine, have a confirmed case of COVID-19, have recently travelled to an overseas destination or been in close contact with a confirmed case of COVID-19. • Make appropriate arrangements so that staff who need to self-quarantine stay away from work. • Assist the Approved Provider to make the required notifications within the defined timeframes. • Arrange for any maintenance or ordering of supplies to ensure there are adequate hand washing facilities. • Ensure tissues, hand sanitiser, PPE and cleaning products are available for use. • Promote good hygiene practices such as through posters on handwashing and respiratory hygiene. • Keep the service clean and hygienic. • Ask staff who are sick with respiratory illness to stay home until recovered and seek medical advice. • If children become sick while at the service, follow illness procedures to ensure they are isolated, and families are contacted. • Advise families of sick children to seek medical advice. If they are very unwell, call an ambulance. • If there is a confirmed case of COVID-19, cooperate with directions from the health authorities and maintain confidentiality.

	<ul style="list-style-type: none"> Follow practices to reduce the chance of being infected or spreading COVID-19 as listed above.
Families	<ul style="list-style-type: none"> Follow practices to reduce the spreading COVID-19 including regularly and thoroughly cleaning hands with an alcohol-based hand or with soap and water and following good respiratory hygiene when coughing or sneezing spreading COVID-19 including regularly and thoroughly cleaning hands with an alcohol-based hand or with soap and water and following good respiratory hygiene when coughing or sneezing. Follow directions From the Local Public Health Unit (such as the need to self-quarantine) and inform the Nominated Supervisor if you have recently travelled to an overseas destination, have a confirmed case of COVID-19 or been in close contact with a confirmed case of COVID-19. Seek medical attention for your child should they be unwell. <p>Immediately collect your child from the service if requested to do so by staff due to concerns for their health.</p>

RESOURCES / USEFUL LINKS

- Environmental cleaning and disinfection principles for COVID-19: www.health.gov.au/sites/default/files/documents/2020/03/environmental-cleaning-and-disinfection-principles-for-covid-19.pdf
- Spotlight on Quality Issue 5–Unpacking reporting responsibilities: www.education.nsw.gov.au/early-childhood-education/whats-happening-in-the-early-childhood-education-sector/news-and-events/spotlight-on-quality/issue-5-unpacking-reporting-responsibilities
- World Health Organisation–Corona virus disease (COVID-19) Outbreak: www.who.int/emergencies/diseases/novel-coronavirus-2019
- Fairwork Australia: www.fairwork.gov.au/about-us/news-and-media-releases/website-news/coronavirus-and-Australian-workplace-laws
- Australian Government Department of Health: www.health.gov.au
- Corona virus information for schools and early childhood centres, students and parents: www.health.gov.au/resources/publications/coronavirus-covid-19-information-for-schools-and-early-childhood-centres
- National Coronavirus Helpline: 1800020080
- Public Health Unit :1300066055(NSW)
- The Regulatory Authority
- Australian Health Protection Principal Committee (AHPPC): www.health.gov.au/committees-and-groups/australian-health-protection-principal-committee-ahppc

RELATED GUIDELINES, STANDARDS, FRAMEWORKS

National Quality Standard, Quality Area 2: Children’s Health and Safety– Standards 2.1, 2.1.1, 2.1.2, 2.2

National Quality Standard, Quality Area 6: Collaborative Partnerships with Families and Communities – Standard 6.1, 6.2 RELATED GUIDELINES, STANDARDS, FRAMEWORKS

National Quality Standard, Quality Area 2: Children’s Health and Safety– Standards 2.1, 2.1.1, 2.1.2, 2.2

National Quality Standard, Quality Area 6: Collaborative Partnerships with Families and Communities – Standard 6.1, 6.2 RELATED GUIDELINES, STANDARDS, FRAMEWORKS

National Quality Standard, Quality Area 2: Children’s Health and Safety– Standards 2.1, 2.1.1, 2.1.2, 2.2

National Quality Standard, Quality Area 6: Collaborative Partnerships with Families and Communities – Standard 6.1, 6.2

Education and Care Services National Regulations 2011: 90,91,94

Policy Revision History

<i>Date</i>	<i>Authorised By</i>	<i>Description of Amendments</i>	<i>Sections affected</i>
Jan 2021	P. Ritchie – GM		

Review Date: Jan 2022

INTRODUCTION

Conversations and information exchange on dental health should be encouraged to promote good dental hygiene practices and lifelong learning for children and their families. Dental health will be included as part of everyday practice at our education and care service.

OVERALL GOALS – What are we going to do?

BDCS will actively support and promote dental health and hygiene practices as a part of everyday practice. BDCS will provide nutritional foods and water for children, advocating for healthy choices while reflecting practices through curriculum and role modelling.

OVERALL STRATEGIES – How will it be done?**The Approved Provider/ Nominated Supervisor will:**

- Ensure that the daily menu contains a nutritional balance of foods including fresh fruit daily;
- Minimise the provision of sugary foods; and
- Ensure access to safe drinking water at all times.

Educators will:

- Include dental health practices in the daily program;
- Support children to access dental health resources for research, exploration and identification. These resources will be available through books, posters and visual aids;
- Talk with children about dental health during the day. This can be done by encouraging children to drink water throughout the day;
- Pay particular attention to meal and snack times where children will be encouraged to drink water after eating and before rest times, to rinse their mouths;
- Give children bottles before they go to bed. Tooth decay can be reduced by allowing the child to finish the bottle before going to bed and not letting milk settle on teeth;
- Encourage children to drink from a cup and encourage parents in the Bourke community to replace bottles with the use of trainer cups.
- Arrange annual visits by dental health professionals as part of the program. Families and children will be encouraged to attend these visits where correct brushing techniques and dental care will be discussed;
- Provide dental care information to families through newsletters, posters, professional visits, web links and brochures;
- Role model healthy practices while at the service;
- As a method for minimising the harmful effects of acid on the teeth, cheese will be offered at mealtimes where possible; and
- Dental health resources including posters, books and play resources will be provided for children within the curriculum along with educational resources for parents and staff including newsletters, brochures and web links.

EVALUATION

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every two years. Families and

staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved. In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

RELATED LEGISLATION

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations
- Guide to the National Quality Framework ACECQA (2018)

LINKS TO

- Education and Care Services National Regulations: 77-79, 168
- National Quality Standards/Elements: 2.1, 2.2

SOURCES

- Raising Children Network – <https://raisingchildren.net.au/>
- Health Direct – <https://www.healthdirect.gov.au/>
- Health and Safety in Children's Centres: Model Policies and Practices (2nd ed.)
- Australian Dental Association: www.ada.org.au

Policy Revision History

<i>Date</i>	<i>Authorised By</i>	<i>Description of Amendments</i>	<i>Sections affected</i>
Jan 2021	P. Ritchie – GM		

- **Review Date: Jan 2022**

INTRODUCTION

Children have the right to an education in an environment that provides for their health and safety. Good cleaning and maintenance of the environment ensures that illness and unintentional injuries are avoided. Environmental responsibility also encompasses the cleaning and maintenance of the education and care service in ways that are sustainable and environmentally friendly.

OVERALL GOALS – What are we going to do?

- Follow procedures that ensure that buildings, grounds, furniture and equipment are safe, clean and well maintained.
- Promote awareness of environmental sustainability through daily practices and information sharing
- Involve children in discussions about health and safety issues
- Encourage eco-friendly practices and minimal use of chemicals for cleaning and pest control

OVERALL STRATEGIES – How will it be done?**BDCS will:**

- Ensure that services are cleaned professionally at the end of each day
- Develop systems to ensure that checks and risk assessments of the environment are completed regularly and documented, with identified risks, cleaning or maintenance issues being addressed promptly.
- Promote and provide for the use of environmentally friendly cleaning options within the services

Directors will:

- Ensure daily cleaning is carried out satisfactorily
- Ensure that staff are familiar with and adhere to policies and procedures regarding maintaining safe and clean environments for children
- Adopt environmentally practices within the service, such as using environmentally friendly cleaning products
- Incorporate environmental awareness into programming for children where appropriate, to develop the children's awareness of caring for their environment.

Staff will:

- Ensure that cleaning duties do not infringe on the provision of adequate supervision at any time
- Identify and report any cleaning or maintenance issues to the director, or attend to the issue where it is of a minor nature and easily addressed (e.g. a spilled drink)
- Involve children in discussions about health and safety issues
- Role model good cleaning and environmental practices for the children
- Be responsible for spot cleaning of the environment throughout the day, using minimal chemicals and employing eco-friendly cleaning products wherever possible.

- Minimise waste by using reduce and reuse principals as another opportunity to role model good environmental practices for children.

Links to other policies: Child Protection, Interactions with Children, Hygiene and Infection Control, Infectious Diseases, Incident, Injury, Trauma and Illness, Critical Incidents, Supervision, Workplace Health and Safety

Links to National Quality Standard: 2.1.3, 2.1.4, 3.1.2, 3.3, 3.3.1, 3.3.2

Education and Care Services National Regulations 2011: 103, 168

Policy Revision History

<i>Date</i>	<i>Authorised By</i>	<i>Description of Amendments</i>	<i>Sections affected</i>
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Review Date: Jan 2022

INTRODUCTION

BDCS is committed to identifying risks and hazards of emergency and evacuation situations, and planning for their reduction or minimisation, and ongoing review of planned actions around handling these situations including:

- Conducting ongoing risk assessment and reviews of all potential emergency and evacuation situations, including medical emergency situations;
- Developing specific procedures around each potential emergency situation and ensuring full awareness by all staff through the provision of professional development;
- Ensuring regular rehearsal and evaluation of emergency and evacuation procedures.

OVERALL GOALS – What are we going to do?

Emergency and evacuation situations in an education and care service can arise in a number of circumstances and for a variety of reasons. In the event of an emergency or evacuation situation, the safety and wellbeing of all staff, children, families and visitors to the centre is paramount.

OVERALL STRATEGIES – How will it be done?**Risk Assessment for Potential Emergencies**

In preparing the emergency and evacuation procedures, a risk assessment is conducted to identify potential emergencies relevant to our service.

The Emergency Management Folder is kept in the service office and contains:

- Detailed risk assessment and control measures of potential emergencies the service may be exposed to. Documentation is assessed and updated periodically and when needed as circumstances change.
- Detailed, specific procedures to follow in the event of any emergency or evacuation including:
 - Natural disaster
 - Fire or smoke
 - Bomb threat
 - Snake or other potentially dangerous animal
 - Act of terrorism
 - Chemical or hazardous leaks and spills
 - Loss of power or water
 - Intruders
 - Outbreak of infectious disease or illness
 - Death of a child or adult
- A copy of the emergency and evacuation floor plan and instructions are displayed in a prominent position in the foyer near each exit at the service.
- Staffing rosters ensure that at least one Educator who holds a current approved first aid qualification and has undertaken current approved anaphylaxis management training and approved emergency asthma management training will be immediately available in the event of an emergency.

- Emergency telephone numbers are clearly displayed above every telephone.

Discovering an Emergency

- Educators who discover an emergency are required to alert the Responsible Person immediately so that they can determine and implement control measures.
- After immediate assessment, the Responsible Person will then call LOCKDOWN, LOCKOUT or an EVACUATION depending on the type of emergency.

Evacuation Drills and Emergency Evacuation

- There is a large emergency cot that is to be used for any children not walking during evacuations. This cot is to be checked regularly and maintained in a sturdy condition to ensure its safety at all times.
- Emergency whistles are provided in designated areas throughout the service. Whistles are only to be used for evacuation purposes.
- Evacuation drills are carried out every three months without notice, at different times of the day, in accordance with the Education and Care Service National Regulations.
- Prior to the drill, a Nominated Supervisor is assigned to the event. This Nominated Supervisor is required to complete the steps below:

- 1) Conduct the *Emergency Evacuation Drill Risk Management Plan*.
- 2) Fill in the relevant fields of the *Emergency Evacuation Drills Permission Note* and distribute to the services families for all children attending on the day of the Emergency Evacuation drill. All children require permission notes before taking part in an evacuation drill.
- 3) Compile the Class roll & staff attendance/parent, carer, contractor attendance list that will be present at the evacuation drill.
- 4) On the day of the drill remind staff and families that the evacuation drill will be commencing that day.
- 5) Assign tasks to all staff on site.

When it's time for the emergency evacuation drill call LOCKDOWN or EVACUATION and the type of emergency and where the emergency is (eg. Fire in the Kitchen). Simulated emergency conditions consider a variety of practice styles such as scenarios in the rooms, around the yards, and out of the grounds.

- 6) Follow the relevant procedure for your emergency until the emergency evacuation drill is finalised.
- 7) Complete the Emergency Evacuation Drill Form ensuring to provide relevant details including the date, time, how many people are in the building according to attendance registers, how many people evacuated, the time it takes to evacuate, what simulated emergency conditions (if any), any problems encountered, weather conditions, and any additional notes. This documentation is kept for a minimum of three years.
- 8) Send a copy of all forms to administration.

After the Emergency is Over

- In the event that the building is unsafe to return to, the Responsible Person will notify parents or emergency contacts to collect each child.
- If able to return to the building, with reassurance and calmness, walk back to the centre following the safety procedures, recheck that all children have returned and discuss as developmentally appropriate the emergency that has taken place.
- Consider counselling services for anyone affected by the emergency.

ROLES AND RESPONSIBILITIES

The Approved Provider will:

- Ensure that every reasonable precaution is taken to protect children at the service from harm and hazards that are likely to cause injury (Section 167).
- Ensure the identification of potential emergency and evacuation situations that may arise at the service and risks associated with such situations.
- Ensure the following documents are attached to this policy:
 - risk assessment – reviewed at least on an annual basis;
 - emergency and evacuation procedures; and
 - emergency evacuation floor plan.
- Ensure educators and staff have ready access to an operating telephone or similar means of communication and that emergency telephone numbers are displayed near telephones.
- Ensure educators and staff have ready access to emergency equipment such as fire extinguishers and fire blankets, and that staff are adequately trained in their use.
- Ensure that emergency equipment is tested as recommended by recognised authorities

The Nominated Supervisor will:

- Implement duties as listed above and directed by the Approved Provider.
- Ensure the emergency evacuation procedures and floor plan are displayed in a prominent position near each exit and that all staff and educators are aware of these.
- Ensure that all staff are trained in the emergency evacuation procedures.
- Ensure that all staff are aware of emergency evacuation points; and
- Ensure that families are regularly reminded of the emergency procedures in place at the service.
- Ensure that rehearsals of evacuation procedures are regularly scheduled, every three months as a minimum, and that the schedule maximises the number of children and staff participating in the procedures.
- Ensure that spontaneous rehearsals take place to ensure staff participate in the simulation of an unplanned, emergency evacuation events;
- Provide staff with evaluation/feedback forms after each scheduled and spontaneous rehearsal to assist in refining their risk management procedures around the safe evacuation of staff and children.
- Ensure all scheduled, spontaneous and actual evacuations are documented and reviewed.
- Ensure all staff are provided with feedback forms after each evacuation.
- Ensure all emergency contact lists are updated as required.

Educators and staff will:

- Ensure the sign-in log accurately records attendance of each child.
- Ensure the time of arrival and departure is noted in the sign-in book for every child.
- Sign yourself in/out on the staff attendance record.
- Display the emergency procedure plan for your room in a prominent position.
- Practice the external procedure by different exits.
- Practice the internal procedure.
- Familiarise yourself with evacuation procedures in each area of the service.
- Familiarise relievers, students and visitors with the procedure at the beginning of the shift.
- Ensure all items in emergency bags are present.
- Check the number of children in your care regularly throughout the day.
- Provide children with learning opportunities about emergency evacuation procedures.
- Be alert to the immediate needs of all children throughout the scheduled and spontaneous evacuation drills.
- Assist the Nominated Supervisor in identifying risks and potential emergency situations.
- Assist the Nominated Supervisor in developing procedures to lessen the risks associated with emergency evacuations.
- Ensure they are aware of the placement of operating communications equipment and emergency equipment and are confident in their ability to operate them.

Families will:

- Familiarise selves with the service's emergency and evacuation policy and procedures and the service's Emergency Management Plan.
- Ensure you complete the attendance record on delivery and collection of their child.
- Provide emergency contact details on their child's enrolment form and ensure that this is kept up to date.
- Follow the directions of staff in the event of an emergency or when rehearsing emergency procedures.

EVALUATION

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every two years. Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved. In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

RELATED LEGISLATION

- Children (Education and Care Services National Law Application) Act 2010 Sections 167, 169

- Education and Care Services National Regulations
- Work, Health and Safety Act 2011
- Work Health and Safety Regulation 2011 Regulation 43

LINKS TO

- Education and Care Services National Regulations: 97. 98. 168 (2) (e)
- National Quality Standards/Elements: 2.2

SOURCES

- Australian Standards: Emergency control organisation for buildings, structures and workplaces (AS 3745–2002)
- Department of Education: Incident Reporting

Policy Revision History

<i>Date</i>	<i>Authorised By</i>	<i>Description of Amendments</i>	<i>Sections affected</i>
Jan 2021	P. Ritchie – GM		

- **Review Date: Jan 2022**

INTRODUCTION

This policy relates to the arrival and departure of children within the education and care setting. It is the responsibility of staff and families to ensure the safe arrival and departure of children at the education and care setting and the completion of statutory documentation. Practical and safe approaches will promote a smooth transition between home and the centre, assure the completion of the required records for the claiming of the *Commonwealth Child Care Benefit* in long day care services and confirms children's presence or absence from the service. This ensures a child's arrival and departure at the service continues their safe care and custody.

OVERALL GOALS – What are we going to do?

The education and care setting will:

- Ensure the safe and documented arrival and departure of children at the education and care setting;
- Support children in settling into the service each day and experience quality education and care through continuity of educators, positive interactions within the community of the service.

OVERALL STRATEGIES – How will it be done?**THE APPROVED PROVIDER WILL:**

1. A record of attendance, kept at the centre, includes full name of each child attending, the session the child will be attending, and signature of the person who delivers and collects the child or the nominated supervisor or educator.
2. A child will leave the centre only with a parent, authorised nominee, an authorised delegate as a part of an excursion or because the child requires medical care. (This does not include a parent who is prohibited by a court order from having contact.)

In addition to these records the responsible person will:

1. Review the **Sign in and out Record**. Where parents or authorised persons have not signed in a staff member will note that the child is in attendance. Families will be reminded to complete this record.
2. Ensure that when a child arrives at the service a staff member takes responsibility for the child.
3. Ensure that at the end of each day/session two primary contact staff members thoroughly check all rooms, beds and cots indoors and thoroughly check all outdoor areas to ensure that no child remains on the premises after the service closes for the day. Each primary contact staff who completed the check must then sign the attendance sheet for each day to confirm that this check was completed.
4. Request a 'signed authority to release' form from the family prior to allowing anyone other than those listed on the enrolment form to collect a child from the service.
5. Allow a child to leave the centre only with an **authorised person** who appears able to appropriately care for the child. Educators and staff will always act in the interest of safety for the child, themselves and other children in the care and education service. It is at the educators' discretion to determine if they believe an authorised person is unable to appropriately care for the child based on the individual case and circumstances

Families/family member or delegated authority will:

1. Sign each child in and out of the service upon arrival and at the time of departure, on Record of Attendance with a full signature or electronic record.
2. Remain responsible for their child whilst they are on the education and care premises.

Arrival and departure - the experience for the child and family

The responsible person will:

1. On orientation and on the first day of enrolment, remind families that all children need to be signed in and out as a part of regulatory and funding obligations. Families will also be informed that sign on records will be used for emergency evacuations and need to be completed by families both on arrival and on departure from the service.
2. Develop rosters to provide for continuity of care for the families and children throughout the day.

Educators and staff will:

1. Set the environment with familiar areas for children to enjoy when they are settling into care. Changes in the environment will be discussed with children and families to promote consistency and to help children feel secure in their setting.
2. Greet families and find out about the child's needs for the day.
3. Support children to participate in an activity, assist with separation for both adults and children and to say goodbye.
4. Welcome families at the conclusion of the day and communicate about the child's day. Any important messages will be passed on to families, including any changes in the child's routine, accident reports or medication needs.
5. It is important that the authorised supervisor is aware of access/court order matters. On the child's arrival staff will ask who will be collecting the child. If different to the parent/caretaker, written, dated and signed, permission is given by the parent/caregiver. If the person collecting the child is unknown to the staff, then identification must be viewed. If there is any doubt staff will make a phone call to confirm permission.

Families/family member or delegated authority will:

1. Communicate any changes of routine with educators. This communication may include information about medication, a change of routine, a person other than a known authorised adult picking up a child and completing documentation or if there is a change in time of arrival or departure for a child. These must be known by educators to ensure the safety and wellbeing of each child.
2. Ensure that if a child requires medication of any kind, the Medication Record form is filled in and signed (see Medication Administration Policy)
3. Ensure that the child's belongings are placed in the designated area on arrival and collected on departure.
4. Ensure that they make a primary contact staff member aware when they are collecting a child.

END OF DAY CHECK

At the end of each day or each session - two primary contact staff members will thoroughly check all rooms and beds and/or cots indoors and thoroughly check the outdoor area to ensure that no child remains on the premises after the service closes for the day. Each BDCS service will require the two primary contact staff members that completed the check to sign the attendance sheet for each day stating this check was completed.

CHILDCARE CENTRE'S ADDITIONAL GOALS - What it aims to do differently

(Additional to general procedure for all BDCS)

- Children are not to be taken to the Centre before opening.
- Children must be collected from the centre prior to the closing time, if a child is collected after this time a late fee WILL be incurred. If a child has not been collected 30 minutes after closing and staff have not been notified of the parent/carer's whereabouts and contacting the emergency contact/s has been unsuccessful, staff will contact Family and Community Services (FACS).
- If a parent/carer continues to collect their child after closing or leave their child at the centre prior to opening, the Nominated Supervisor will need to discuss alternative options with them, and if suitable arrangements are not made the child's placement may be cancelled.
- Parents/carers, whose child is also enrolled at the Pre-school and is to travel from the Centre on the Pre-school bus, must fill in and sign the 'Authorisation to Travel on Pre-school Bus Form.
- Pre-school staff must collect and hand over children attending the Pre-school directly from and to a Centre's childcare worker. Pre-school staff must sign the Arrival and Departure Sheet for all Centre's children attending Pre-school, noting time of pick up and time of arrival back at the Centre. The Centre staff must sign their book for changeover of authority.

PRESCHOOL'S ADDITIONAL GOALS - What it aims to do differently

(Additional to general procedure for all BDCS)

- Children must be collected by the finish of class time, 5.00pm.
- If a child has not been collected within half an hour of the end of class time and staff have not been notified of the parent/carer's whereabouts and contacting the emergency contact/s has been unsuccessful, staff will contact Family and Community Services (FACS).
- The attendance roll is marked at the commencement of each session.

MOBILE'S ADDITIONAL GOALS - What it aims to do differently

(Additional to general procedure for all BDCS)

Parents and caregivers are asked to sign their child/ren in and out upon arrival and departure from Mobile Sessions.

- Parents/caregivers are encouraged to attend Mobile Service sessions to:
 - strengthen parent/staff partnerships
 - develop supportive parent networks
 - Seek support and or advice as required.
 - enhance child/adult relationships and learning through active engagement
- It is important that the staff communicate with parents to:
 - clarify staff/parent roles, including behaviour management
 - emphasise the importance of handing the child/ren over to staff on arrival and formally informing staff when they are taking their child
 - define boundaries if the session is being conducted in an open area

Evaluation

Arrival and departure times encourage families to interact in the environment, build relationships, open communication networks and ensure the safety of children when being delivered and collected from the service.

Statutory Legislation & Considerations

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

Education and Care Services National Regulations 2011

Child Care Benefit (Eligibility of Child Care Services for Approval and Continued Approval) Determination 2000

Family Assistance Law

Links to National Quality Standard: 2.3.2

Education and Care Services National Regulations 2011: 99, 158, 168 (2)(f)

Policy Revision History

<i>Date</i>	<i>Authorised By</i>	<i>Description of Amendments</i>	<i>Sections affected</i>
Jan 2021	P. Ritchie – GM		

Review Date: Jan 2022

INTRODUCTION

BDCS is committed to providing excursions that are well considered and planned, provide meaningful experiences and ensure the health, safety and wellbeing of children at all times. Excursions provide the opportunity to expand and enhance children's experiences, explore different environments and engage in meaningful ways with their communities.

OVERALL GOALS – What are we going to do?

We will:

- Make excursions a part of the program of education and care at the chosen service
- Plan for excursions with careful consideration of the safety of children and adults
- Carry out excursions only where full documentation and permission have been completed and obtained
- Undertake full risk assessments for all excursions
- Give consideration to the value of educational excursions
- Plan for first aid requirements.

OVERALL STRATEGIES – How will it be done?

Set procedures will be followed prior, during and post the excursion. These are outlined below.

PREPLANNING THE EXCURSION

When planning for an excursion the service director will:

- Assess the requirements for the excursion, reflecting on the age, capacity and interests of children
- Appoint a Nominated Supervisor to be in charge of the excursion.

The Nominated Supervisor in charge of the excursion will:

- Conduct a risk assessment (BDCS uses the Excursion Risk Assessment Template provided by ACECQA).
- Book transport and venues, with consideration to access to shade protection, food, drink, and other facilities (toilets, hand washing etc.)
- Make alternative arrangements for adverse weather conditions.
- Inform families of the details of the excursion including destination, objectives and outcomes, and what the child should bring.
- Provide parents or legal guardians with an excursion permission form to complete to authorise their child to participate on the excursion.
- Collect completed permission forms for each child attending the excursion.
- Request additional adult participation on the excursion where required.
- Arrange for a suitably equipped first aid kit (including EpiPen) and mobile phone to be taken on the excursion.

- Educators must make alternate arrangements for any children who are not attending the excursion and ensure that any dialogue or pre-planning for the excursion does not alienate such children from social networks.
- Additional factors need to be considered in the planning of excursions for children with additional needs. Where possible, our service will uphold the right for all children to access all excursions and engage in meaningful ways while on excursions.

RISK ASSESSMENT

The Nominated Supervisor in charge of the excursion will:

- Ensure a risk assessment is conducted prior to any excursion to identify and assess the risk the excursion may pose to the safety, health and wellbeing of any child whilst on the excursion and will specify how the service will manage any risks identified.
- The risk assessment conducted will consider:
 - proposed route and destination for the excursion
 - any water hazards
 - any risks associated with water-based activities
 - method of transport to and from the proposed destination
 - number of adults and children involved in the excursion
 - given the risks posed, the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialised skills are required to ensure children's safety
 - proposed activities
 - proposed duration of the excursion
 - items that should be taken on the excursion
 - strategies for accounting for all children on the excursion, particularly during transition times, such as ensuring all children have been transported to the destination and have been returned to the service at the conclusion of the excursion.
 - Access for emergency services
 - Availability of toilets, hand washing and shade
 - Adequate mobile phone coverage
- Ensure that once risks have been identified, they will be categorised as high, medium or low and management of the risks will be detailed.
- Ensure that educators and any responsible adults attending the excursion will be aware of the service's policy and procedures that set out the instructions for what must be done in the event of an emergency (regulation 97(a)) and are aware of the risk assessment for the excursion.
- Ensure that before departing for the excursion, risks will be checked including the weather to assess any increases to the level of risk and whether the excursion can proceed.

NB: If the excursion is a regular occurrence, a risk assessment will only be carried out once, provided the circumstances around the excursion have not changed in any way since the initial risk assessment was conducted.

AUTHORISATION FOR EXCURSIONS

The Nominated Supervisor will ensure that:

- For all excursions parents or legal guardians will be given an excursion permission form with full details of the excursion including:
 - The child's name
 - date, description, duration and destination of proposed excursion;
 - method of transport to be used;
 - reason for the excursion, and proposed activities to be conducted on the excursion;
 - the anticipated adult: child ratio – outlining number of educators and staff and other adults attending;
 - a statement that a risk assessment has been prepared and is available at the service for parents to view.
- If the excursion is a regular outing, authorisation is required once in a 12-month period. All parents or legal guardians will be asked to sign permission forms for regular excursions on enrolment and at the beginning of each subsequent year.
- No child will be taken on an excursion unless written permission from parents or legal guardian has been received.

Upon completion of the Excursion Risk Assessment and Permission Note Template, the service Director must supply a copy to administration.

STAFFING ARRANGEMENTS

- Educators attending the excursion will be no less than the number prescribed in the Education and Care Services National Regulations, and depending on the supervision requirements, may need to be higher to ensure adequate supervision.
- The number of educators will also be adequate to supervise any responsible adults who volunteer to assist with the excursion.
- Consideration will be given to the number of educators who have required first aid qualifications and the number of educators required to educate and care for children who remain at the service.
- Where a group of children are taken on an excursion while a number of children remain at the service, at least one educator who holds the following qualifications must be in attendance at both the excursion and at the service where children are being educated and cared for, and must be immediately available in an emergency. At least:
 - staff member or one nominated supervisor of the service who holds a current approved first aid qualification
 - staff member or one nominated supervisor of the service who has undertaken current approved anaphylaxis management training
 - staff member or one nominated supervisor of the service who has undertaken approved emergency asthma management training (regulation 136(1)).
- All educators attending the excursion will be made aware of the service's policy and procedures that set out the instructions for what must be done in the event of an emergency (regulation 97(a)) and are aware of the risk assessment for the excursion.

FAMILY AND VOLUNTEERS

- Families will be encouraged to participate in excursions to increase the number of responsible adults and assist in ensuring the health, safety and wellbeing of children.
- Families and volunteers cannot be counted in order to meet ratio requirements under the Education and Care Services National Regulations.
- Family members wishing to attend will be mature, responsible people who are aware of the hazards and responsibilities of taking a group of children out of the service. If the responsible adult needs to bring their child's sibling because they cannot find suitable care, the responsibility provided to this adult will be adjusted accordingly and considered in the risk assessment.
- Family members/volunteers will not be left in sole charge of children (including their children) and must be supervised by an educator at all times.
- All responsible adults attending the excursion will be made aware of the service's policy and procedures that set out the instructions for what must be done in the event of an emergency (regulation 97(a)) and are aware of the risk assessment for the excursion.

TRAVEL ARRANGEMENTS

Travel arrangements are made on the basis of individual excursion requirements. Every reasonable precaution will be taken to protect children from harm and any hazard likely to cause injury. The following forms of transport are used:

Walking

- Educators will ensure children obey road rules and cross roads at a crossing or lights where available.
- Educators will remain vigilant to ensure no child runs ahead or lags behind the group.

Public Transport (trains, buses)

- Where possible we will only use buses that are only fitted with seatbelts.
- Every child will wear a seatbelt where one is fitted.
- When using the BDCS bus children must be restrained with the age appropriate harness/seat belt.

CONDUCTING THE EXCURSION

- All educators, volunteers and children attending will be informed of excursion timetable/itinerary, special requirements, safety procedures, grouping of children and responsibilities.
- A list of children on the excursion will be left at the service and a copy carried by the delegated Responsible person/ Nominated Supervisor. This must be completed upon leaving the service, on arrival at the destination, preparing to leave the destination and upon arrival back at the service.
- Before leaving on the excursion, a notice will be prominently displayed at the service which includes:
 - itinerary and timetable; and
 - mobile contact phone number.
- Items to be taken on excursions include:
 - a suitable stocked first-aid kit including EpiPen;
 - An operating mobile phone with an appropriate telephone network;
 - children's emergency contact numbers and the child's registered medical practitioner or medical service;

- children's medication, if required; and
- other items as required e.g. sunscreen, drinking cups, jackets, hats etc.
- Educators and staff will continue to assess the excursion environmental factors in regard to all children's and adults health, safety and wellbeing.
- If an approved parent/caregiver wishes to collect their child whilst on the excursion, the approved parent/caregiver must sign the child out on the Excursion roll.

POST THE EXCURSION

- The Service Director/Nominated Supervisor in charge of the excursion will complete a BDCS Post Excursion Evaluation Form. This form will then be forwarded to administration.
- They will then gather together to be filed under the services relevant 'Excursions file':
 - Excursion Risk Assessment
 - Excursion Roll
 - Excursion Permission Notes
 - Post Excursion Evaluation Form

ROLES AND RESPONSIBILITIES

The Approved Provider will:

- Ensure that a child does not leave the service premises on an excursion unless prior written authorisation has been provided by the parent/ guardian or person named in the child's enrolment record, and that the authorisation includes all details required under Regulation 102(4).
- Ensure that educator-to-child ratios are maintained at all times, including during excursions.
- Ensure that parents/guardians, volunteers, students and all adults participating in an excursion are adequately supervised at all times and are not left with sole supervision of individual children or groups of children.
- Ensure the risk assessment identifies and assesses the risks, specifies how these will be managed and/or minimised, and includes all details required by Regulation 101.

The Nominated Supervisor will:

- Implement Approved Provider responsibilities as delegate (see above).
- Ensure that each child's personal medication and current medical management plan is taken on excursions and other off-site activities.
- Ensure that a portable first aid kit (including required medication for dealing with medical conditions) is taken on excursions and other off-site activities.
- Ensure a mobile phone, the emergency contact details for each child and the contact details of their medical practitioner are taken on excursions for notification in the event of an incident, injury, trauma or illness.
- Ensure an accurate roll of attendance is taken and checked regularly.

Early Childhood Educators will:

- Adhere to this policy.

- Check that a parent/guardian or person named in the child's enrolment record has completed, signed and dated the excursion/service event authorisation form prior to the excursion.
- Allow a child to participate in an excursion or service event only with the written authorisation of a parent/guardian or person named in the child's enrolment record.
- Ensure an accurate roll of attendance is taken and checked regularly.
- Maintain the required educator-to-child ratios at all times, and adequately supervise children during excursions and service events.
- Adequately supervise parents/guardians, volunteers, students and all adults participating in an excursion, and ensuring that they are not left with sole supervision of individual children or groups of children.
- Undertake a risk assessment for an excursion prior to obtaining written authorisation from parents/guardians.
- Ensure the risk assessment identifies and assesses the risks, specifies how they will be managed and/or minimised, and includes all details required by Regulation 101.
- Include all children in excursions and service events regardless of their abilities, additional needs or medical conditions.
- Take each child's personal medication and current medical management plan on excursions and other off-site activities.
- Take a portable first aid kit (including required medication for dealing with medical conditions) on excursions and other off-site activities.
- Take an anaphylaxis EpiPen and asthma kit.

Families will:

- Complete, sign and date excursion/service event authorisation forms.
- Provide written authorisation for their child to leave the service premises on routine outings.
- Read the details of the excursion or service event provided by the service and ask for additional information if required.
- Understand that, if they participate in an excursion or service event as a volunteer, they will be under the immediate supervision of the Responsible Person at all times.

MONITORING, EVALUATION AND REVIEW

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every 18 months. Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

RELATED LEGISLATION

- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations
- Work, Health and Safety (WHS) Act 2011
- Work, Health and Safety (WHS) Regulation 2011

LINKS TO:

- National Quality Standard 1.1, 2.2
- Education and Care Services National Regulations: 98, 99, 100, 101, 102, 123, 357

SOURCES

- Australian Children’s Education and Care Quality Authority (ACECQA) – www.acecqa.gov.au
- Belonging, Being & Becoming – The Early Years Learning Framework for Australia
- Guide to the National Quality Framework, ACECQA
- Kidsafe NSW – <https://www.kidsafensw.org/>
- Kids and Traffic – <http://www.kidsandtraffic.mq.edu.au/>
- Excursions and regular outings: Victoria State Government - <https://www.education.vic.gov.au/childhood/providers/regulation/Pages/excursions.aspx>

Policy Revision History

<i>Date</i>	<i>Authorised By</i>	<i>Description of Amendments</i>	<i>Sections affected</i>
Jan 2021	P. Ritchie – GM		

- **Review Date: Jan 2022**

INTRODUCTION

Bourke & District Children's Services (BDCS) understands and recognises the fact that some children have to travel to be able to access the benefits of a high-quality early childhood program. Children are also able to access the After-School Care (ASC) service using the school buses in our area that transport school children each day.

Bourke & District Children's Services also understands that families in our community may not have access to transport for their children to attend our service, therefore we will provide a bus service to the town area of Bourke, to enable all children to have access to Bourke & District Children's Services Preschool and gain the long-term benefits of a high quality care and education program.

Transport by the bus service will also be available to children and families attending other BDCS services for excursions and community events when required and available.

Bourke & District Children's Services will ensure that it meets the requirements of the Education and Care Services National Regulations 2018 and NSW Legislation – Road Rules 2014 in regard to the provision of a bus service to and from our early childhood education and care service.

OVERALL GOALS – What are we going to do?

- To ensure a practical and safe approach to bus travel to and from the service.
- Take specific steps to ensure the health, safety and wellbeing of children.
- Identify and manage risks associated with:
 - Transport between a vehicle and the service premises or other location
 - Transport for single or regular trips
 - Transport of children other than as part of an excursion and
 - Transport associated with excursions

OVERALL STRATEGIES – How will it be done?**Planning**

When planning for transportation staff will:

- Assess the requirements for the transportation
- Conduct a risk assessment
- Book transport
- Make alternative arrangements for adverse weather conditions
- Inform families of the details of the transportation including pick up and destination, objectives and outcomes, requirements, and the availability of a risk assessment
- Provide parents or other person named in the child's enrolment record as having authority to authorise transportation of a child, with a transportation authorisation form to complete
- Collect completed authorisation forms for each child using the transportation
- Request additional adult participation for the transportation where required
- Arrange for a suitably equipped first aid kit (including EpiPen) and mobile phone to be readily available for the transportation

- Consider any additional factors in the planning of transportation for children with additional needs.
- Where possible, our service will uphold the right for all children to access all transport.

Regular Transportation

Regular transportation is transport by the service or arranged by the service (other than as part of an excursion) of a child being educated and cared for by the service, where the circumstances relevant to a risk assessment are substantially the same each time the child is transported.

- Our service recognises that risks apply equally during periods of regular transportation, as they do to single transportation
- A risk assessment for regular transportation will be carried out once in a 3-month period, provided the circumstances relevant to the risk assessment are substantially the same each time the child is transported.

Risk Assessment

- A transport risk assessment will always be conducted before our service transports a child/ren to evaluate risks each time transportation is used (unless the transportation is 'regular transportation')
- The Nominated Supervisor / Approved provider / will ensure that the risk assessment identifies and assesses the risk the transport may pose to the safety, health and wellbeing of any child whilst using the transport and will specify how the service will manage any risks identified.
- Once risks have been identified, they will be categorised as high, moderate or low and management of the risks will be detailed.
- Educators and any responsible adults using the transport are aware of the service's policy and procedures that set out the instructions for what must be done in the event of an emergency (regulation 97(a)) and are aware of the risk assessment for the transport.
- Before using the transport, risks are checked including the weather to assess any increases to the level of risk and whether the transport can proceed.
- A procedure for each route of travel will be created in line with the risk assessment and will outline specific educator responsibilities, including the use of strollers and safety restraints.

The risk assessment conducted will consider:

- the proposed route and duration of the transportation, including estimated time of travel between the different locations
- each of the proposed pick-up locations and destination
- the means of transport
- the purpose of the transport
- any requirements for seatbelts or safety restraints under a law of each jurisdiction in which the children are being transported
- any water hazards on the proposed route travelled and at each stop
- number of adults and children involved in the transportation
- given the risks posed by transportation, the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialised skills are required

- whether any items should be readily available during transportation (for example, a mobile phone and list of emergency contact numbers for the children being transported)
- the process for entering and exiting the education and care service premises and the pick-up location or destination (as required)
- procedures for embarking and disembarking the means of transport, including how each child is to be accounted for on embarking and disembarking
- strategies for accounting for all children using the transportation, particularly during embarking and disembarking the vehicle.

Authorisation for Excursions

The Nominated Supervisor will ensure that authorisation for a child to be transported is given by a parent or other person named in the child's enrolment record as having authority

to authorise transportation of a child. The authorisation will include:

- the child's name
- the reason the child is to be transported
- if the transportation is for regular transportation, a description of when the child is to be transported
- if the authorisation is not for regular transportation, the date the child is to be transported
- a description of the proposed pick-up location and destination
- the means of transport
- the period of time during which the child is to be transported
- the anticipated number of children likely to be transported
- the anticipated number of staff members and any other adults who will accompany and supervise the children during the transportation
- any requirements for seatbelts or safety restraints under a law of each jurisdiction in which the children are being transported
- that a risk assessment has been prepared and is available at the education and care service
- that written policies and procedures for transporting children are available at the education and care service.

Staffing Arrangements

- Educators using the transportation will be no less than the number prescribed in the Education and Care Services National Regulations, and depending on the supervision requirements, may need to be higher to ensure adequate supervision.
- The number of educators will also be adequate to supervise any responsible adults who volunteer to assist with the transportation.
- Where an educator assumes responsibility for driving the bus (and holds the relevant licence to drive) are not considered to be included in the ratio to meet ratio requirements
- Consideration will be given to the number of educators who have required first aid qualifications and the number of educators required to educate and care for children who remain at the service.

- Where a group of children are taken on transportation while a number of children remain at the service, at least one educator who holds the following qualifications must be in attendance at both the transportation and at the service where children are being educated and cared for and must be immediately available in an emergency. At least:
 - staff member or one nominated supervisor of the service who holds a current approved first aid qualification
 - staff member or one nominated supervisor of the service who has undertaken current approved anaphylaxis management training
 - staff member or one nominated supervisor of the service who has undertaken approved emergency asthma management training (regulation 136(1)).
- All educators attending the transportation will be made aware of the service's policy and procedures that set out the instructions for what must be done in the event of an emergency (regulation 97(a)) and are aware of the risk assessment for the transportation.
- Where an educator assumes responsibility for driving the bus (and holds the relevant driving licence to drive) are not considered to be included in the ratio to meet ratio requirements

Families and Volunteers

- Families will be encouraged to participate in transportation to increase the number of responsible adults and assist in ensuring the health, safety and wellbeing of children.
- Families and volunteers cannot be counted in order to meet ratio requirements under the Education and Care Services National Regulations.
- Family members wishing to attend will be mature, responsible people who are aware of the hazards and responsibilities of taking a group of children out of the service. If the responsible adult needs to bring their child's sibling because they cannot find suitable care, the responsibility provided to this adult will be adjusted accordingly and considered in the risk assessment.
- Family members/volunteers will not be left in sole charge of children (including their children) and must be supervised by an educator at all times.
- All responsible adults attending the transportation will be made aware of the service's policy and procedures that set out the instructions for what must be done in the event of an emergency (regulation 97(a)) and are aware of the risk assessment for the transportation.

Conducting the Transportation

- All educators, volunteers and children using the transportation will be informed of transportation timetable/ itinerary, special requirements, safety procedures, grouping of children and responsibilities.
- A list of children using the transportation will be left at the service and a copy carried by the delegated responsible person.
- Items to be readily available when transporting children include:

- a suitable stocked first-aid kit including EpiPen; a list of adults involved in transportation and contact information for each
- an operating mobile phone with an appropriate telephone network or other means of communicating with the service and emergency services;
- a list of children involved, including children's contact information, emergency contact numbers and the child's registered medical practitioner or medical service;
- children's medication, health plans and individual risk assessment and
- other items as required e.g. Sunscreen, drinking cups, jackets, hats, hygiene products etc.

Eligibility for children to travel to and from the service on the BDCS bus will be assessed with regard to the family's home address and its location within the town limits (levee bank), and the Alice Edwards Village

If the BDCS bus is unavailable due to scheduled or unscheduled maintenance, driver illness, unavailability or any other reason, the BDCS will ensure that all parents and caregivers are contacted as soon as possible to notify them about the relevant issue.

Parents are requested to inform the BDCS Preschool before the bus leaves in the morning for the collection of children, if their child will not be attending preschool.

The bus will leave the BDCS Preschool at 8.30am each day to collect children with two staff members present.

The bus will sound the horn outside each house where the children are to be collected. If there is no response to the first sound another horn will be sounded and if there is still no response the bus will leave to collect the next child.

When pick-ups are complete, or the bus is full (whichever occurs first) the bus will return to BDCS Preschool where children will be walked into the service by the staff member and signed in, as per the Arrival at Preschool procedure. If required, the driver will await the return of the second staff member for another pick-up run, or if all children have been picked up, the bus run final checklist will be completed and signed off by two staff and will be parked.

The bus will leave the BDCS Preschool at 3pm to return the children to their homes, if there is no parent or guardian to take delivery of the child, the horn will be sounded once, and if no response, will be sounded a second time. If the parent/guardian does not collect the children from the bus, the children will be returned to the BDCS Preschool where a phone call will be made to the parents, carers or emergency contact person for the child/ren to be collected.

Bus accident or breakdown

If the BDCS bus is involved in a traffic accident or breakdown while transporting children to and from the BDCS we will ensure that:

- We follow the applicable procedures in response to the injury or death of children, staff members or bus driver
- Emergency Services will be contacted as required.
- We follow applicable procedures in relation to alternative transport arrangements focusing on the safety of children at the site of the accident or breakdown and during any alternative transport arrangements.

- We contact the regulatory authorities as soon as possible.
- We contact parents, caregivers or emergency contact persons to provide all the information and support.
- We offer counselling to parents and children if required or requested.

Incident on the bus

If at any time during the transportation of children on our bus service, a staff member believes that a child is at serious risk of harm (from illness or injury), they will take appropriate action to contact emergency services and the parents/carers. Staff will use their first aid and emergency training and relevant procedures to determine the best course of action for the safety of the child.

Replacement Bus

If the BDCS bus is broken down or unable to be used, a replacement bus may be hired or on loan to BDCS for preschool or other BDCS authorised activity and therefore the same policies and procedures will apply regarding bus transport.

Upon enrolment, this policy will be made available to all parents and carers of children travelling on any bus.

ROLES AND RESPONSIBILITIES

The Approved Provider Authority/ Responsibility

- Ensure the service operates in line with the Education and Care Services National Law and National Regulations 2011 with regard to the delivery and collection of children at all times.

The Nominated Supervisor Authority/ Responsibility

In relation to the BDCS bus service:

- Ensure the children are accompanied by 2 staff at all times and remain in child to educator ratios across the service at all times. The bus driver is not included in these ratios but may assist in the supervision plan.
- Ensure that the bus is maintained and serviced to a high standard on a regular basis and attends an RMS inspection every 6 months.
- Ensure the bus meets all safety requirements for the transport of children including approved child restraints, fire extinguishers and emergency exits.
- Ensure the bus has up to date registration, CTP insurance and comprehensive insurance.
- Ensure that child restraints are correctly fitted and checked annually by suitably certified personnel.
- Is kept clean and tidy.
- Develop and maintain a risk assessment (see appendix 2)
- Consider and plan for adequate supervision of children at all times. This includes the following factors:
 - the number, age and ability of children

- the number and positioning of educators
- each child's current activity
- visibility and accessibility
- risks inherent in the mode of transportation
- risks inherent in the environment, location or route
- any risk assessment
- the experience, knowledge and skill of each educator
- Ensure that at all times there is available in the case of an emergency:
- at least one staff member or one Nominated Supervisor of the service who holds a current approved first aid qualification
- at least one staff member or one Nominated Supervisor of the service who has undertaken current approved anaphylaxis management training
- at least one staff member or one Nominated Supervisor of the service who has undertaken current approved emergency asthma management training.

(Regulation 136)

In relation to the driver of the BDCS bus:

- Ensure the bus driver holds a proper and current NSW driver's licence allowing them to drive our bus.
- Has a good driving record.
- Is experienced, careful and safety conscious.
- Has completed BDCS staff and Bus Driver Induction

Early Childhood Educators Authority/ Responsibility

- Ensure all children are signed in on arrival from the bus and out once the child is safely on the bus for departure home.
- Ensure the safety and wellbeing of each child.
- Develop and maintain a risk assessment for this continuing regular excursion (appendix 1)

The educator accompanying the driver on the BDCS bus will:

- Have an awareness of their Child Protection responsibilities as a mandatory reporter and understand the policies and procedures of the service in relation to child protection.
- Ensure children are restrained correctly in child restraints prior to the bus moving off.
- Ensure that all educators and driver are wearing their seatbelt correctly.
- Complete the bus checklist in conjunction with driver; this includes checking that no children remain on the bus at the end of each route.
- Ensure the bus has the correct number of children on board as the seats available
- Ensure the children enter and exit the bus safely
- Ensure the parents or designated person sign the child on and off the bus

- Ensure a risk assessment has been carried out and reviewed every 3 months

Family Authority/ Responsibility

In relation to bus company travel parents/carers must ensure that:

- Organise with the relevant bus company for their child/ren to travel to and from BDCS After School Care Service on the bus.
- Complete the bus section on the child's enrolment form authorising the BDCS staff to sign the child in and out of BDCS and eliminating the BDCS ASC of all responsibility for the child once the child is on the bus if not BDCS bus.
- Inform the BDCS ASC which bus the child will be travelling on, including their regular routine and advise of any changes to that routine prior to 2.30pm.

The parents or authorised person must be available to:

- Deliver the child to the BDCS bus and to sign for the delivery of the child to the BDCS bus staff.
- Collect the child from the BDCS bus and to sign for the collection of the child from the BDCS bus staff.

MONITORING, EVALUATION AND REVIEW

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every 18 months. Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

RELATED LEGISLATION

- Education and Care National Law Act 2010
- Education and Care National Regulations 99
- Children and Young Persons (Care and Protection) Act 1998
- Road Rules 2014

RELATED GUIDELINES, STANDARDS, FRAMEWORKS

- National Quality Standards for Early Childhood Education and Care and School Age Care: Standard 2.2 Element 2.2.1, Standard 6.1 Element 6.1.2, Standard 6.2 Element 6.2.1.

SOURCES

- Australian Children's Education and Care Quality Authority (ACECQA) – www.acecqa.gov.au
- Department of Education: Issue 4 – Unpacking the key elements of transportation: <https://education.nsw.gov.au/early-childhood-education/whats-happening-in-the-early->

[childhood-education-sector/news-and-events/spotlight-on-quality/issue-4-unpacking-the-key-elements-of-transportation](#)

Policy Revision History

<i>Date</i>	<i>Authorised By</i>	<i>Description of Amendments</i>	<i>Sections affected</i>
Jan 2021	P. Ritchie – GM		

- **Review Date: Jan 2022**

Bus Procedure

The following procedure outlines the steps required in transporting children to and from Preschool.

- Bus driver to complete daily pre- check the bus before departing bus parking (Tyres, Fuel, Cleanliness, Warning lights)
- Educator checks emails and messages to finalise the children whom need to be collected
- Organise educators in line with ratio to be on the bus for the duration of the bus run, in addition to the bus driver. At least 3 adults including the bus driver for all runs.
- Bus driver has the bus list with addresses and emergency contacts
- Staff board bus
- Start run, stopping at each designated address as per enrolment or written nomination
- Beep horn once at address – children are to be brought to the bus, assisted onto the bus by educators and signed in by parents/carers
- Educators to ensure that children are correctly restrained, bags are under the seat in front, and then return to their seat and restraint, notifying bus driver that they are ready to proceed
- Once all children are collected or the bus is at ratio, educators do a head count from back to front and then proceed to the Preschool, noting on sign in sheets. Correct numbers to be cross checked against number signed in.
- Once at preschool bus will pull up at front gate
- Once at Preschool Bus driver will stand at front gate, Educators send each child from bus door to line up with driver inside front gate
- Once last child has left bus educator checks the bus walking to the back of the bus checking for children and belongings, ensuring they check under all seats
- Educators with the support of the bus driver complete roll call inside gate – as each child is present and has been called, they can then proceed one by one to the front door of the preschool.
- Once all children are accounted for and the roll is complete the bus driver with educators and proceeds for the next round of pick up if required
- If all children have been collected the bus driver along with 1 educator completes the end of run checklist and signs off in conjunction with the educator.
- If the final bus run for the morning or afternoon, the bus driver completes a second check of the bus walking to end of the bus checking under seats prior to parking or locking up the bus
- Once complete the bus driver can return the bus to its park

INTRODUCTION

Effective clothing and comfort strategies are important factors in ensuring a child feels secure and safe in the BDCS environment.

OVERALL GOALS – What are we going to do?

BDCS will endeavour that children wear clothing and footwear that does not restrict movement and does not cause discomfort or safety issues while involved in daily activities. Parents will be contacted if there are no items of clothing or footwear for the child to wear.

This includes:

- Safe sleepwear;
- Sun protective clothing and hats.
- Clothing for messy play;
- Appropriate clothing for changing weather conditions and the temperature of play environments;
- Clothing to facilitate self-help;
- Safe footwear for play experiences such as climbing and running.

OVERALL STRATEGIES – How will it be done?

Exploring and getting messy is an integral part of childhood. Children cannot freely express themselves and fully explore the experiences provided if they are concerned about getting their clothes dirty.

DIRECTORS NOMINATED SUPERVISORS AND EDUCATORS WILL:

- For experiences that involve paint, clay, water etc. children will be provided with appropriate aprons. **Please note** however, that staff **will not** force a child to wear an apron but should encourage them to do so, nor can staff restrict a child from participating in an experience
- Thongs are not appropriate as they can be a tripping hazard as well as a WHS hazard and should not be worn by staff or children.
- Each child will wear a suitable hat for outdoor play (please refer to the **Sun Safety Policy** for more information).
- Staff will monitor the weather and:
 - adjust babies and toddler's clothes accordingly
 - assist pre-schoolers to be aware of the weather in relation to appropriate clothing and ensure they are suitably attired.
- Staff will monitor the temperature of the sleep environment and address children's clothing needs accordingly.
- Care will be taken to ensure that clothing or items that may pose a risk to sleeping babies/children are removed e.g. hoods, long cords

PARENTS WILL ASSIST IN THE FOLLOWING WAY:

- They will be advised to send their children in appropriate clothes that will allow for children to play and explore freely.
- They will be asked to send several changes of clothes per day for their children.

- As early childhood is a time of learning, parents will be asked to provide footwear that is, with practice, simple for the children to manage independently. This enables children to develop self-help skills.
- Footwear that is appropriate for the temperature and weather conditions for each day should be worn.
- Thongs are not appropriate as they can be a tripping hazard for young children and do not encourage free movement.

CLOTHING AND TOILETING

Being able to use a toilet is a major milestone in a child's development. Clothing that children can remove by themselves will increase self-esteem and confidence in toileting.

- Clothes that are easy to pull down and up should be worn rather than clothes with braces, belts and buttons.
- Children that are already toilet-trained can still have accidents, however rare they may be. Parents are asked to include spare pairs of underwear for this reason.

Sources and further reading

- Cancer Council Australia www.cancer.org.au
- Podiatry care - www.podiatrycare.com.au
- SIDS & Kids. www.sidsandkids.org

Links to National Quality Standard: 2.1.1,2.1.2,2.3.2,4.2,4.2.1,5.2.3

Education and Care Services National Regulations 2011: 106,168

Policy Revision History

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Jan 2021	P. Ritchie – GM		

- **Review Date: Jan 2022**

INTRODUCTION

Bourke and District Children's Services is committed to providing an environment that fosters health, development, spirituality, self-respect and dignity, that is free from violence and exploitation. Under the Children and Young Persons (Care and Protection) Act 1998, children and young people must receive the care and protection necessary to ensure their safety, welfare and wellbeing. All educators and volunteers of our service are Mandatory Reporters and are required to report to the Child Protection Helpline (Phone: 132 111) if they have reasonable grounds to suspect a child or young person is at risk of significant harm and have current concerns about the safety, welfare or wellbeing of a child or young person where the concerns arise during or from their work. We are committed to ensuring all educators and staff have a full understanding of their responsibilities as a Mandatory Reporter and are supported in fulfilling these.

DEFINITIONS

'Mandatory reporters' means people who deliver the following services, wholly or partly, to children as part of their paid or professional work:

- Health care (e.g. registered medical practitioners, specialists, general practice nurses, midwives, occupational therapists, speech therapists, psychologists, dentists and other allied health professionals working in sole practice or in public or private health practices)
- Welfare (e.g. psychologists, social workers, caseworkers and youth workers)
- Education (e.g. teachers, counsellors, principals)
- Children's services (e.g. child care workers, family day carers and home-based carers)
- Law enforcement (e.g. police)
- Residential services (e.g. refugee workers and out-of-home care workers)
- Religious bodies (e.g. a person in religious ministry) Ref: <https://reporter.childstory.nsw.gov.au/s/article/What-is-Mandatory-Reporting>

'At risk of significant harm' - in relation to a child or young person means that there are current concerns for their safety, welfare or wellbeing because of the presence to a significant extent of any one or more of the following circumstances¹.

- The child's or young person's basic physical or psychological needs are not being met or at risk of not being met;
- The parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive medical care;
- In the case of a child or young person who is required to attend school in accordance with the Education Act 1990 - the parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive and education in accordance with that Act;
- The child or young person has been, or is at risk of being, physically or sexually abused or ill-treated;
- The child or young person is living in a household where there have been incidents of domestic violence and, as a consequence, the child or young person is at risk of serious physical or psychological harm;

- A parent or other caregiver has behaved in such a way towards the child or young person that the child or young person has suffered or is at risk of suffering serious psychological harm; or
- The child was the subject of a pre-natal report under section 25 of the Children and Young Persons Care and Protection Act 1998 and the birth mother of the child did not engage successfully with the support services to eliminate, or minimise to the lowest level reasonably practical, the risk factors that gave rise to the report. (Children and Young Persons (Care and Protection) Act 1998 No 157, Chapter 3, Part 2, Section 23)

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

- Your observations of the child, young person or family; or
- What the child, young person, parent or another person has told you. You are NOT required to confirm your suspicions or have clear proof before making a report. To do so may 1 Any such circumstances may relate to a single act or omission or to a series of acts or omissions.

OVERALL GOALS – What are we going to do?

Our goal is to ensure that every reasonable precaution is taken to protect children being educated and cared for by the service from harm. Our service (educators, staff, management and volunteers) has a responsibility to defend children's right to care and protection to ensure their safety, welfare and wellbeing, and a responsibility to report any children at significant risk of harm.

OVERALL STRATEGIES – How will it be done?

The Approved Provider/Nominated Supervisor will:

◁ The Approved provider will ensure that persons placed in day to day charge of the service have a current qualification in Child Protection

<https://education.nsw.gov.au/early-childhood-education/working-in-early-childhoodeducation/child-protection-training-requirements>

◁ Ensure that any adult working or volunteering with children completes a Working with Children Check and does not will commence employment without their Working with Children Check verified. Any person whose working with children check has been disqualified as a result of failing to qualify for a working with children check renewal, will not be continued to be employed by the service. This is check is verified when renewed;

https://www.kidsguardian.nsw.gov.au/ArticleDocuments/316/WWCC_brochure.pdf.aspx

◁ Ensure every adult working with children is made aware of the Children and Young Persons (Care and Protection) Act 1998 and Keep Them Safe: A shared approach to child wellbeing and of their obligations under this law and action plan (Education and Care Services National Regulation, Regulation 84, National Quality Standards QA 2);

◁ The Approved Provider must notify the regulatory authority through the NQA-ITS within 7 days of the following » Any incident where the any employee reasonably believes that physical abuse or sexual abuse of a child or children has occurred or is

occurring while the child is or the children are being educated and cared for by the education and care service;

» Allegations that physical or sexual abuse of a child or children has occurred or is occurring while the child is or the children are being educated and cared for by the education and care service (other than an allegation that has been notified under section 174(2)(b) of the Law).

» The Head of Relevant Entity (HRE) - Approved Provider, must give written notice to the Office of the Children's Guardian within 7 days of becoming aware of a reportable allegation. A Final Report must be submitted within 30 days of becoming aware of reportable conduct, upon conducting further investigation. If a final report cannot be provided within 30 calendar days of becoming aware of reportable conduct, the HRE - Approved Provider, must contact the Office of the Children's Guardian and submit an Interim Report

◁ Orientate every working and volunteering adult to this child protection policy, Keep Them Safe/ Child Story protocols and Mandatory Reporter responsibilities and ensuring their regular review of these;

Educators and staff will:

◁ Develop trusting and secure relationships with all children at the service;
◁ Make reports of current concerns for any child at risk of significant harm to the Child Protection Helpline for Mandatory Reporters; and
◁ Make appropriate responses to all disclosures of abuse and any allegation of abuse against staff members of the service.

Documentation of Current Concerns

The Approved Provider/Nominated Supervisor will:

◁ Support staff through the process of documenting and reporting current concerns of children at risk of significant harm; and
◁ Provide all staff and educators with clear guidelines around documentation and a template to support this. Educators and staff will:
◁ Make a record of the indicators observed that have led to the belief that there is a current risk of harm to a child or young person. Information on indicators of risk of harm are outlined in the NSW Mandatory Reporter Guide which is accessible at <https://reporter.childstory.nsw.gov.au/s/mrg>
◁ Discuss any concerns with the Nominated Supervisor of the service.
◁ Advise the Nominated Supervisor of their intention to make a report to the Child Protection Helpline (132 111);
◁ Advise the Nominated Supervisor when a report has been made to the Child Protection Helpline. Mandatory Reporting The Approved Provider/Nominated Supervisor will:
◁ Provide all staff and educators working directly with children with a copy of this Child Protection Policy and a copy of the Mandatory Reporter Guide to assist them in their reporting;

- ◁ Provide all staff and educators working directly with children with access to the Child Wellbeing and Child Protection NSW Interagency Guidelines;
- ◁ Display the Child Protection Helpline number (132 111) on all phone and lists of emergency contact number in the interests of timely reporting.

Educators and staff will:

1. In an emergency, where there are urgent concerns for a child's health or life, it is important to contact the police, using the emergency line '000';
2. Using the Mandatory Reporter Guide, answer the questions relating to concerns about a child or young person. At the end of the process, a decision report will guide as to what action to take. The Nominated Supervisor is available if staff require assistance to use this online tool;
3. If the Mandatory Reporter Guide determines that there are grounds to suspect a risk of significant harm to a child or young person, the staff member or educator will either generate an eReport or phone the Child Protection Helpline number (132 111).
4. Mandatory reporters should note that the legislation requires that they continue to respond to the needs of the child or young person (within the terms of their work role) even after a report to the Child Protection Helpline has been made;
5. If the Mandatory Reporter Guide determines that an educator or staff member's concerns do not meet the risk of significant harm threshold they do not need to make a report to the Child Protection Helpline, however, they should discuss the matter with the Nominated Supervisor to determine whether the child or family would benefit from the assistance of another agency;
6. The staff member or educator should monitor the situation and if they believe there is additional information that could be taken into account, please repeat steps 1 to 5 as required.

Disclosures of Abuse Educators and staff will:

- ◁ React calmly to the child making the disclosure;
- ◁ Listen attentively and later write down the child's exact words; » Provide comfort and care to the child.
 - » Follow the steps for reporting as per the Mandatory Reporter Guide.
- ◁ Reassure the child or young person that:
 - » It is not their fault;
 - » It was right to tell;
 - » It is not OK for adults to harm children - no matter what;
 - » Explain what will happen now - that it is part of your job to tell people who can help the child or young person.

Educators and staff will not:

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

Allegations of Abuse Against Staff, Educators, Volunteers or Students

The Approved Provider/Nominated Supervisor will:

◁ Develop and maintain a system of appropriate record keeping for all allegations to ensure detailed documentation is made and stored as required;

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

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

◁ Determine whether the allegation is a reportable allegation or reportable conviction:
www.kidsguardian.nsw.gov.au/ArticleDocuments/1021/Identifying_reportable_allegations.pdf.aspx?Embed=Y

◁ 7-day notification form will be completed by the HRE - Approved Provider and submitted to the Office of the Children's Guardian within 7 days of becoming aware of reportable allegation, as required under the Children's Guardian Act 2019;

» www.kidsguardian.nsw.gov.au/child-safe-organisations/reportable-conduct-scheme/organisations-in-the-scheme/notify-the-childrens-guardian

» www.kidsguardian.nsw.gov.au/ArticleDocuments/1022/7-DayNotificationForm.pdf.aspx?Embed=Y

◁ Consider whether or not the police need to be informed of the allegation and if so, make a report;

◁ Ensure confidentiality is maintained at all times and that systems are in place to deal with any breaches of confidentiality;

◁ Undertake a risk management approach following an allegation to ensure the protection and safety of children, staff and visitors to the service. Based on this risk assessment, decisions will be made in order to manage the risks that have been identified;

◁ Develop an investigation plan of the matter. Obtain relevant information from a range of sources. This may include a statement from the person who made the allegation; statements from witnesses and a statement from the person against whom the allegation has been made and any other relevant documentation;

» If the allegation is being investigated by Department of Communities and Justice or the Police, the service will be guided by their advice as to whether they should independently investigate the allegation;

» If the investigation is carried out by the service, the information that has been gathered will be assessed and a finding made as to whether the allegation is false, vexatious, misconceived, not reportable conduct, not sustained or sustained. The reasons for the finding will be clearly recorded to ensure that the decision-making has been transparent;

◁ The educator, volunteer or student will be advised of the outcome of the investigation in writing. Advice will be provided about the investigation finding and any follow up action that may be required. Advice will also be provided about any rights of appeal and the person will be advised that the Office of the Children’s Guardian has been notified and the Joint Child Protection Response (JCPR) Program also notified of the relevant employment proceeding (if relevant);

◁ 30-day interim report form or Entity report form (to be provided after the investigation or determination is completed) will be completed by the HRE - Approved Provider and submitted to the Office of the Children’s Guardian with 30 calendar days of becoming aware of a reportable allegation, as required under the Children’s Guardian Act 2019;

» www.kidsguardian.nsw.gov.au/ArticleDocuments/1022/30-DayInterimReportForm.pdf.aspx?Embed=Y

» www.kidsguardian.nsw.gov.au/ArticleDocuments/1022/EntityReportForm.pdf.aspx?Embed=Y

◁ Department of Communities and Justice will also be informed of the outcome of the investigation. Informing the Educator, Volunteer/Student The Approved Provider/Nominated Supervisor will:

◁ Treat the staff member/educator/volunteer/student with fairness at all times and uphold their employee rights at all times;

◁ Depending on the nature of the allegation, arrange to inform the person immediately (though be guided by the advice of DCJ or the police);

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

◁ Make accurate documentation of all conversations, and ensure all records are kept confidentially;

◁ Offer counselling or support to the person subject to the allegation;

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

◁ After all investigations are completed, provide the educator/carer/volunteer with verbal and written notification of the outcome of the investigation. Rights of All Parties

◁ The decision-making process throughout the investigation will be based on the safety and wellbeing of the child/ren and the staff/carers/carer's household members;

◁ Consideration will be taken in relation to actual or potential 'conflicts of interest' that may be held by the investigator;

◁ All reportable allegations will be notified to the Office of the Children's Guardian. The person, against whom the allegation has been made, will be notified of this and will also be notified of the investigation find and follow up action, including the notification to the Joint Child Protection Response Program;

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

◁ The Approved Provider, Nominated Supervisor, or other nominated person who conducts the investigation, will ensure that they act without bias, without delay and without conflict of interest; and

◁ All parties can complain to the Office of the Children's Guardian if they are not satisfied with the conduct of the investigation.

FURTHER INFORMATION ON THE OFFICE OF THE CHILDREN'S GUARDIAN CAN BE OBTAINED BY: Phone: 02 8219 3800 Email: reportableconduct@kidsguardian.nsw.gov.au Web: www.kidsguardian.nsw.gov.au

Confidentiality

The service will handle any allegation of child abuse in a confidential manner.

REFERENCES

- NSW Government, Department of Family and Community Services, Resources for Mandatory Reporters, accessed from: www.facs.nsw.gov.au/families/Protecting-kids/mandatory-reporters
- NSW Department of Communities and Justice, Protecting our kids, accessed from: www.facs.nsw.gov.au/families/Protecting-kids

Related Legislation

◁ Children and Young Persons (Care and Protection) Act 1998

◁ Commission for Children and Young People Act 1998 ◁ Children’s Guardian Act 2019 ◁ Education and Care Services National Law Act 2010

LEGISLATIVE APPLICATIONS

Children and Young Persons (Care and Protection) Act 1998, s.27; s.245A; s.248(1)(b) Education and Care Services National Law Act (2010) Part 6 Section 166-167; s.174 Education and Care Services National Regulations (2011) Part 4.2, R84 Part 4.7, R168, R175 2 (d) (e) and R176 2 (c), Children’s Guardian Act (2019) Part 4

Policy Revision History

<i>Date</i>	<i>Authorised By</i>	<i>Description of Amendments</i>	<i>Sections affected</i>
Jan 2021	P. Ritchie – GM		

- **Review Date: Jan 2022**

INTRODUCTION

BDCS aims to value, support and maintain 'child-safe' services that promote safety, protection and best practice. In order to provide effective support and referral it may be necessary to exchange information with other prescribed bodies including government agencies or non-government organisations and services. Information exchange plays an important part in promoting child protection.

Chapter 16A of the NSW Children and Young Persons (Care and Protection) Act 1998 requires prescribed bodies to take reasonable steps to coordinate decision making and the delivery of services regarding children and young people, including the exchange of information. The information requested or provided must relate to the safety, welfare or wellbeing of the child. Information includes:

1. A child or young person's history or circumstances
2. A parent or other family member, significant or relevant relationship
3. The agency's work now and in the past

OVERALL GOALS – What are we going to do?

BDCS will exchange information that relates to a child or young person's safety, welfare or wellbeing, whether or not the child or young person is known to Community Services and whether or not the child or young person consents to the information exchange.

OVERALL STRATEGIES – How will it be done?**For information required from BDCS**

- All requests for information exchange from another service provider/agency are to be in the form of a written request. This will be checked using the Communities and Justice "Checklist for receiving information under chapter 16A" (see link in sources).
- Should the checklist deem it acceptable to share information, information given by BDCS staff will use the suggested formats from Communities and Justice "Letter for agreeing to a Chapter 16A request" and "Letter for providing information under chapter 16A" (see link in sources).
- Should the checklist deem it unacceptable to share information, BDCS staff will use the suggested format from Communities and Justice "Letter declining a Chapter 16A request" to communicate this result (see link in sources).
- Copies of all requests and information given will be placed in the child's file. This information will include the date of the exchange of information, the person and service the information was exchanged to and any other relevant details.
- Staff should ask for assistance from the Nominated Supervisor and/or the Executive Officer if unsure of any of the above procedures.

For information required for BDCS

- All requests for information exchange from a BDCS service to another service provider/agency are use the suggested format from Communities and Justice "Letter requesting information under chapter 16A" (see link in sources).
- When information is received, the Communities and Justice "Checklist for receiving information under Chapter 16A" will be used prior to the information shared within the organisation (see link in sources).
- All information provided by the other service provider/agency will be kept in the child's file.

- Staff should ask for assistance from the Nominated Supervisor and/or the General Manager if unsure of any of the above procedures.

ROLES AND RESPONSIBILITIES

The Approved Provider will:

- Advise children, young people and their families that information may be shared with other organisations upon enrolment at BDCS.
- Where possible, attempt to gain consent to share information relating to the safety, welfare or wellbeing of children or young people.
- Ensure that information is managed in a sensitive way.
- Store information in a secure and confidential manner.

Nominated Supervisors will:

- Follow the Communities and Justice Guidelines for exchanging information under Chapter 16A.
- Where possible, attempt to gain consent to share information relating to the safety, welfare or wellbeing of children or young people.
- Ensure that information is managed in a sensitive way.
- Store information in a secure and confidential manner.

Educators will:

- Communicate with the Nominated Supervisor when there is a need to request the exchange of information or when they have received a request for information.
- Assist the Nominated Supervisor to follow the procedures outlined above to ensure a sensitive and appropriate approach to information exchange.

MONITORING, EVALUATION AND REVIEW

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every 18 months. Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

RELATED LEGISLATION

- Children and Young Persons (Care and Protection) Act 1998 (the Act)

LINKS TO:

- National Quality Standard, Quality Area 5: Relationships with Children - Standard 2.2

SOURCES

- Report of the Special Commission of Inquiry into Child Protection Services in NSW (2008): <https://www.theirfuturesmatter.nsw.gov.au/about-us/other-reforms/keep-them-safe>

- Exchanging information related to child protection and wellbeing – Communities and Justice:
<https://www.facs.nsw.gov.au/providers/children-families/interagency-guidelines/exchanging-information>

Policy Revision History

<i>Date</i>	<i>Authorised By</i>	<i>Description of Amendments</i>	<i>Sections affected</i>
Jan 2021	P. Ritchie – GM		

- **Review Date: Jan 2022**

INTRODUCTION

All children have the right to experience quality education and care in an environment that promotes opportunities to thrive with adults who safeguard and advocate for their health, safety, security and wellbeing including the right to:

- be asked to express their views and wishes about matters affecting their lives and to have those views appropriately considered by adults;
- feel and be safe in their interactions with adults and other children and young people; and
- understand, as early as possible, what is meant by 'feeling and being safe'.

OVERALL GOALS – What are we going to do?

BDCS has a moral and legal responsibility to ensure that the rights and best interests of the child are paramount and that we will provide training, resources, information and guidance to support this in order to:

- ensure that the health, safety and wellbeing of children at the service is protected at all times;
- ensure that people educating and caring for children at the service act in the best interests of the child;
- protect and advocate the rights of all children to feel safe, and be safe, at all times;
- maintaining a culture in which children's rights are respected;
- encouraging active participation from families at the service, supporting a partnership approach and shared responsibility for children's health, safety, wellbeing and development.

OVERALL STRATEGIES – How will it be done?**The Physical Environment**

In order to promote a safe physical environment, we will:

- Ensure all equipment and materials used at the service meet relevant safety standards.
- Remove, repair or replace worn and damaged buildings, structures equipment and resources which may provide a safety risk for children in a timely manner.
- Ensure learning environments are established that provide appropriate child groupings, enough space, and include carefully chosen and well-maintained resources and equipment.
- Organise indoor and outdoor spaces to ensure risks to the health and safety are minimised.
- Conduct a risk assessment of the service environment on a quarterly basis to determine any risks to children's health and safety.
- Analyse and evaluate the risks associated with identified hazards.
- Determine appropriate ways to eliminate or control identified hazards.
- Review risk assessments after any serious incident report is made to the Regulatory Authority.
- Ensure smoking is banned within the grounds of, and within four meters of any entrance of an enclosed public space.

Staffing and Supervision

- Ensure that sufficient numbers of educators are employed to ensure adequate supervision of children at all times.
- Manage rosters to not only ensure that adequate numbers of educators are on duty to meet ratio and qualification requirements, but that duty of care implications are considered to ensure adequate supervision at all times.
- Ensure screening and suitability of staff, volunteers as per the legislation and policy at the time of employment and as part of an ongoing process.
- Respond proactively to emerging staff performance concerns.

Child Protection

- Refer to the Child Protection Policy.
- All educators and volunteers of our service are Mandatory Reporters and are required to report to the Child Protection Helpline (Phone: 132 111 or eReport at: <https://reporter.childstory.nsw.gov.au/s/>) if they have reasonable grounds to suspect a child or young person is at risk of significant harm and have current concern about the safety, welfare or wellbeing of a child or young person.
- The Mandatory Reporter Guide (see resources) will be used, to guide decision making and determine whether or not to report to the Child Protection Helpline under the new risk of significant harm reporting threshold.
- Staff will undertake training in order to effectively:
 - make appropriate responses to all disclosures of abuse and any allegation of abuse against staff members of the service;
 - understand the responsibilities and processes as a mandatory reporter;
 - be able to recognise the factors that increase a child's vulnerability to maltreatment;
 - be aware of the vulnerabilities which may indicate a need to assess, monitor or curtail the behaviour of individuals in relation to children and young people within organisations.

MOBILE'S ADDITIONAL GOALS - What it aims to do differently

Mobile staff will ensure that risk assessments have been carried out for all venues and that risks are monitored and addressed for each session.

ROLES AND RESPONSIBILITIES

The Approved Provider will:

- Ensure the service operates in line with the Education and Care Services National Law and National Regulations 2011 with regard to the delivery and collection of children at all times.
- Ensure all staff have access to relevant professional development.
- Ensure that the Nominated Supervisor and staff members at the service who work with children are advised of current child protection legislation, its application, and any obligations that they may have under that law (Regulation 84).

The Nominated Supervisor will:

- Provide all staff and educators working directly with children with a copy of the Mandatory Reporter Guide to assist them in their reporting.

- Provide all staff and educators working directly with children with access to the Child Wellbeing and Child Protection NSW Interagency Guidelines.
- Ensure screening and suitability processes are maintained to meet policy and legislated requirements.
- Identify and provide appropriate resources and training to assist staff, contractors, visitors, volunteers and students to implement this policy (refer to Sources).
- Keep up to date and comply with any relevant changes in legislation and practices in relation to this policy.
- Co-operate with other services and/or professionals in the best interests of children and their families.
- Ensure that families are made aware of support services available to them and of the assistance these services can provide.
- Ensure that all staff who work with children are supported to implement this policy in the service.
- Protecting the rights of children and families and encourage their participation in decision-making at the service.

Educators will:

- Act in accordance with the obligations outlined in this policy.
- Raise concerns when barriers or threats to the protection of children and young people's safety and wellbeing are identified, including through the conduct of other adults at the site/service.
- Keep up to date and complying with any relevant changes in legislation and practices in relation to this policy.
- Follow all record keeping requirements.
- Undertake appropriate training and education on child protection.
- Identifying any potential for risk and harm to a child at the service and develop and implement effective prevention strategies in consultation with the approved provider and the nominated supervisor.
- Co-operate with other services and/or professionals in the best interests of children and their families.
- Inform families of support services available to them (such as Families NSW), and of the assistance these services can provide.
- Ensure that no child is left alone (or is out of sight) with a contractor, visitor, volunteer, student or parent/guardian at the service.
- Implement the procedures for reporting suspected child abuse.
- Notify the nominated supervisor or the approved provider immediately on becoming aware of any concerns, complaints or allegations regarding the health, safety and welfare of a child at the service.
- Offer support to the child and their family, and to other and staff in response to concerns or reports relating to the health, safety and wellbeing of a child at the service.
- Maintain confidentiality at all times.
- Adhere to all service policies.

Families will:

- Read and complying with this policy.
- Report any concerns, including in relation to potential for child abuse, to the Nominated Supervisor.

MONITORING, EVALUATION AND REVIEW

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every 18 months. Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

RELATED LEGISLATION

- Education and Care National Law Act 2010: Sections 165, 167
- Education and Care National Regulations 2011
- Child Protection (Working with Children) Act 2012
- Child Protection (Working with Children) Regulation 2013
- Crimes Act 1900
- Ombudsman Act 1974 – Part 3A
- Australian Privacy Principles – www.oaic.gov.au
- Office of the Australian Information Commissioner – www.oaic.gov.au
- Privacy Act 1988 (Privacy Act) – www.oaic.gov.au/law/act
- Smoke Free Environment Act 2000

LINKS TO:

- National Quality Standard, 2.2, 3.1, 3.2, 7.1, 7.2
- Education and Care Services National Regulations: Regulations 99, 158-159, 168, 176

SOURCES

- Australian Children's Education and Care Quality Authority (ACECQA) – <https://www.acecqa.gov.au/>
- Mandatory Reporter Guide & training including e-learning presentation – <https://www.theirfuturesmatter.nsw.gov.au/about-us/other-reforms/keep-them-safe>
- eReporting is availed at <https://reporter.childstory.nsw.gov.au/s/>

- Working With Children Check – <https://www.kidsguardian.nsw.gov.au/child-safe-organisations/working-with-children-check>
- Become a Childsafe Organisation – <https://www.kidsguardian.nsw.gov.au/child-safe-organisations/become-a-child-safe-organisation>
- Childsafety Australia – <http://www.childsafetyaustralia.com.au/>
- United Nations Convention on the Rights of the Child – <https://www.unicef.org.au/>
- The Supporting young children’s rights: Statement of intent (2015-2018) <http://www.earlychildhoodaustralia.org.au/>
- Australian Human Rights Commission – <https://www.humanrights.gov.au/>
- Australian Childhood Foundation – <https://www.childhood.org.au/>
- Families NSW -Supporting Families to Raise Children - <https://www.facs.nsw.gov.au/providers/funded/programs/children-and-family/families-nsw>

Policy Revision History

<i>Date</i>	<i>Authorised By</i>	<i>Description of Amendments</i>	<i>Sections affected</i>
Jan 2021	P. Ritchie – GM		

- **Review Date: Jan 2022**

INTRODUCTION

BDCS promotes a collaborative approach to protecting personal property with staff, children and family working together to ensure only necessary items are brought into a Service and care is taken with these items. We support children to take responsibility for the care and storage of their personal items. However, BDCS does not take responsibility for personal items which are lost, stolen or damaged.

OVERALL GOALS – What are we going to do?

BDCS will seek to minimise the distress and expense associated with personal property loss. It provides a proactive, supportive and collaborative approach to the storage, protection and locating of personal property.

OVERALL STRATEGIES – How will it be done?

- Each child is allocated a special area to store their belongings. This is clearly marked with the child's name. Belongings are placed in this area on arrival at the centre. Belongings will be collected and taken home at the close of each day's session.
 - Each child will be actively encouraged, when developmentally appropriate, to collect and return their property to this area whenever needed, across the day.
 - If the child is attending a session/excursion away from a Centre the Director will provide suitable containers to organise and keep safe the child's personal property.
 - Parent/carers are asked to label all their child's belongings. Care needs to be taken to ensure labels are both durable and clear.
 - BDCS request that children do not bring expensive toys/games to the Service as staff will not be held responsible for lost property. Staff will make every effort to locate lost items, together with the child and their family.
 - If staff notice any expensive or inappropriate items, including money, being brought to a Service, there will be a phone call/face to face conversation to alert parent/carer as to what is being taken to the Centre.
 - Lost property that is left at the Centre, if labelled, will be returned to the appropriate child or parent/carer. Any unclaimed and unnamed lost property is kept in the lost property container. Parent/carers are asked to regularly look through the lost property container to check for missing items.
 - Twice a year parents/carer will be notified that any lost property will be disposed of by donating to a local charity.
- Links to National Quality Standard: 5.2.2, 7.1.1 Education and Care Services National Regulations 2011

Policy Revision History

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- **Review Date: Jan 2022**

INTRODUCTION

All children have individual sleep and rest requirements. Children need a comfortable relaxing environment to enable their bodies to rest. This environment must be safe and well supervised to ensure children are safe, healthy and secure in their environment.

OVERALL GOALS – What are we going to do?

BDCS will ensure that all children have appropriate opportunities to sleep, rest and relax in accordance with their individual needs. The education and care service will provide beds and cots that comply with Australian Standards. The risk of Sudden Unexpected Death in Infancy (SUDI) will be minimised by following practices and guidelines set out by health authorities.

OVERALL STRATEGIES – How will it be done?**Safe Equipment**

All equipment is to carry safety codes for sleep. Bassinets, hammocks and prams/strollers are not considered safe equipment to sleep in and cannot be considered a substitute for a cot.

Safe Cot Mattress

- Mattress should always be in good condition, they should be clean, firm and flat. Cot mattresses should fit the cot with no more than a 20mm gap between the mattress sides and ends.
- A firm sleep surface that is compliant with the new AS/NZS Voluntary Standard (AS/NZS 8811.1:2013 Methods of testing infant products - Sleep surfaces - Test for firmness) should be used.
- Mattresses should never be elevated or tilted.

Safe Bedding

- Light bedding is recommended.
- Remove pillows, doonas, loose bedding or fabric from cots.

ROLES AND RESPONSIBILITIES**The Approved Provider will:**

- “Take reasonable steps to ensure that the needs for sleep and rest of children being educated and cared for by the service are met, having regard to the ages, development stages and individual needs of the children.” (Regulation 81.)
- Ensure there are adequate numbers of cots and bedding available to children that meet Australian Standards.
- Ensure that all cots meet AS/NZS 2172 and should carry a label to indicate this.
- Ensure that areas for sleep and rest are well ventilated and have natural lighting.
- Ensure that supervision windows will be kept clear to ensure safe supervision of sleeping children.

The Nominated Supervisor will:

- Maintain up to date knowledge regarding safe sleeping practice and communicate this information to educators and families.
- Ensure that children’s’ safety, health and well-being are upheld at all times.

Educators will:

- Consult with families about children’s sleep and rest needs. Educators will be sensitive to each child’s needs so that sleep and rest times are a positive experience.
- Ensure that beds/mattresses are clean and in good repair. Beds and mattresses will be wiped over with warm water and neutral detergent or vinegar between each use.
- Ensure that bed linen is clean and in good repair. Bed linen is for use by an individual child and will be washed before use by another child.
- Arrange children’s beds and cots to allow easy access for children and staff.
- Create a relaxing atmosphere for resting children by playing relaxation music, reading stories, cultural reflection, turning off lights and ensuring children are comfortably clothed. The environment should be tranquil and calm for both educators and children. Educators will sit near resting children and support them by encouraging them to relax and listen to music or stories.
- Remember that children do not need to be “patted” to sleep. By providing a quiet, tranquil environment, children will choose to sleep if their body needs it.
- Provide a quiet learning environment to encourage children to rest their bodies and minds for 20-30 minutes.
- Maintain educator ratios throughout the rest period.
- Assess each child’s circumstances and current health to determine whether higher supervision levels and checks may be required.
- Communicate with families about their child’s sleeping or rest times and the service policy regarding sleep and rest times.
- Respect family preferences regarding sleep and rest and consider these daily while ensuring children feel safe and secure in the environment. Conversations with families may be necessary to remind families that children will neither be forced to sleep nor prevented from sleeping. Sleep and rest patterns will be recorded daily for families.
- Ensure children will sleep and rest with their face uncovered.
- Encourage children to dress appropriately for the room temperature when resting or sleeping. Lighter clothing is preferable, with children encouraged to remove shoes, jumpers, jackets and bulky clothing. The room temperature will be considered to ensure maximum comfort for the children.

Children in Cots

Educators will:

- Give bottle-fed children their bottles before going to bed. Children will not be put in cots or in beds with bottles as per the Dental Health Policy.
- Ensure that cot rooms and sleep rooms must have operational baby monitors on at all times.
- Observe children at 10-minute intervals while they sleep in these rooms. Educators must go into the rooms and physically see babies breathing. The educator will then officially record this.
- Ensure that cot mattresses are clean, firm and the correct size for the cot frame.
- Make up cots to comply with Red Nose safe sleeping messages. Babies will be placed on their backs to sleep, but they will be able to find their own sleeping position. No loose bedding is to be available to the child. Bed linens will be firmly tucked under the mattress to reduce the risk of a child covering their face. Put the baby’s feet at the bottom of the cot so the baby cannot slip down under the covers. Tuck the baby in securely so bed linen is not loose. No doonas, duvets, pillows or cot bumpers will be placed in cots.
- Encourage the use of sleeping bags for babies. If they have fitted neck and armholes there is no risk for the child’s face being covered.

- Securely lock cots sides into place to ensure children’s safety.
- Turn off wall-mounted heaters before children use the room for sleeping. Cot rooms will be air conditioned and maintained at an appropriate temperature.
- Be aware of manual handling practices when lifting babies in and out of cots.
- Participate in staff development about safe sleeping practices. The education and care service will access The Red Nose Child Care Kit and provide information to families on safe sleeping practices.

MONITORING, EVALUATION AND REVIEW

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every 18 months. Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family’s ability to utilise the service; the fees charged or the way in which fees are collected.

RELATED LEGISLATION

- Education and Care Services National Regulations: Regulations 99, 102, 160, 161, 168(2)(m)
- Australian Consumer Law 2011 - Australian Competition and Consumer Commission
- The NSW Work Health and Safety Act 2011 & the NSW Work Health and Safety Regulation 2011

LINKS TO:

- National Quality Standards: 2.1.1, 2.2, 2.2.1, 3.1
- Education and Care Services National Regulations: Regulations 81, 103, 110, 115, 168
- Red Nose Safe Sleeping Guide for Parents 2019

SOURCES

- Guide to the National Quality Framework 2018
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations
- Standards Australia – www.standards.org.au
- ACCC Product Safety Australia - www.productsafety.gov.au/publication/keeping-baby-safe-a-guide-to-infant-and-nursery-products
- The Red Nose Child Care Kit - <https://rednose.com.au/page/child-care-kit>

Policy Revision History

<i>Date</i>	<i>Authorised By</i>	<i>Description of Amendments</i>	<i>Sections affected</i>
Jan 2021	P. Ritchie – GM		

- **Review Date: Jan 2022**

INTRODUCTION

Meeting the needs of children by providing support during the toileting transition as well as the provision of clean nappies and a safe and hygienic place for changing children is a basic need that is important for children's comfort and happiness.

The Nappy changing and toileting procedure is an opportunity in the child's day where interactions, guided by the learning frameworks and NQS, are meaningful, warm and responsive and support children's learning.

OVERALL GOALS – What are we going to do?

BDCS will follow best practice guidelines for nappy changing and toileting to ensure the area is hygienic and to reduce the spread of infectious disease. BDCS aims to make the nappy change and toileting experience a relaxed, happy and social routine that provides an opportunity for educators and children to further develop trusting, meaningful and positive relationships.

OVERALL STRATEGIES – How will it be done?**The Approved Providers will:**

Provide adequate and appropriate hygienic facilities for nappy changing;

- Ensure nappy change facilities are designed and located in a way that prevents unsupervised access by children;
- Ensure that adult hand washing facilities are located within the nappy change area;
- Consider access to children's hand washing facilities within the nappy change area;
- Consult the Building Code of Australia for requirements concerning nappy change benches.(Centre-based services);
- Ensure that the nappy change and toileting facilities are designed and maintained in a way that facilitates supervision of children at all times, having regard to the need to maintain the rights and dignity of the children.

The Nominated Supervisor will:

- Develop and implement policies, procedures and training with educators to ensure nappy change and toileting procedures support children's safety, protection, relationships and learning.
- Develop systems with educators to ensure that soiled clothing and soiled nappies are disposed of or stored in a location child cannot access.
- Display bathing, toileting and nappy change procedures in the corresponding areas to maintain a consistent approach by all staff.

Educators will:

- Discuss children's individual needs with families to ensure practices are reflective of the home environment and are culturally sensitive;
- Provide information to families regarding children's nappy change and toileting patterns;
- Utilise nappy change times to interact with children on an individual basis. The nappy change time will allow educators to converse, sing, play and generally interact with the child. This time allows educators and children to learn more about each other and understand each child's personality and personal strengths; and

- Organise the nappy change, bathing and toileting areas to promote positive interactions and promote positive learning experiences, e.g. place pictures or mobiles to stimulate children's interactions and to encourage learning.
- Support children to take an emerging responsibility in their own self-help routines.
- Practice effective hygiene by utilising the 'Staying Healthy in Child Care (5th edition)' practices when changing a nappy to reduce the spread of infection. These are:
 - Wash hands.
 - Place paper towel on the nappy change mat.
 - Put on gloves.
 - Remove the nappy and place in the nappy bin.
 - Remove any soiled or wet clothing.
 - Clean the child's bottom.
 - Remove the paper towel and put it in the nappy bin.
 - Put the gloves in the nappy bin.
 - Remove the gloves, peeling them back from the wrist and turning them inside out as they are removed.
 - If a child requires specific cream, place a clean paper towel under the child's bottom. Put on clean gloves. Place a suitable amount of cream on the glove and spread onto the child's bottom. Remove the paper towel and place it in the nappy bin. Remove the gloves and place in nappy bin.
 - Place a clean nappy on the child
 - Dress the child.
 - Wash and dry their hands and your hands.
 - Return the child to the play area.
 - Clean the nappy change mat and area with detergent or vinegar and warm water.
 - Dry with a clean paper towel.
 - Then wash your hands.
- Encourage mobile children to walk to the nappy change area. Educators will assist the child to walk up the steps onto the nappy change bench to reduce repetitive movements by educators and to promote children's agency. Where a child is not walking, educators will follow manual handling practices to lift and carry the child to the nappy change mat.
- Be patient and encouraging, using positive language and warm interactions that are responsive to the child.
- Role model the correct handwashing procedure
- Consider how the environment is designed and set up to be inclusive and promote competence, while maintaining a safe and hygienic environment.
- Allow children to take their time without pressure
- Respond to children's cues and allow them to be active participants in the process
- Where possible, use the correct terms for going to the toilet - ask families what words they use at home, as consistent language between home and care will help children to understand and learn more easily
- Be sensitive to individual children's needs and styles, and tailoring individual nappy change and toileting procedures to each child
- Prompt children by asking or reminding them about using the toilet

- Take full advantage of every opportunity for a focused, positive interaction with children during toileting, bathing and nappy change times, however brief these might be
- Always be positive about toilet training so that your encouragement is reinforced in your language and actions
- Be respectful and sensitive to children's dignity and rights to privacy

Families will:

- Support their child to learn to use the toilet by:
 - Sending their child in underpants rather than pull-ups
 - Send extra clothes for their child, especially pants and underwear
 - Send their child in comfortable clothes that are easy to pull down and up
- Provide any nappies required for their child
- Share relevant information with educators, including any practices in the home that can be supported in the preschool environment.

Educators will maintain effective supervision at all times by:

- Fully supervising and maintaining physical contact with children throughout the nappy change and toileting experience. No child will be left alone on a nappy change mat.
- Keeping nappy change areas and toilets fully stocked with all required materials at all times.
- Educators are responsible for maintaining the supplies to meet the needs of individual children. Supplies will be readily accessible to staff to ensure efficiency and the health and safety of each child.
- Communicating with other educators when they are going to change a nappy or assist a child with bathing or toileting.
- Remaining visible or within hearing distance of other educators while changing a nappy or assisting a child with bathing or toileting.
- Being present and monitoring correct procedural practices when a student is required to assist children in the area of toileting as part of their practical education requirements.
- Accompanying children who may need to use the bathroom if a parent is present and helping their child to toilet at the same time.

In response to the needs of children who are toileting, educators will:

- Ensure all children have access to toilet facilities at any time of the day, to be used according to individual needs.
- Ensure accidents will be treated with sensitivity and the child supported while maintaining the child's dignity during the changing process.
- Children will be encouraged to wipe their own bottoms with the help of a staff member wearing gloves.
- Children will be guided to follow the process of wiping front to back, flushing the toilet, washing and drying hands.
- Toilet area and toilet seats will be monitored routinely to maintain hygiene and cleanliness.
- Toilet area will be monitored constantly to ensure supervision is maintained at all times

In response to the need to bath a child, educators will:

- Maintain a clean and sanitary environment, especially in areas where children are bathed.

- Undertake the following procedure:
 - Ask the child to get their spare clothes from their bag and go into the bathroom, if they are able.
 - Encourage the child to do as much for themselves as possible i.e. taking off shoes, putting wet or soiled clothes into a waterproof bag to take home, drying themselves and putting on their clean clothes.
 - Assist by guiding the child verbally to meet their personal care needs. If the child is unable to carry out these needs unassisted, support the child.
 - Respect children’s privacy. Talk reassuringly, explain what you are doing at each step and restrict other children from viewing the bathing procedure.
 - Meet your own hygiene needs i.e. wash hands, wear gloves, remain visible or within hearing distance of other educators.
 - Place soiled clothing in a plastic bag and send home to be washed. Soiled underpants may be disposed of at Educator’s discretion due to hygiene and WHS practices.
- Following bathing:
 - Child and teacher to rinse hands well, count to 10
 - Turn off tap using a paper towel
 - Dry well
 - Dispose of towels in an appropriately lined bin
 - Clean the bath and non-slip mat with warm water and detergent.
 - Record any soiled items to be collected for the parents upon pick up
 - Inform parents at pick up that their child has been bathed.
 - Send the towel used home with the child to be washed and returned or launder at the service.

Additional Strategies

- Nappy change bins will have a ‘hands-free’ lid. Nappy bins will be located out of children’s reach, in a child proof cupboard where possible. Nappy bins will be emptied once during the day and at the end of each day. This may need to be done more regularly if there are soiled nappies.
- Educators will clean nappy change mats and areas after each use. They will be thoroughly cleaned with vinegar and warm water or with pH Neutral detergent and water and paper towel once during the middle of the day and at the end of each day. Nappy change mats will be placed in direct sunlight after being cleaned.
- Children’s nappies will be changed at scheduled intervals as determined by the nominated supervisor and educators. Nappies will also be checked throughout the day to ensure children are not susceptible to nappy rash and discomfort. A system to record this routine will be maintained for reporting purposes.
- Nappy change and hand washing procedures will be displayed visually and in community languages as appropriate in the nappy change area.

MOBILE’S ADDITIONAL GOALS - What it aims to do differently

Mobile staff will ensure that all venues have adequate toileting facilities available at all venues.

MONITORING, EVALUATION AND REVIEW

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every 18 months. Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

RELATED LEGISLATION

- Education and Care Services National Regulations
- The NSW Work Health and Safety Act 2011 and the NSW Work Health and Safety Regulation 2011
- Children (Education and Care Services National Law Application) Act 2010, Section 167
- Guide to the National Quality Framework ACECQA (2018)
- Australian Standard for storage and handling of hazardous chemicals and materials (AS 3780)

LINKS TO:

- National Quality Standards: 2., 2.1.1, 2.2, 2.2.1, 3.1, 3.1.1
- Education and Care Services National Regulations: 77, 106, 112

SOURCES

- Storage and Handling of Dangerous Goods: Guidance – https://www.safework.nsw.gov.au/__data/assets/pdf_file/0005/50729/storage-handling-dangerous-goods-1354.pdf
- Approved First Aid Australian Children's Education Qualifications- <https://www.acecqa.gov.au/qualifications/nqf-approved>
- ACECQA Toileting and nappy changing principles and practices: <https://www.acecqa.gov.au/sites/default/files/acecqa/files/QualityInformationSheets/QualityArea2/EffectiveToiletingandNappyChangingProcedure.pdf>

Policy Revision History

<i>Date</i>	<i>Authorised By</i>	<i>Description of Amendments</i>	<i>Sections affected</i>
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- **Review Date: Jan 2022**



National Quality Standard **Quality Area**

physical environment

3



Welcoming indoor and outdoor spaces enable children to play, learn and develop their knowledge and skills.

www.acecqa.gov.au

1300 422 327



INTRODUCTION

As an education and care community, we can encourage and increase awareness of environmental responsibilities and implement practices that contribute to a sustainable future. Children can be supported to become environmentally responsible and show respect for the environment. Environmentally sustainable practices should be embedded into the operations of the BDCS service and involve educators, children and families in order to be successful.

OVERALL GOALS – What are we going to do?

BDCS will ensure the environment is safe, clean and well-maintained. Children's awareness of the environment will be promoted through daily practices, resources and interactions. Sustainable practices will be encouraged within each service. Educators, children and families will be encouraged to become advocates for a sustainable future.

OVERALL STRATEGIES – How will it be done?**The Approved Provider will:**

- Encourage educators, families and children to engage in innovative practices and appreciate the wonder of the natural world while protecting the planet for future generations.
- Reduce waste, incorporate Green Cleaning ideas, and create an eco-friendly environment.
- Endeavour to equip the service with and implement water-saving strategies, green cleaning and recycling. Where applicable, grants will be applied to aid in the implementation of these effective environmental strategies.
- BDCS define the aims of this policy through specific environment policies. These individual policies will guide practices within the education and care service. These are:
 - Animals in the Environment
 - Cleaning and Maintaining the Environment
 - Smoke Free Environment
 - Safe Storage of Dangerous Goods

Educators will:

- Include reuse and reduce as part of everyday practice at each service. Scrap containers will be provided throughout the service.
- Role model sustainable practices.
- Discuss sustainable practices with the children as part of BDCS education and care curriculum.
- Provide information to families on sustainable practices that are implemented at BDCS and encourage the application of these practices in the home environment.
- Share ideas between educators, children and families about sustainable ideas, implementation and resources. This can be done at parent meetings, through emails, newsletters and conversations.
- Use a worm farm or composting bin and or have chickens to reduce food waste at each service. Children will be encouraged to place food scraps into separate containers for use for the chickens, in the worm farm or the composting bin. Educators will discuss with the children and families which

scraps chickens, worms can eat, and which foods can be composted. The children will be involved in maintaining the chickens, worm farm and compost.

- Role model energy and water conservation practices of turning off lights and air-conditioning when a room is not in use, emptying water play containers onto garden areas,
- Aim to purchase equipment that is eco-friendly where possible. Educators will reduce the amount of plastic and disposable equipment they purchase and select materials that are made of natural materials and fibres where possible.
- Seek to embed sustainable practice in each BDCS service. The concepts of “reduce, re-use and recycle” will become part of everyday practice for both children and educators to build lifelong attitudes towards sustainable practices.
- Use local Council and Government departments as sources of information on sustainable practices used in the local community. They will liaise with the Council and Government departments for possible grants available to put in place water and energy conservation practices in BDCS. These may include water tanks, grey water systems, converting toilet cisterns to dual flush and converting to water saving taps.
- Educators will make sustainable practices a part of the daily routine where possible. These include:
 - Reduce and reuse
 - Gardening
 - Energy conservation
 - Water conservation
 - Sustainable equipment purchases
- Educators will keep up to date with the latest research on environmental education through journals, resource agencies and professional development. This information will be shared with families and children

EVALUATION

The BDCS environment reflects sustainable practices, ‘Green Cleaning’ and eco-friendly choices. Educators, children, families and the wider community will learn together and embrace environmentally friendly practices.

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every 18 months. Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family’s ability to utilise the service; the fees charged or the way in which fees are collected.

RELATED LEGISLATION

- Education and Care Services National Regulations
- Guide to the National Quality Framework

- Environment Protection & Biodiversity Conservation Act 1999
- Energy Efficiency Opportunities Act 2006
- Children and Young Persons (Care and Protection) Act 1998

LINKS TO:

- National Quality Standard, 3.2.3, 6.1.1

SOURCES

- NSW Government Office of Environment and Heritage – <https://www.environment.nsw.gov.au/>
- Department of the Environment and Energy – <http://www.environment.gov.au/>
- Early Childhood Environmental Education Network – <https://eceed.org.au/>
- ACECQA - Guide to the NQF - <https://www.acecqa.gov.au/nqf/about/guide>

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INTRODUCTION

The physical environment can contribute to children's wellbeing, happiness, creativity and developing independence. It can contribute to and express the quality of children's learning and experiences. The choices made in a BDCS service about resources, materials, spaces, layout, air and light quality and access to a range of experiences in the indoor and outdoor, have a direct impact on the quality of learning opportunities available to children.

OVERALL GOALS – What are we going to do?

BDCS will ensure the environment is safe, clean and well maintained. Children's awareness of the environment and sustainable practice will be supported through daily practices, resources and interactions. The physical environment, both in and outdoors will support children's learning, safety, levels of engagement and access to positive experiences and inclusive relationships.

OVERALL STRATEGIES – How will it be done?***Supporting children's active involvement in the indoor and outdoor environment***

BDCS will promote and encourage active involvement in planned physical activities each day. Educators are guided by the Munch and Move Program. In line with this, children will not be sedentary or kept inactive for more than one hour at a time – except for sleeping.

Educators will:

- *Encourage children to participate in physical activities through programming and spontaneous experiences.*
- *Encourage and support children to undertake and participate in new or unfamiliar physical activities.*
- *Participate in physical activity with the children.*
- *Show enthusiasm for participation in physical activity and organise play spaces to ensure the safety and wellbeing of all individuals in the environment.*
- *Set up and plan for physical play activities and equipment and where appropriate encourage the children to help with the set-up.*
- *Listen to children's suggestions on what physical activities they would like to participate in and where appropriate incorporate them into the program*
- *Set up indoor and outdoor areas in a manner that promotes and encourages safe physical play for all age groups and developmental abilities represented in the service.*
- *Actively encourage children to accept and respect each other's range of physical abilities.*
- *Consult with families and resource agencies on providing physical experiences that reflect diverse backgrounds and abilities.*
- *Role model appropriate footwear and clothing for physical activity.*

- *Reflect on the Australian Federal Government Department of Health, 24-hour movement guidelines to ensure that appropriate sedentary experiences and physical activity are offered throughout the day.*
- *Manage routine times to provide children with sustained periods of uninterrupted play and movement across both the indoor and outdoor environments.*
- *Promote lifelong learning and enjoyment of physical activity through a range of experiences, careful structure of the routine and considered planning and implementation of the program.*

The implementation of The Munch and Move program as well as a range of physical activities will support children in:

- *Developing Fundamental Movement Skills*
- *Exploring, challenging, extending and testing their limits in a safe and appropriate environment.*
- *The development of their physical skill set by talking with children about the human body and how important physical activity is for an individual's health and wellbeing.*
- *The development of their physical skill set by providing experiences for the children that draw on elements of dance, dramatic play and creative movement.*

ROLES AND RESPONSIBILITIES

The Approved Provider will ensure that:

- *Fencing and barriers which enclose outdoor areas used by children at BDCS are maintained to ensure they are of a height and design that prevents children under school age from going through, over or under the structure. Considerations about minimising access to the BDCS service by unauthorised people and animals will also inform the height and design of fencing and barriers.*
- *Sufficient furniture, materials and developmentally appropriate equipment are provided and maintained in the BDCS service in order to support all children to engage and access the program and develop their skills and independence.*
- *Any laundry facility in the premises is located and maintained in a way that does not pose any risks to children*
- *Adequate space requirements are maintained in both the indoor and outdoor environments.*
- *Toilet, washing and drying facilities are developmentally and age appropriate and are located and designed in a way that support safe use and convenient access by children.*
- *The nappy change areas support safe access and hygienic nappy change routines and ensure that educators and children have ready access to hand washing facilities.*
- *BDCS environments are well ventilated and have adequate natural light.*
- *Indoor temperatures are maintained at levels that support children's safety and wellbeing.*
- *The play spaces in the BDCS services provide children with opportunities to explore and experience the natural environment.*

- *The outdoor education and care environment has adequate shaded areas to protect children from ultraviolet radiation from the sun.*
- *The environment seeks to support convenient access to both indoor and outdoor play activities and to toilet and nappy change facilities according to supervision requirements, children's independence and developmental needs.*
- *Where possible, gardens reflect the local natural habitat and encourage native wildlife into the education and care environment*

The Nominated Supervisor will:

- *Ensure that plants are selected to minimise risks to children. No poisonous or dangerous plants will be included in the education and care environment. See fact sheet on Poisonous Plants - www.gtp.com.au/kidsafeqld/inewsfiles/inews.5250.1.pdf (attached)*
- *Collaborate with educators to carefully select and provide adequate numbers of resources in order to contribute to children's sense of belong and to provide new learning opportunities that extend and challenge children's learning and development.*

The Educational Leader will collaborate with educators to:

- *Equally value both the outdoor and indoor learning environments as places that support children's learning, creativity, social engagement and sense of belonging.*
- *Seek to develop learning environments that are secure and predictable and that support children to take increasing responsibility for their health, hygiene and personal care.*
- *Design learning environments that are welcoming and accessible for all children and families, considering cultural diversity, social and physical inclusion.*
- *Design environments that reflect children's different cultures, interests, abilities and learning styles.*
- *Design environments that support small group work in ways that minimise the risk of injury, minimise disruption between activities, minimise conflict between children and reduce prolonged exposure to excess internal and external noise.*
- *Design outdoor learning experiences that complement and extend the indoor activities and learning experiences.*
- *Ensure that outdoor environments provide opportunities to learn through play, enabling access to materials that stimulate investigation and reflection, and enriched with natural resources and opportunities to connect with nature.*
- *Design indoor environments that are enriched by natural resources and opportunities to engage with nature*
- *Offer children opportunities to be active, messy and noisy and play on a large scale.*
- *Encourage and nurture children's interest in the world around them. By providing children with materials, resources and information, educators can help children to appreciate and respect the beauty of their natural and built environments.*
- *Select resources and design learning environments that foster children's connections with the natural environment.*

- *Select natural materials and fibres if possible, when purchasing new equipment and resources. These include items such as wooden shelving and natural materials. Such resources enhance the look and feel of nature within the environment.*
- *Natural and flexible play materials such as sand, leaves and water will be available for children.*
- *Encourage children and families to collect and bring recycled equipment and natural resources into the environment.*
- *Encourage children to care for plants by growing plants from seeds.*
- *Design areas for appreciation of nature, where educators and children can observe the natural play environment and reflect on nature. This may include the introduction of indoor plants into indoor area. Educators and children will be responsible for the care of these plants ensuring they have enough sunlight and water. As in the outdoor garden, plants will be selected to minimise the risks to children.*

MONITORING, EVALUATION AND REVIEW

The BDCS service has aesthetically pleasing, safe, flexible and functional play and learning environments. Educators, children and families are supported to consider environmentally sustainable practices. Children’s emotional, physical, social, cognitive and spiritual wellbeing are supported by the design and functions of the indoor and outdoor environments. The environment complements the educational and care aims of the service, supporting children to have a strong sense of being and belonging, as well as facilitating their growth and development

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every 18 months. Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family’s ability to utilise the service; the fees charged or the way in which fees are collected.

RELATED LEGISLATION

- Education and Care Services National Regulations

LINKS TO:

- National Quality Standard, Quality Area 3
- Education and Care Services National Regulations: 104-114

SOURCES

- Guide to the National Quality Framework ACECQA (2018)
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations
- Kidsafe NSW Inc – www.kidsafensw.org
- Early Childhood Australia Statement on young children and digital technologies:
<http://www.earlychildhoodaustralia.org.au/our-work/submissions-statements/eca-statement-young-children-digital-technologies/>
- NSW Munch and Move

- Australian 24-Hour Movement Guidelines for the Early Years (birth to 5 years): *An Integration of Physical Activity, Sedentary Behaviour, and Sleep*

Policy Revision History

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- **Review Date: Jan 2022**



National Quality Standard **Quality Area**

4

staffing arrangements



Children's learning and development is supported and enhanced by responsive and qualified educators.

www.acecqa.gov.au

1300 422 327



INTRODUCTION

The quality of care for children, good relationships among staff, the confidence of parents and the reputation of Bourke and District Children's Services all depend on the professional attitude and behaviour of the Service Staff and Management. This policy aims to provide clear guidance to staff about the standards BDCS requires as a condition of employment.

OVERALL GOALS – What are we going to do?

BDCS staff and volunteers will uphold the highest standards in ethical conduct in accordance with the *ECA Code of Ethics* (2010) and *The United Nations Convention on the Rights of the Child* (1989) as well as our service Code of Conduct (attached).

OVERALL STRATEGIES – How will it be done?

- Educators and staff will be familiar with the legislation and statutory documents that apply to their role with children, families and other staff in the Centres.
- Educators and staff will be familiar with the *ECA Code of Ethics*, *BDCS Code of Conduct* and philosophy of each Centre. This will guide conduct and decision-making within each Centre.
- Ethical conduct and decision-making will occur with reference to legislation and statutory documents and through a process of critical reflection. Decision-making processes will be clear, and the Executive Officer & Directors will be accountable for decisions and able to demonstrate how those decisions are made.
- The Approved Provider and Nominated Supervisor of each Service will ensure all Educators and staff are made aware of their obligations through personal discussions, staff meeting activities and opportunities to critically reflect upon ethical practice.
-

The service community will work together in the best interests of the children and families and will act in a manner that will enhance the standing of the early childhood sector. This involves a full understanding of role responsibilities and obligations combined with best practice and collaborative decision making.

Evaluation

Educators, staff and volunteers in the service will conduct themselves in an ethical manner through clear processes in accordance with legislative and statutory guidelines.

Statutory Legislation & Considerations

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

Education and Care Services National Regulations 2011

- Links to National Quality Standard: 4.2.1
- Education and Care Services National Regulations 2011 168

Policy Revision History

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BDCS CODE OF CONDUCT

As Bourke and District Children's Services provides child care services your conduct will be held to a higher level of accountability than general community expectations;

1. It is particularly important that staff know and follow the Child Protection Policy.
2. Staff should perform their duties to the best of their ability. If staff have trouble performing these duties to the required standard, they should ask for help from the Director.
3. Staff are expected to comply with their legal and industrial award obligations.
4. It is vital that the Service be a healthy and safe environment for children, staff, parents and visitors. Staff must act in ways which do not endanger the health or safety of anyone and should encourage healthy and safe behaviour in the children by setting a good example. Staff are to promote healthy eating when eating with or in around children. All food and drink consumed in the classroom or in front of children must be healthful. No takeaway or pre-packaged food or fizzy or flavoured drinks are to be consumed in the classrooms or in front of children. Staff are not to take hot drinks back into areas where children are being cared for.
5. Good quality childcare relies on effective teamwork and good relationships among staff. Staff are expected to assist in maintaining good working relationships by treating each other with courtesy, honesty and respect. Conflicts between staff should be aired in private, and not in front of children, parents or other staff. Staff should seek help from the Director, or use the grievance procedure, if they are unable to resolve their conflict between themselves. Staff should use the "Staffing Issue Form" for referring staffing matters to their supervisor.
6. Similarly, staff should treat parents and children with courtesy, honesty and respect. Children and parents arriving or departing from the Service should be welcomed or farewelled by name. Staff should treat children equally and as individuals regardless of gender, race, family background, culture, religion or beliefs. Staff will be sensitive to the rights and feelings of the children.
7. Staff are expected to maintain and improve their skills through participating in the staff training and development opportunities provided by the Service.
8. Staff must observe confidentiality in all circumstances involving children, parents, staff and visitors. Staff must not discuss any child or parent with any another parent or visitor, within or outside the Service. In any situation where a staff member is not sure if information is confidential or not, they should check with the Director.
9. Staff are expected to attend work and return from breaks on time, this includes all lunch, morning & afternoon tea breaks. Staff will sign and time the Staff Sign In/Out sheets every time they enter and leave the service. Timesheets must be filled in correctly each day.
10. Staff should dress appropriately for their duties, with attention to safety. No thongs and no singlets are to be worn. Hats should be worn when outdoors.
11. Staff should use language which will not offend other staff, children or parents. Staff should never swear in the presence of children, parents or other staff. Staff should use suitable conversation when working with children and should refrain from gossiping about other matters when working with or around

children. Staff should never raise their voice excessively (eg shout) in anger or frustration at the children or other staff members.

12. Staff must attend work free from the influence of alcohol or other non-prescription drugs. Staff should not smoke at or near the front gate of the service, where parents with children may be arriving or departing. Staff should tell the Director if they are taking any prescription medication which may affect their capacity for work (e.g. causing drowsiness).
13. Staff are expected to come to work when they are fit enough to do so without risking injury or infection to themselves or the staff or children at the Service. When staff are unwell or injured they should not attend work and if entitled may apply for sick leave or workers' compensation.
14. Staff members should help each other to maintain high quality care and high standards of professionalism.
15. Staff will not use the internet for any personal use as per the internet agreement that was signed.
16. Mobile phones will be kept in the staff rooms at all times and will be used in your staff break time. Under no condition will a mobile phone be used whilst you have children in your care. In the case of an emergency the Director requires you to put in writing that you need your phone in the room, an explanation as to why and a time period for the phone to be with you.
17. Please refer to the "Early Childhood Code of Ethics" at the end of "Staff Handbook" and please note the following:

The obligations of the Code apply at all times. This includes times when a staff member is not at a workplace or is not performing work duties. It includes times when a staff member is on leave. While the Code focuses primarily on how all staff perform their work duties, it is important to note that the "Early Childhood Code of Ethics" applies also to conduct in a private capacity that reflects adversely on the reputation of the Childcare, Preschool and Mobile services, and all employees in this profession.
18. Staff members will, faithfully and diligently always serve Bourke and District Children's Services Inc (BDCS) exercising all due care and act in BDCS best interest's.
19. Refrain from acting, being seen to act, in conflict with BDCS best interests.
20. At all times display a professional manner, upholding and maintaining BDCS, reputation, goodwill and it's client relationships.
21. At all times comply with BDCS policies and procedure, as established from time to time and other direction requirements of BDCS including those relating to expected behaviour in the workplace.
22. Advice BCS as soon as practical of anything or reason that may impede your ability to fulfil your duties and obligations including health or other issues.

A breach of your obligations under Bourke and District Children's Services policies and procedures may result in disciplinary action, including the immediate termination of your employment.

WHAT HAPPENS IF I BREACH THE CODE?

As Early Childhood professionals, we hold special positions of trust, especially regarding children in our community, and must always be accountable for our actions. If the Management considers that the Code has been breached, disciplinary action will be taken.

INTRODUCTION

An Approved Provider operates the service with an appointed Nominated Supervisor. The Nominated Supervisor does not have to be in attendance at the service at all times, but in their absence, a Responsible Person is to be placed in Day to Day Charge. Our Education and Care Service will ensure a Responsible Person or Nominated Supervisor is physically present at the service at all times children are being educated and cared for. Details of the Responsible Person or Nominated Supervisor on duty will be communicated and displayed for all users of the service.

OVERALL GOALS – What are we going to do?

Legislation requires that a Nominated Supervisor or Responsible Person is physically in attendance at all times the service is educating and caring for children. The person placed in day to day charge of the service is either the Approved Provider (or the person in management or control of the service), the Nominated Supervisor of the service, or a Responsible Person.

DEFINITIONS**Approved Provider**

An individual or organisation that has completed an application form and been approved by the Regulatory Authority as fit and proper (in accordance with Sections 12, 13 and 14 of the National Law) to operate one or more education and care services.

Nominated Supervisor

A person who has been nominated by the Approved Provider of the service under Part 6 of the Act to be the Nominated Supervisor of that service, and who has consented to that nomination. The Nominated Supervisor has day-to-day responsibility for the service in accordance with the National Regulations. All services must have a Nominated Supervisor.

Responsible Person

The Approved Provider (if that person is an individual, and in any other case the person with management or control of the service operated by the Approved Provider) or person who has been placed in day-to-day charge of the service in accordance with the National Regulations.

OVERALL STRATEGIES – How will it be done?**Placing a person in day-day charge or nominated supervisor**

The Approved Provider is responsible for ensuring the safety and wellbeing of children at the service and will consider a person's qualifications, experience and age when deciding whether they are suitable to be placed in day to day charge. A person may be placed in day to day charge of the service, when:

- the Approved Provider, Nominated Supervisor or Responsible Person identifies that they meet the criteria required under r117B and 117C and
- they give their written consent to be placed in day to day charge of the service.

Criteria to be Determined a Responsible Person or Nominated Supervisor

Educators at the service who are considered appropriate for the role of Responsible Person or Nominated Supervisor must meet the following requirements:

- Their practical knowledge of the day-to-day responsibilities of being an educator at the service, including how to work through unexpected problems.
- Must be over 18 years of age.
- Must have completed an approved Child Protection course. In NSW, nominated supervisors and persons in day-to-day charge are required to have completed the child protection courses approved by the NSW Regulatory Authority (162A Education and Care Services National Law).
- A demonstrated understanding of:
 - Education and Care Services National Law Act 2010, and the Education and Care Service Services National Regulations 2011
 - Equal Opportunity Employment Conditions

- Health and Safety, including Child Protection responsibilities
- Privacy, Confidentiality and Equal Opportunity/Anti-Discrimination policies and procedures; and
- BDCS policies and procedures.
- Consideration will be also given regarding whether the individual has been subject to compliance action or disciplinary proceedings under a children’s services law, education law, or a previous education and care services law, in any state or territory. Candidates will be asked to submit a Compliance History Statement.

ROLES AND RESPONSIBILITIES

The Approved Provider will:

- Ensure there is a person placed in day to day charge (refer to Background and Definitions) on the premises at all times the service is delivering education and care programs for children.
- Ensure that the name and position of the Nominated Supervisor or Responsible Person in charge of the service is displayed and easily visible from the main entrance of the service (National Law: Section 172).
- Ensure that the name of the Nominated Supervisor or Responsible Person is displayed prominently at the service.
- Notify the Regulatory Authority in writing if there is a change of person in the role of Nominated Supervisor (Section 56, Regulation 35).
- Ensure that, in the absence from the service premises of a Nominated Supervisor, a Responsible Person is placed in day-to-day charge of the service.
- Ensure that the Nominated Supervisor and educators have a sound understanding of a person placed in day to day charge of the service.
- Maintain records with information relating to each Nominated Supervisor (r146).
- Maintain records relating the Responsible Person (r150) including the name of the Responsible Person for each time that children are being educated and cared for by the service.

The Nominated Supervisor will:

- Provide written consent to accept the role of Nominated Supervisor.
- Ensure that, in their absence from the service premises, a Responsible Person is placed in day-to-day charge of the service.
- Ensure they have a sound understanding of the role of being placed in day to day charge of the service.
- Ensure that the name and position of the person being placed in day to day charge of the service is displayed and easily visible from the main entrance of the service.
- Develop rosters in accordance with the availability of Responsible Persons, hours of operations and the attendance patterns of children.
- Notify the Approved Provider and the Regulatory Authority within 7 days of any changes to their personal situation, including a change in mailing address, circumstances that affect their status as fit and proper, such as the suspension or cancellation of a Working with Children Check card or teacher registration, or if they are subject to disciplinary proceedings.

The Responsible Person will:

- Provide written consent to accept the role of Responsible Person.
- Check that the name and position of the Responsible Person in charge of the service is displayed and easily visible from the main entrance of the service.
- Ensure they have a sound understanding of the role of Responsible Person.
- Understand that a Responsible Person placed in day-to-day charge of an approved service does not have the same responsibilities under the National Law as the Nominated Supervisor

Families will:

- Read and understand this policy.
- Being aware of the Responsible Person at the service daily.

EVALUATION

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every two

years. Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved. In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

RELATED LEGISLATION

- Education and Care Services National Regulations
- Guide to the National Quality Framework ACECQA (2018)
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2011

LINKS TO:

- Education and Care Services National Regulations: 35, 46-49, 117 (A) (B) (C), 146, 168 (2) (i) (ii), 173, 176 (2) (c)
- Education and Care Services National Law Act 2010: Part 6, 56, 161, 161A, 162, 162A, 172, 291(5)
- National Quality Standards/Elements: 4.1, 7.1

SOURCES

- Australian Children's Education and Care Quality Authority (ACECQA) Information Sheets - <https://www.acecqa.gov.au/>
- ACECQA Guide to the National Law and National Regulations
- ACECQA Compliance History Statement
<https://www.acecqa.gov.au/resources/applications/sample-forms-and-templates>
- Education and Care Services National Regulations 2011

Policy Revision History

<i>Date</i>	<i>Authorised By</i>	<i>Description of Amendments</i>	<i>Sections affected</i>
Jan 2021	P. Ritchie – GM		

- **Review Date: Jan 2022**

Policy Statement

Bourke & District Children's Service's (BDCS) is committed to providing a safe environment for all children where their health, safety and wellbeing is of paramount importance. In order to ensure this is preserved during the engagement of new employees, student and volunteers, and in order to remain compliant with regulations and legislation, the service will abide by the strategies and practices outlined in this policy.

In keeping with our commitment to ensure the health, safety and wellbeing of children at BDCS, all employees, students and Volunteers required to adhere to all state-based screening requirements and hold relevant working with children clearances.

The aim of our induction and orientation program is to:

- Ensure that new employees, students or volunteers receives accurate information about the BDCS policies and procedures, their role and the expectations of the employer.
- Provide opportunities to answer any questions and allay any concerns the new employee, student or volunteer may have.
- Assist the new employee, student or volunteer to carry out their tasks effectively.
- Build the employee's (student or volunteers') confidence and commitment
- Provide introductions to the staff team which help to foster positive relationships;
 - Create a sense of belonging.
 - Lower recruitment and selection costs due to reduced staff turnover

Induction Procedures – New Employees

Prior to commencement the Administration Officer or Nominated Supervisor will:

- Complete an orientation checklist
- Ensure the inductee has a copy of their employment contract and job description and address any questions they may have regarding these documents, their working arrangements and BDCS expectations of them;

Clarify any details regarding probationary periods and provide information about the staff appraisal policy and procedure;

- Discuss employment procedures such as timesheets; method of salary payments; superannuation; taxation forms;
- Provide the new person with a copy of BDCS handbooks; statement of philosophy; staff code of conduct; and any other work guidelines;

The Nominated Supervisor will:

- Discuss and highlight important policies and procedures with particular reference to work, health and safety; grievance procedures; supervision; child protection, health and hygiene procedures; confidentiality and privacy;
- Ensure that the new person reads and signs the BDCS Confidentiality Agreement;
- Show the new person the location of the policy and procedures manual, a copy of the Education and Care Services National Law Act 2010; the Education and Care Services National Regulations; and the Award/Industrial Agreement;
- Discuss the person's understanding of the National Quality Standard; Early Years Learning Framework and My Time Our Place Learning Framework;
- Advise the new person about the management structure and lines of responsibility, communication with management;
- Show the person around the service and highlight key safety and health features such as fire extinguishers; evacuation plans; fire exits; and first aid kit storage; show the new person where they may store personal items and the location of the staff room; toilets; kitchen; parking procedures; and provide introductions to the other team members;
- Allow the new person to spend some time in their designated work area so they may be introduced to the children, parents and other educators

On-going communication and support

The nominated supervisor will follow up with the new employee one month after the original induction to address any further questions and check the new person is settling happily into the workplace.

The nominated supervisor will continue to provide support and ensure the maintenance and continuity of the preschool's practices and policies until the new person has completed their probationary period, or the nominated supervisor considers they are fully settled into their position at the service.

The new employee will be encouraged to keep a journal and write down any questions they would like to discuss, which will be addressed by the supervisor at regular meetings.

At the end of the probationary period the supervisor will hold an appraisal meeting with the new person to identify their strengths and plan for professional development opportunities.

Inducting Relief or Casual Educator

Relief educators may be required to care for children as soon as they arrive at BDCS with limited time to familiarise themselves with BDCS environment policies and procedures.

In this instance BDCS nominated supervisor will provide the educator with an orientation checklist that provides information on the important information, procedures and practices

that the relief educator needs to be immediately aware of i.e. emergency procedures, location of dangerous products hazards and first aid cupboard.

Where possible the service will maintain a list of permanent relief and casual educators that have undertaken the full orientation process.

Induction of volunteers and students

Bourke & District Children’s Service values volunteer participation as a connection to our local community and exposure to a range of people and experiences

Accepting students on placement is part of our professional responsibility to support our sector and provide valuable experience and learning opportunities.

Strategies / How will it be done?

- All students and volunteers will be required to undertake a working with children check from this date. Volunteers and students do not make up part of the staff to child ratio and cannot be used to fill the place of an employee.
- Volunteers and students must not be asked to perform tasks:
 - that they are untrained, unqualified or too inexperienced to undertake
 - that put the children or themselves in a vulnerable or potentially unsafe situation while unsupervised by an employed educator.

Roles and Responsibilities

Role	Authority/Responsibility For
Approved Provider	<p>Ensure the service operates in line with the Education and Care Services National Law and National Regulations 2011 with regard to the delivery and collection of children at all times.</p> <ul style="list-style-type: none"> • ensuring that volunteers/students and parents/guardians are adequately supervised at all times, and that the health, safety and wellbeing of children at the service is protected. • ensuring that volunteers/students and parents/guardians are not left with sole supervision of individual children or groups of children. • ensuring that parents/guardians of a child attending the service can enter the service premises at any time that the child is being educated and cared for, except where this may pose a risk to the safety of children or staff, or conflict with any duty of the Approved Provider, Nominated Supervisor or staff members under the law. • ensuring that the staff record contains information on all volunteers/ students attending the service with details of name, address, date of birth, days and hours of participation and details of the Working with Children (WWC) check.

Nominated Supervisor	<ul style="list-style-type: none"> • Provide supervision, guidance and advice to ensure adherence to the policy at all times. • Ensuring that volunteers/students and parents/guardians are adequately supervised at all times, and that the health, safety and wellbeing of children at the service is protected. • Ensuring that volunteers/students and parents/guardians are not left with sole supervision of individual children or groups of children. • Providing volunteers/students and parents/guardians with access to all service policies and procedures. • Ensuring that volunteers/students and parents/guardians comply with the National Regulations and all service policies and procedures.
Role	Authority/Responsibility For
Early Childhood Educators	<ul style="list-style-type: none"> • Complying with the requirement that volunteers/students and parents/guardians are adequately supervised at all times, and that the health, safety and wellbeing of children at the service is protected. • Complying with the requirement that volunteers/students and parents/guardians are not left with sole supervision of individual children or groups of children. • Enabling parents/guardians of children attending the service to access the service premises at any time the child is being educated and cared for, except where this poses a risk to the safety of children and/or staff. • Encouraging the participation and involvement of parents/guardians at the service.
Student/ Volunteer	<ul style="list-style-type: none"> • Ensuring they have provided all details required to complete the staff record. • Undertaking a WWC check and presenting a current WWC check. • Understanding and acknowledging the requirement for confidentiality of all information relating to staff and families within the service (refer to Privacy and Confidentiality policy). • Complying with the requirements of the Education and Care Services National Regulations 2011 and with all service policies and procedures, including the code of conduct policy, while at the service. • Undertaking the induction process and completing the induction checklist prior to commencement at the service. • Following the directions of staff at the service at all times to ensure that the health, safety and wellbeing of children is protected.
Families	<ul style="list-style-type: none"> • Complying with the requirements of the Education and Care Services National Regulations 2011 and with all service policies and procedures, while attending the service. • Following the directions of staff at the service, at all times, to ensure that the health, safety and wellbeing of children is protected.

Links to other policies

- Grievance Procedures
- Accidents, Emergencies and First Aid
- Confidentiality and Privacy policy
- Enrolment and Orientation
- Excursions
- Grievances and Complaints Policy
- Health Hygiene and Infection Control
- Medication and Medical Condition
- Monitoring, Evaluation and Review
- Staff Appraisal Policy
- Code of Conduct
- Confidentiality and Privacy Policy
- Staff Immunisation Policy
- Grievances and Complaints Policy
- Interaction with Children Policy.
- Guiding Children's Behaviour Policy
- Arrivals and Departures Policy
- First Aid Policy
- Emergency Procedures Policy
- Sun Protection Policy
- Water Safety Policy
- Health Hygiene and Infection Control
- Incident, Injury, Trauma, Illness Policy
- Medication and Medical Conditions
- Work Health and Safety Policy
- Nutrition Policy
- Staff, Student, Volunteer Induction Policy
- Child Protection Policy

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every 18 months.

Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14

days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

Sources and references

Children’s Service National Law and Regulations

- Chapter 4 – Operational Requirements Part 4.7
- Part 6 National Law

National Quality Standard 2: Children’s Health and Safety – Standard 2.2

National Quality Standard 4: Staffing Arrangement – Standard 4.2

National Quality Standard 7: Governance and Leadership – Standard 7.1.2, 7.1.3, 7.2.3

Australian Children’s Education and Care Quality Authority (ACECQA)– www.cecqa.gov.au

NSW Office of the Children’s Guardian – www.kidsguardian.nsw.gov.au

Policy Revision History

<i>Date</i>	<i>Authorised By</i>	<i>Description of Amendments</i>	<i>Sections affected</i>
Jan 2021	P. Ritchie – GM		

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INTRODUCTION

Children must be adequately supervised at all times that they are being educated and cared for both at the service and on excursions. Adequate supervision is the consistent and present engagement with children. The meaning of working directly with children is defined by the Education and Care Services National Regulations as,

“A person is working directly with children at a given time if at that time the person—

- (a) is physically present with the children; and
- (b) is directly engaged in providing education and care to the children.”

Supervision can prevent and reduce accidents through early detection of potential hazards and an awareness of the children, and their activities. The education and care service must prioritise regular assessment of their supervision practices in order to increase educator’s awareness of their duty of care and to continuously improve supervision procedures.

OVERALL GOALS – What are we going to do?

The education and care service maintain a safe and secure environment where children are free to explore and learn more about their world. The approved provider nominated supervisor and educators are familiar with regulatory requirements and standards regarding supervision. BDCS encourages educators to evaluate their supervisory practices and implement plans that increase their awareness of the layout, risk management and supervisory choices within the education and care environment.

OVERALL STRATEGIES – How will it be done?**The Approved Provider will:**

- Ensure that the premises are designed and maintained to facilitate supervision of children at all times while considering the need to maintain the rights and dignity of all children.
- Ensure that the age and supervision requirements for educators are maintained at all times. Any educators who are under eighteen years of age may work at the centre-based service, provided they do not work alone and are adequately supervised at all times by an educator who is over eighteen years of age.
- Notify the regulatory authority within 24 hours if a child appears to be missing, cannot be accounted for, appears to have been taken or removed from the premises, or has mistakenly been locked in or out of the education and care services premises.
- Ensure that policies and procedures address supervision clearly.
- Ensure that the National Regulations specification are met in regard to the number of educators required to educate and care for children and the qualifications of these educators.

The Nominated Supervisor will:

- Carefully plan rosters that ensure continuity of care and adequate supervision at all times when children are being cared for and educated in the service and on excursions.
- Ensure that a risk assessment is carried out before an authorisation is sought for an excursion. The risk assessment will consider and identify the number of adults required to ensure continuous adequate supervision throughout the excursion.

- Conduct risk assessments and make professional judgement to determine approaches to supervision. Consideration will be given to the environment, the children, and the context of activities the children participate in.

Educators will:

- Document a flexible supervision plan and strategies for both the indoor and outdoor areas. This will assist educators to position themselves effectively for supervising the children's play. They will take into consideration the layout of the premises and grounds, any higher risk activities, the presence of any animals, the location of activities and the location of bathroom and nappy change facilities.
- Consider how they approach supervision to promote children's agency and participation in genuine decision making.
- Inform new and relief educators about supervision arrangements and what is required of them in relation to supervising children.
- Regularly review the supervision plan and strategies to evaluate the effectiveness of the plan and its implementation by educators. The supervision plan and strategies will be displayed for families in all rooms and in the outdoor area.
- Seek to ensure that two educators are present, within view, when working with children and when supporting children with toileting/hygiene routines.
- Arrange the education and care environment to maximise the ability of educators to supervise all areas accessible to children with particular focus on gates, the fence line, and doors during arrival and departure times.
- Be aware of the importance of communicating with each other about their location within the environment as well as individual children who may need closer monitoring.
- Ensure that correct child: educator ratios are maintained throughout the education and care environment. All children will be in sight or hearing of educators at all times. No child will be left alone while eating or at nappy change and toileting times.
- Supervise children during rest periods. Children will be positioned and supervised according to the Safe Sleep & Rest Times policy.
- Ensure that hazardous equipment, machinery, and chemicals are inaccessible to children.
- Ensure that supervision arrangements are respectful and that interactions with children are meaningful. Educators will encourage children's independence while respecting individual abilities and needs.
- Ensure that supervision arrangements support observation and active engagement with children to support their learning.
- Evaluate situations to determine the potential risks and benefits for children's health, safety and wellbeing. Observing children's play and anticipating what may occur next allows educators to assist children as difficulties arise and to intervene when there is a potential danger to children.
- Listen carefully to children and note any changes of tone or volume in their voice. Noting these changes can assist in supervising children who may not be in direct vision.
- Scan the environment while interacting with individuals or small groups. Educators will position themselves to maximise their view of the environment and the children's play. Educators will avoid having their backs to children and undertaking tasks that will distract them from supervising children, such as administrative tasks.

- Implement consistent supervision strategies and not perform other duties while responsible for the supervision of children.

Children’s safety will be the priority of all educators when supervising children.

MONITORING, EVALUATION AND REVIEW

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every 18 months. Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family’s ability to utilise the service; the fees charged or the way in which fees are collected.

RELATED LEGISLATION

- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations
- Guide to the National Quality Framework ACECQA (2018)
- Building Code of Australia re building requirements for new buildings/ visibility of children’s bathrooms

LINKS TO:

- National Quality Standards: 2.2.1, 2.2
- Education and Care Services National Law Act 2010: 165, 167, 174
- Education and Care Services National Regulations: 101(2)(f), 115, 168(2)(h), 176

SOURCES

- Australian Children’s Education and Care Quality Authority (ACECQA) – www.acecqa.gov.au
- ECA Code of Ethics (2016) Early Childhood Australia – <http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>
- Active Supervision: Ensuring Safety and Promoting Learning: https://www.acecqa.gov.au/sites/default/files/2018-04/QA2-ActiveSupervisionEnsuringSafetyAndPromotingLearning_1.pdf

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National Quality Standard **Quality Area**

relationships with children

5



Positive and trusting relationships with educators help children to play, learn and develop.

www.acecqa.gov.au

1300 422 327



INTRODUCTION

BDCS is committed to the promotion of a positive atmosphere within its services and providing attentive care and quality interactions with children. The emotional development and social relationships of children will be enhanced through thoughtful and sophisticated approaches to conversation, discussion and promotion of children's language and communication.

BDCS recognises that children who experience relationships that are built on respect, fairness, cooperation and empathy are given the opportunity to develop these qualities themselves. We aim to give children positive experiences of interactions to promote their development and understanding of themselves as significant and respected, and feeling a sense of belonging.

OVERALL GOALS – What are we going to do?

Educators at our service will:

- be responsive to children's strengths, interests, abilities;
- provide opportunities to become self-reliant and develop self-esteem;
- uphold children's dignity, rights, and agency;
- provide positive guidance and support towards self-regulation;
- promote a safe, secure and nurturing environment;
- be authentic and responsive;
- be based in fairness, acceptance and empathy with respect for cultural and linguistic rights.

OVERALL STRATEGIES – How will it be done?**Children's Rights, Family and Cultural Values**

Interactions within the setting are greatly enhanced when children's rights and family and cultural values are given due consideration and respect. Administrative procedures, initial conversations, documentation and ongoing communication with children and families are a reference point for interactions and a foundation for authentic and respectful communication.

Listening

Educators and staff must use listening as a foundation for interactions. Listening is based on observation and in leaving spaces in conversations and communication, suspending judgement and in giving full attention to children as they communicate. Truly attending to children's communication promotes a strong culture of listening.

Children and Families

A culture of respectful interaction is promoted when children's attempts to communicate are valued. Turn taking and regulating children's conversations promotes active engagement. Respectful communication with families generates greater confidence in interacting.

Reflection and Consideration

Time is dedicated to reflecting upon interactions within children.

Reflections should consider how to spend extended periods engaged in interactions with children that comprise communication and listening.

Role Modelling

Educators model positive interactions when they:

Show care, empathy and respect for children, educators and staff and families;

Learn and use effective communication strategies.

Principles for Behavioural Management

Staff respect individual children's needs and differences in age, ability and experience regarding issues surrounding behaviour and they are happy to discuss individual family expectations with parents. There may be times when staff will need to negotiate strategies with parents to suit the needs of individual children.

- Wherever possible, children and staff will negotiate and determine boundaries and rules.
- Rules will be reasonable considering the age, development and individual characteristics of the children.
- Rules will be consistently applied.
- Children will be encouraged for desirable behaviour.
- It is the behaviour that is praised or addressed, not the child.
- Staff present a good example through positive role modelling.
- Children are encouraged to make appropriate choices.

The Role of the Staff

In response to challenging behaviour, staff:

- Recognise certain reactions as understandable behaviour, a reflection of communication and social development.
- Redirect the child or remove the child from the situation if necessary.
- Advise children of the consequences of continuing with the behaviour.
- Remind children of appropriate behaviour.
- Explain to children how behaviour results in consequences.
- Actively listen to children's feelings and discuss the rules.
- Help children to return to play.

ROLES AND RESPONSIBILITIES

The Approved Provider will:

- Ensure all staff have access to relevant professional development.
- Ensure the educational program contributes to the development of children who have a strong sense of wellbeing and identity, and are connected, confident, involved and effective learners and communicators.
- Ensure that the Nominated Supervisor and all staff members at the service who work with children are aware that it is an offence to subject a child to any form of corporal punishment, or any discipline that is unreasonable or excessive in the circumstances (National Law: Section 166) (Regulation 73).

- Inform the Regulatory Authority in writing, within 24 hours of receiving a notifiable complaint (Section 174(4), Regulation 176(2)(b)).
- Inform the Regulatory Authority in writing within 24 hours of a serious incident occurring at the service (Section 174(4), Regulation 176).

The Nominated Supervisor will:

- Guide professional development and practice to promote interactions with children that are positive and respectful.
- Establish practice guidelines that ensure interactions with children are given priority and those interactions are authentic, just and respect difference.
- Ensure all staff are aware of the service's expectations regarding positive, respectful and appropriate behaviour, and acceptable responses and reactions when working with children and families.
- Consider the size and composition of groups to ensure all children are provided with the best opportunities for quality interactions and relationships with each other and with adults at the service.
- Develop and implement educational programs, in accordance with an approved learning framework, that are based on the developmental needs, interests and experiences of each child, and take into account the individual differences of each child.
- Ensure that staff provide education and care to children in a way that encourages children to express themselves and their opinions and allows children to undertake experiences that develop self-reliance and self-esteem.
- Under section 166 of the Education and Care National Law, a staff member, nominated Supervisor and Approved Provider may receive a penalty for up to \$10,000 (up to \$50,000 in the case of Approved Provider) for subjecting a child to any form of corporal punishment or any discipline that is unreasonable in the circumstances.

Educators will:

- Act in accordance with the obligations outlined in this policy.
- Acknowledge children's complex relationships and sensitively intervene in ways that promote consideration and alternative perspectives and social inclusion.
- Respect children's agency and encourage them to express themselves and their opinions.
- Maintain the dignity and the rights of each child at all times.
- Have regard to the cultural and family values, age, and the physical and intellectual development and abilities of each child being educated and cared for.
- Offer positive guidance and encouragement towards acceptable behaviour.
- Ensure that routines such as toileting, nappy change and rest times are used for positive one to one interaction with children and a time that they can get to know more about the child.
- Genuinely seek children's input, respect their ideas and take their suggestions on board.
- Support babies to build trusting attachments with one or two educators in order to develop a secure base for their exploration and learning.
- Form warm relationships with each child.
- Respond to children's communication in a just and consistent manner;
- Respond sensitively to children's attempts to initiate interactions and conversations;

- Initiate one to one interactions with children, particularly babies and toddlers during daily routines and conversation with each child.
- Support children’s efforts, assisting and encouraging as appropriate;
- Support children’s secure attachment through consistent and warm nurturing relationships;
- Support children’s expression of their thoughts and feelings;
- Encourage children to express themselves and show an interest and participate in what the child is doing;
- Acknowledge children’s complex relationships and sensitively intervene in ways that promote consideration and alternative perspectives and social inclusion. Guidance strategies should be reflective of this approach;
- Acknowledge each child’s uniqueness in positive ways;
- Respect cultural differences in communication and consider alternative approaches to own.
- Use listening as a basis for interactions with children
- Dedicate time to reflect on interactions with children and how they may be enhanced;
- All staff must also be aware at all times that they are acting as role models towards the children in our services, and as such must display appropriate actions in their dealings with others. At all times staff should:
 - Show care, empathy and respect for children, other staff members and families
 - Learn and use effective communication strategies

Families will:

- Read and comply with this policy.
- Engage in open communication with staff about their child.
- Inform staff of events or incidents that may impact on their child’s behaviour at the service (e.g. moving to a new house, a new sibling).
- Inform staff of any concerns regarding their child’s behaviour or the impact of other children’s behaviour.
- Work collaboratively with staff and other to develop or review an individual behaviour guidance plan for their child, where appropriate.

MONITORING, EVALUATION AND REVIEW

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RELATED LEGISLATION

- Education and Care Services National Law Act 2010

- Education and Care Services National Regulations
- Disability Discrimination Act 1992 (Cth)
- Commission for Children and Young people Act 1998
- Children and Young Persons (Care and Protection) Act 1998

LINKS TO:

- National Quality Standards: 5.1, 5.2, 7.1.2
- Education and Care Services National Law Act 2010: Sections 166, 167
- Education and Care Services National Regulations: Regulations 73, 74, 155, 156, 157, 168(2)(j)

SOURCES

- Australian Children’s Education and Care Quality Authority (ACECQA) – www.acecqa.gov.au
- United Nations Convention on the Rights of the Child – <https://www.unicef.org.au/>
- The Supporting young children’s rights: Statement of intent (2015-2018) – <http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2015/03/Supporting-young-childrens-rights-statement-of-intent-2015-2018.pdf>
- Australian Human Rights Commission – <https://www.humanrights.gov.au/>

Policy Revision History

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National Quality Standard **Quality Area**

6

collaborative partnerships with families and communities



Services partner with families and communities to enhance children's learning and wellbeing.

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1300 422 327



INTRODUCTION

Enrolment and orientation procedures form the foundation for strong relationships between families and early education and care settings and promote a quality experience of education and care for children.

Good procedures include consistent information around service operation and authorisations promoting compliance and a safe and secure environment for children and families.

OVERALL GOALS – What are we going to do?

BDCS will implement a process to ensure enrolment and orientation processes are planned and implemented to meet the needs of the child and family as well as ensuring all legislative requirements, including the Australian Government Priority of Access Guidelines are adhered to. We will ensure:

- Children are provided with support and comfort to settle into the service and establish new friendships and relationships;
- A thoughtful process is planned in consultation with families, to assist in separating from their child;
- Educators are provided with a clearly explained enrolment process; time to get to know families before children start; strategies to support families in introducing children to our service, time to develop close professional relationships with families; support from referral agencies; and information about custodial issues;
- Home language, cultural background and family priorities are considered at all times during the process.

OVERALL STRATEGIES – How will it be done?

Enrolments will be accepted according to the Australian Government 'Priority of Access'. Parents/guardians will be advised that families of children enrolled with lower priority of access may be required to alter their days or leave the service in order to provide a place for a higher priority child (*see Service Access Policy 6-2*).

When a child is successfully enrolled, a confirmation letter will be given to the family to confirm an available placement at the applicable service.

ENROLMENT FORMS

Enrolments are accepted at any time across the year. All enrolments are handled by the Administration Office. The enrolment form must be completed by each enrolling family. Where enrolling families are not fluent in English the enrolment meeting will, wherever possible be conducted in the families primary language. At enrolment, parents are encouraged to provide any further information about their child that will support continuity of care between home and the service.

The enrolment record will include the following information for each child:

- Full name, date of birth and address of the child.
- Name, address and contact details of each parent of the child; any emergency contacts; any person nominated by the parent to collect the child from the service; any person authorised to consent to medical treatment or to authorise administration of medication to the child; any person authorised to give approval for an educator to take the child out of the service.

- Details of court orders, parenting orders or plans.
- Details of court orders relating to the child's residence or contact with a parent or other person.
- Gender of the child.
- Language used in the child's home.
- Cultural background of the child and child's parents.
- Any special considerations for the child (e.g. cultural, religious or dietary requirements or additional need).
- Authorisations for our service to seek medical treatment for the child from a registered medical practitioner, hospital or ambulance service, and transportation of the child by an ambulance service.
- Authorisation for the service to take the child on regular outings.
- Authorisation for the children to be relocated in the event of an emergency evacuation.
- Name, address and telephone number of the child's registered medical practitioner or medical service.
- Child's Medicare number (if available).
- Details of any specific healthcare needs of the child including any medical condition.
- Details of any allergies or anaphylaxis diagnosis.
- Any medical management plan, anaphylaxis/asthma/diabetic management or risk minimisation plan.
- Details of dietary restrictions for the child.
- Immunisation status of the child (MUST BE SUPPLIED)
- Birth Certificate
- Census permission
- All information will be checked before enrolment is complete including the child's immunisation status.

A Privacy Statement attached to the enrolment form which details:

- the name and contact details of the service;
- the fact that enrolling parents/guardians are able to gain access to their information;
- why the information is collected;
- the organisations to which the information may be disclosed;
- any law that requires the particular information to be collected;
- the main consequences for not providing the required information.

Enrolment forms will be updated annually or when a family's circumstances change, to ensure information is current and correct.

Before attending any of the BDCS services the parent/carer must supply:

- A fully completed enrolment form including authorisations;
- A bond payment as outlined in service fee policy (Childcare only);

- Current Immunisation history statement;
- Birth Certificate, Passport or other identification (MUST BE SUPPLIED)
- Additional Childcare information including the child's daily routine and breastfeeding/formula plan
- Copies of the documents listed above along with the completed enrolment form are confidential. These documents are stored in secure places. Only authorised people have access to these documents. (see Privacy & Confidentiality & Children's Records)
- **NOTE: Until all relevant documentation has been submitted the child will not be entitled to attend any BDCS service.**

ENROLMENT PACKAGE

An enrolment package will be given to the family and will include via the following website link; [BDCS www.bdcs.org.au](http://www.bdcs.org.au)

- An enrolment form that includes authorisations;
- Current fee structure and payment details;
- Direct Debit Agreement
- An information booklet on the Service to be attended;
- Policies including, but not limited to, those required under Regulation 168;
- Information on NQF, NQS, and the EYLF;
- ECA Code of Ethics brochure;
- Feedback form.
- If the service is an approved childcare provider:
 - Information on Child Care Subsidy (CCS)
 - Health Care Card Rebate

The information in the enrolment package is retained by the family for future reference.

PRIORITY OF ACCESS

It is a condition of approval and continued approval for Child Care Benefit (CCB) purposes that services must comply with family assistance law. The Priority of Access Guidelines are set out in the Child Care Benefit (Eligibility of Child Care Services for Approval and Continued Approval) Determination 2000.

The Guidelines apply to Long Day Care, Family Day Care, Outside School Hours Care and In-Home Care services. Failure to meet these Guidelines is a breach of the conditions of continued approval and may result in a service being sanctioned under the A New Tax System (Family Assistance) (Administration) Act 1999.

Priorities for filling vacant places The Priority of Access Guidelines must be used by approved services to allocate available child care places where there are more families requiring care than places available. When filling vacant places, a service must fill them according to the following priorities:

- Priority 1 – a child at risk of serious abuse or neglect

- Priority 2 – a child of a single parent who satisfies, or of parents who both satisfy, the work, training, study test
- Priority 3 – any other child. Within these main Priority categories, priority should also be given to children in:
 - Aboriginal and Torres Strait Islander families
 - families which include a disabled person Priority of Access Guidelines for Child Care Services 2
 - families which include an individual whose adjusted taxable income does not exceed the lower income threshold of \$43,727 for 2015-2016 or who or whose partner is on income support
 - families from a non-English speaking background
 - socially isolated families
 - single parent families. Note: Where a service is funded by an employer to provide child care solely or primarily for the children of the employer’s employees, the service may give priority to those children. Requiring a child to vacate a place Under the Priority of Access Guidelines a child care service may require a Priority 3 child only to vacate a place to make room for a higher priority child. The service can only do so if:
 - the person liable for the payment of the child care fees was notified when the child first entered care that the service followed this policy, and
 - the service gives the person at least 14 days’ notice of the requirement for the child to vacate the place. Outside School Hours Care Outside School Hours Care is primarily for school children. Where an Outside School Hours Care Service has no vacant places and is providing care for a child who has not yet started school, the service may require that child to leave the service in order to provide a place for a school child.

WAITING LIST

BDCS will provide fair access to enrolments, including fair and reasonable use of the waiting lists. Once placement numbers are filled, children will be placed on a waiting list and parents/carers will be contacted as soon as a vacancy becomes available. At BDCS:

- Applications to go on the waiting list are accepted any time throughout the year.
- Waiting list applications will be entered onto the waiting list according to priority of access guidelines.
- While parents may request a preference for days, a position for a particular day cannot be guaranteed.

UPDATING CURRENT INFORMATION

A new enrolment form must be completed annually. In addition parents/carers are expected to provide, in a timely manner, any changes to information maintained by BDCS, including:

- Registered changes to court orders or agreements relating to custody, child access or any other matters related to the child.
- Immunisation records
- Details on the enrolment form that need updating, including changes to address, contact details and emergency contact persons.

NOTIFYING BDCS OF CHANGES TO CURRENT ATTENDANCE

- Any requests for changes or cancellations of any booking details must be in writing, by email to admin@bdcs.org.au
- Parents/carers of children attending the Centre on casual basis must give notice of cancellation of their booking by 2pm on the day prior to the booking otherwise fees as per booking will be charged and is payable by the parent/carer.
- Should a parent/carer wish to transfer days already booked in, this request must be made in writing. At least twenty-four hours' notice must be provided.
- Parents/carers of children with special needs/disabilities who have access to additional support should provide staff at the Centre with notice of a cancellation by 2pm on the day before the child is expected to attend.

GENERAL CONSIDERATIONS WHEN DETERMINING THE ENROLMENT OF A CHILD WITH A DISABILITY

Children with special needs/disabilities are welcome to attend the services if their special needs/disabilities can be met by the service. In determining a child's suitability to join the program the welfare of the child and other children will be taken into consideration. Adequate care and supervision must be maintained for all the children in the Centres.

PROCEDURE FOR ENROLLING A CHILD WITH A DISABILITY

- Child identified through the enrolment form, completed by the parent/carer.
- An Additional Needs Information Sheet is completed by the parent/caregiver in conjunction with the Nominated Supervisor. Any relevant information from health/educational personnel is to be attached.
- The child attends the Centre. Staff monitor the child. Written observation notes are kept. A child who educators classify as 'at risk' of not having their needs met within the recommended staffing structure will become the subject of a case meeting.
- A case meeting is conducted at the Centre between educators, parent/carer and relevant health /education personnel to determine the child's eligibility to participate in the program. The child may be:
 - Eligible. A child with a disability once enrolled will be assisted and supported in achieving both a smooth transition to primary school and support from other relevant services.
 - Non-eligible without extra support. Application for ISS (Inclusion Support Subsidy) or PDIP Preschool Disability and Inclusion Program (Preschool) is made. Approval and funding for assistance under this Scheme requires early consultation with the parent/carer to enable the formation of an Inclusion Support Team and development of an Inclusion Support Plan before commencement of care. On enrolment the parent/carer must inform the service of the expected drop off and pick up time of their child each day to enable appropriate staff rostering.
 - Non-eligible. Parent/carer notified in writing.

CUSTODY ARRANGEMENTS

- The Education and Care Services National Law requires BDCS to have details of all custodial and access arrangements. Enrolling family members are responsible for informing the Nominated Supervisor of custody and access arrangements on enrolment and must advise the Nominated Supervisor immediately of any subsequent alterations to these arrangements.

- All relevant legal documentation is to be shown to the Nominated Supervisor and a copy will be maintained in the child's enrolment record.

ORIENTATION

The orientation and settling in period will consider and respect the needs of both families and children. Parents/guardians will be encouraged to remain with their child when delivering or collecting them for as long a period as the parent/guardian and/or educators feel may be necessary to ensure the child's wellbeing. We will always consider the feelings and time constraints that families may have in regard to participating in orientation processes and aim to make the experience a positive and welcoming introduction to the service.

Our service will provide options for orientation to the education and care service for families which includes:

- Inviting new families to visit the service with their child at times that suit them, to familiarise families with the service prior to the child's attendance.
- Providing all new families with a conducted tour of the premises which will include introductions to other educators, children and families, and that highlights specific policies and procedures that families need to know about our service.
- Ensuring each family has a copy of the Family Handbook and an opportunity to have any questions answered.
- The opportunity to stay with their child during the settling in process.
- Ensuring all new families are encouraged to share information about their child and any concerns, doubts or anxieties they may have in regard to enrolling their child at the service.

Families are encouraged to meet with the Nominated Supervisor or Administration Officer to support the enrolment process. This provides opportunities to:

- jointly fill in paperwork and provide support for parents where required
- be friendly and welcoming to show that partnerships are valued
- learn about the child and their family, in order to better understand and support the child's wellbeing when they attend the service
- talk through basic procedures and processes
- answer any concerns and enquires

When the child first starts at BDCS and during the settling in process:

- Staff and family will communicate, exchanging information and reassurance regarding the settling in process. Together they adjust or change things to maximise support given to the child. This includes collecting and recording information on the child's eating, feeding, sleeping and play preference for other staff to access.
- Staff will access support from outside agencies to assist children and families who have special needs to settle into the centre.
- Staff will personally greet the child at the start of each day, developing an individual relationship and rapport with the family and providing consistent and personalised continuity of care for that child
- Staff will provide experiences that maximise children's involvement
- Staff will ensure an orientation process when children move from one group to another within the service.

- Staff will support children and families in the transition between home and any of the BDCS Services and outside agencies.
- Opportunities are given to family members to stay with their child while they 'settle in'. The 'settling in' process is designed to meet the individual needs of the child. This includes actively encouraging new families to contact the staff during the day if they wish to do so. Staff remain approachable and responsive to individual child and family needs.
- Families are encouraged to call the service to check on their child.

Families are encouraged to evaluate the orientation process. Both oral and written feedback is welcome. Feedback helps drive future practice.

ROLES AND RESPONSIBILITIES

The Approved Provider will:

- Provide opportunities (in consultation with the Nominated Supervisor and staff) for interested families to attend the service during operational hours to observe the program and become familiar with the service prior to their child commencing in the program.
- Ensure that enrolment forms comply with the requirements of Regulations 160, 161, 162.
- Ensure that enrolment records are stored in a safe and secure place, and kept for three years after the last date on which the child was educated and cared for by the service (Regulation 183).
- Ensure that parents/guardians of a child attending the service can enter the service premises at any time that the child is being educated and cared for, except where this may pose a risk to the safety of children or staff, or conflict with any duty of the Approved Provider, Nominated Supervisor or staff under the Law (Regulation 157).

The Nominated Supervisor will:

- Provide enrolment application forms.
- Maintaining a waiting list.
- Maintain an immunisation register.
- Offer places in line with this policy and criteria for priority access, and provide relevant paperwork to families in accordance with this policy.
- Provide a monthly report to the approved provider regarding the status of enrolments.
- Store completed enrolment application forms in a lockable file (refer to privacy and confidentiality policy) as soon as is practicable.

Early Childhood Educators will:

- Act in accordance with the obligations outlined in this policy.
- Respond to enrolment enquiries on a day-to-day basis and referring people to the person responsible for the enrolment process, as required.
- Ensure that enrolment forms are completed prior to the child's commencement at the service.
- Ensure that parents/guardians of a child attending the service can enter the service premises at any time that the child is being educated and cared for, except where this may pose a risk to the safety of children or staff, or conflict with any duty of the Approved Provider, Nominated Supervisor or staff under the Law (Regulation 157).

- Developing strategies to assist new families to:
 - feel welcomed into the service;
 - become familiar with service policies and procedures;
 - to develop and maintain a routine for saying goodbye to their child.
- Providing comfort and reassurance to children who are showing signs of distress when separating from family members.
- Sharing information with parents/guardians regarding their child's progress with regard to settling in to the service.

Families will:

- Read and comply with this policy.

MONITORING, EVALUATION AND REVIEW

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every 18 months. Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

RELATED LEGISLATION

- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations: Regulations 168(2) (k), 160, 161, 162, 177, 183
- Privacy Act 1988 (Cth)
- Public Health Act 2010 No 127: Part 5 Division 4, Section 87
- Health records and Information Privacy Act 2002 (NSW)
- Family Assistance Law www.dss.gov.au

LINKS TO:

- National Quality Standard, Quality Area 5: Relationships with Children - Standard 5.1, 5.2
- National Quality Standard, Quality Area 6: Collaborative Partnerships with Families and Communities - Standard 6.1
- National Quality Standard, Quality Area 7: Governance and Leadership – Standard 7.1

SOURCES

- Priority of Access Guidelines for Childcare Services
https://docs.education.gov.au/system/files/doc/other/instruction_sheet_10_-_priority_of_access_guidelines_for_child_care_services_0.pdf
- Public Health Act 2010 No 127 www.legislation.nsw.gov.au/#/view/act/2010/127/full

Policy Revision History

<i>Date</i>	<i>Authorised By</i>	<i>Description of Amendments</i>	<i>Sections affected</i>
Jan 2021	P. Ritchie – GM		

- **Review Date: Jan 2022**

INTRODUCTION

This policy has been developed to ensure that BDCS complies with the *Priority of Access Guidelines* set by *Family Assistance Law* and defined by *NSW State Government Funding Agreements*. Failure to meet these Guidelines is a breach of the conditions of continued approval for receiving Child Care Benefit and State Government funding.

OVERALL GOALS – What are we going to do?

BDCS will ensure the *Priority of Access Guidelines* are followed at all times when enrolling children into the service. The waiting list will reflect these guidelines to ensure that care is provided to families using these priorities as a basis of determining enrolments.

BDCS - CHILDCARE ADDITIONAL GOALS - What it aims to do differently

We will use the *Priority of Access Guidelines* to allocate available education and care places to families and to prioritise the waiting list. The *Priority of Access Guidelines* are set by *Family Assistance Law*. These are:

- Priority 1 A child at risk of serious abuse or neglect.
- Priority 2 A child of a single parent who satisfies, or of parents who both satisfy, the work/training/study test under *Section 14* of the 'A New Tax System (Family Assistance) Act 1999'.
- Priority 3 Any other child.

Within these three priority categories, precedence should also be given to:

- children in Aboriginal and Torres Strait Islander families
- children in families which include a disabled person
- children in families which include an individual whose adjusted taxable income does not exceed the lower income threshold of \$45,114 for 2017-18, or who or whose partner is on income support
- children in families from a non-English speaking background
- children in socially isolated families
- children of single parents.

BDCS may require a Priority 3 child to vacate a place to make room for a child in a higher priority group. They can only do so if the parents are:

- notified when their child first entered care that the service follows this policy
- given at least 14 days' notice of the need for their child to vacate.

BDCS - PRESCHOOL'S ADDITIONAL GOALS - What it aims to do differently

The *Priority of Access Guidelines* followed by state funded preschools are defined by NSW State Government funding Agreements. In no particular order, these are:

- Children who are at risk of harm.
- Aboriginal and Torres Strait Islander children.

- Children from low income families.
- Children from culturally and linguistically diverse backgrounds.
- Children with disabilities.
- Children in their year before school (with highest priority given to children closest to school entry).

MONITORING, EVALUATION AND REVIEW

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every 18 months. Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

RELATED LEGISLATION

- New Tax System (Family Assistance) Act 1999

LINKS TO:

- National Quality Standard, Quality Area 6: 6.1, 6.2

SOURCES

- Australian Government's Priority of Access Guidelines:
https://docs.education.gov.au/system/files/doc/other/instruction_sheet_10_-_priority_of_access_guidelines_for_child_care_services_0.pdf

Policy Revision History

<i>Date</i>	<i>Authorised By</i>	<i>Description of Amendments</i>	<i>Sections affected</i>
Jan 2021	P. Ritchie – GM		

- **Review Date: Jan 2022**

INTRODUCTION

BDCS staff and families share as their common goal the achievement of positive outcomes for children.

A major role of BDCS is to support the relationship between each child and his or her family by working in partnership with parents and carers. A relationship between the child's family and the service is crucial to a child's wellbeing, health, development and progress. Children benefit most when this is a trusting and mutually supportive partnership.

When families, staff and management work together and communicate openly, the transition of the child and their family into the service is positive and meaningful.

OVERALL GOALS – What are we going to do?

BDCS will maintain an "open door" policy for families at all times.

We value the input of families, staff and the wider community to help create a service that meets the needs of the children who attend the service.

BDCS will encourage the creation of a culture where staff support each other to work constructively with all families, and where an open communication process occurs across all areas, including the enrolment and orientation process, policy review, feedback forms, management committee and other forms of communication, both formal and informal.

OVERALL STRATEGIES – How will it be done?**The Approved Provider will:**

- Ensure that parents may enter the education and care services at any time unless such entry would pose a risk to the safety of children/educators or breach court orders regarding access to children
- Ensure that educators provide information to families regarding the content and operation of the educational program, in relation to their child and that a copy of the educational program is available for inspection at the education and care service
- Ensure that families have access to documents regarding the assessment of the child's developmental needs, interests, experiences and participation in the educational program and assessments of the child's progress against the outcomes of the educational program.
- Ensure that parents are notified immediately but no later than 24 hours of any incident, injury, trauma or illness that occurs for their child while at the education and care service.
- Ensure that administrative spaces are adequate for the purpose of consulting with parents and for conducting private conversations.
- Ensure that parents are notified of changes to policies or fees and given adequate notice as per the Education and Care Services National Regulations.
- Ensure that a copy of the Education and Care Services National Regulations 2016 is available for parents to access.
- Ensure that the enrolment and orientation process provide families with information about the philosophy, policies and practices of the education and care services prior to children's first attendance at the service.

- Parents and families along with community are invited to be part of the Board and to attend meetings. A Parent Committee representative will assist with staff recruitment, family activities, encourage community partnerships and service events. A staff representative will attend each meeting.
- Keep families updated on the happenings within the services, through means such as the regular newsletter
- Inform families on the process for providing feedback or complaints and invite feedback from families on any aspect of the operation of the service.
- Ensure that a weekly menu which accurately describes the food and beverages provided each day is displayed in a place accessible to parents.
- Inform the wider community of who BDCS are, what they do and who they service

The Nominated Supervisor will:

- Ensure that a weekly menu which accurately describes the food and beverages provided each day is displayed in a place accessible to parents.
- Develop systems for families to provide feedback regarding the enrolment and orientation process and when reviewing policies and procedures to improve processes and practice.
- Ensure that parents may enter the education and care services at any time unless such entry would pose a risk to the safety of children/educators or breach court orders regarding access to children.
- Inform families about the processes for providing feedback and making complaints.
- Develop an enrolment and orientation procedures that ensures families are provided with information about the philosophy, policies and practices of the education and care services prior to children's first attendance at the service.

Educators will:

- Inform families about the processes for providing feedback and making complaints.
- Be available for families at pick up and drop off times to pass on important messages and information about their child's participation in the education and care program.
- Encourage families to be involved in the education and care service and the program through feedback, visiting the service, bringing in items from the home environment and giving feedback on children's emerging interests and needs.
- Promote continuous open and honest two-way communication with families to assist them to feel connected with their children's experiences in the education and care setting and to develop families' trust and confidence in the education and care service.
- Value parents as the first and most important educator in their child's life, seeking to share the parent's understandings, knowledge and preferences for their child and seeking to balance individual needs with practice in the education and care service.
- Recognise that because families, and parents in particular, are often busy with many competing priorities, they will need to consider a range of strategies to build and maintain relationships with each family.
- Make documentation available to families and prepare documentation in a way that is readily understandable to the parents of the child and to other educators.

- Ensure that parents are notified immediately but no later than 24 hours of any incident, injury, trauma or illness that occurs for their child while at the education and care service.

Families will:

- Provide accurate information on enrolment and medical information forms during the enrolment process and notify educators when any information changes.
- Be invited to contribute to the quality improvement process within the education and care service.
- Be encouraged to attend children’s excursions to support their children’s knowledge of and engagement in their community.
- Be invited to assist with working bees in the education and care service. These will be arranged from time to time to help maintain equipment and the education and care environment and will be a family event where children can also participate.
- Be invited to family events to be held periodically to help families network and develop friendships in the local community. Educators will be encouraged to attend these events.

MONITORING, EVALUATION AND REVIEW

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every 18 months. Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family’s ability to utilise the service; the fees charged or the way in which fees are collected.

RELATED LEGISLATION

- Early Years Learning Framework
- Education and Care Services National Regulations: Regulations

LINKS TO:

- National Quality Standard, Quality Area 6: 6.1,6.2

SOURCES

- Guide to the National Quality Framework (2018)
Raising Children Network

Policy Revision History

<i>Date</i>	<i>Authorised By</i>	<i>Description of Amendments</i>	<i>Sections affected</i>
Jan 2021	P. Ritchie – GM		

- **Review Date: Jan 2022**

National Quality Standard **Quality Area**

7

governance and leadership



Effective leadership, systems and processes support a continually improving workplace and learning environment.

www.acecqa.gov.au

1300 422 327



INTRODUCTION

BDCS recognises the importance of having a framework of rules, relationships, systems and processes within and by which authority is exercised and controlled in the organisation. We view good governance and management as essential to our provision of quality education and care in a responsible manner.

OVERALL GOALS – What are we going to do?

Our education and care service is committed to ensuring good governance and accountability to its stakeholders by:

- Conducting our affairs legally, ethically and with integrity, ensuring compliance with all funding, regulatory and legislative requirements.
- Remaining solvent and complying with all our financial obligations.
- Identifying organisational risks and legal obligations and manage these.
- Ensuring mechanisms are in place for fair and transparent governance.

OVERALL STRATEGIES – How will it be done?**Management**

The management of BDCS is overseen by the Management Committee with the General Manager being responsible for the day to day operations of the services. The management committee will demonstrate its achievements through accessible meeting minutes.

Management Committee Role

The management committee of BDCS has overall responsibility to members for the sustainability and relevance of the service. In carrying out its responsibilities the management committee will undertake to maximise the value and contribution of the organisation to the community, and to serve the interests of the organisations members, employees, families and children using the services. The management committee is the employer of all staff of the organisation and are responsible for the management and control of the organisation as the Approved Provider under the relevant legislations. The management committee will carry out its duties in a manner that is:

- Professional, ethical and lawful
- Loyal to the interests of BDCS
- Free of undisclosed conflicts of interest.
- Respectful of the confidential nature of information that members are privy to as a result of their role on the committee

Policies

The management committee will ensure that a comprehensive set of policies are in place as required under the Education and Care Services regulations and that these policies comply with the relevant legislation and are updated on a regular basis.

Constitution

- The management committee will ensure that the organisation's constitution is adhered to at all times and that the constitution and articles of association are reviewed periodically.
- New committee members will be provided with a copy of the CCSA Governance Handbook, detailing roles and responsibilities and the services Quality Improvement Plan.

Management Committee Powers

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

In addition, the Management Committee members may delegate any of their powers (with the exception of the power of delegation and responsibilities as Approved Provider) to a committee of directors, a director, an employee or any other person

The Management Committee delegates the responsibility of implementing the strategic plan and day-to-day management of the organisation to the service's Director/Co-ordinator/ Manager/Nominated Supervisor.

In discharging its powers, each Director/Management Committee member will be bound by the Associations Act/Corporations Act, the Constitution and all policies of BDCS.

The BDCS management committee authority includes:

- Overseeing the organisation including its control and accountability systems;
- Appointing and removing the General Manager, and ratifying all other permanent staff appointments
- Developing organisational strategies and performance objectives
- Monitoring and ratifying systems of risk management and internal control, codes of conduct and compliance
- Monitoring the General Manager's and service director's performance
- Approving and monitoring financial and other reporting
- Ensuring appropriate resources are available to carry out all functions of the organisation
- Approving and monitoring capital expenditure
- Authorising appropriate delegations within the organisation.

Risk Management

The Management Committee will:

- Ensure the organisation operates with and to a valid Constitution/Articles of Association and that all governance and management practices of the Management Committee and staff align with the Constitution/Articles of Association;
- Demonstrate achievement of this through accessible meeting minutes and Management Committee self-assessments;
- Assist Board members to receive ongoing support and professional development in the implementation of effective and evidence-based governance practice.

Code of Conduct

The Management Committee members will:

- Commit themselves members to ethical, businesslike, and lawful conduct, including proper use of authority and professional decorum when acting as Management Committee members;
- Demonstrate un-conflicted loyalty to the interests of the organisation when acting as a Management Committee member;
- Avoid conflicts of interest with respect to their role;
- Annually disclose their involvement with other organisations or companies that currently do business or may do business with the organisation;
- Immediately disclose to the Management Committee any and all impending conflicts of interest. That member shall absent herself or himself without comment from both the deliberation and final decision-making;
- Not use information exclusive to Management Committee members for personal gain and will respect the confidentiality of all information obtained during meetings or through their role; and
- Respect the confidentiality appropriate to issues of a sensitive nature.

MONITORING, EVALUATION AND REVIEW

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every 18 months. Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

RELATED LEGISLATION

- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations
- NSW Association Incorporation Act 2009

LINKS TO:

- National Quality Standard, Quality Area 7: Governance and leadership – 7.1
- Education and Care Services National Regulations: Regulations 168(2)

SOURCES

- Guide to the National Quality Framework (2018):
<https://www.acecqa.gov.au/sites/default/files/2019-10/Guide-to-the-NQF.pdf>
- ACECQA Newsletter Issue 6 2018: Governance in education and care -
<https://www.acecqa.gov.au/newsletters/acecqa-newsletter-issue-6-2018>

Policy Revision History

<i>Date</i>	<i>Authorised By</i>	<i>Description of Amendments</i>	<i>Sections affected</i>
Jan 2021	P. Ritchie – GM		

- **Review Date: Jan 2022**

INTRODUCTION

BDCS recognises and respects the importance of privacy and confidentiality as an individual right and a basis for building partnerships. Our service requires personal information from families to provide appropriate and responsive care. This policy has been developed to comply with the Australian Privacy Principles (APPs) (2014) and pursues the highest standard in the protection and preservation of privacy and confidentiality.

OVERALL GOALS – What are we going to do?

We will:

- maintain private and confidential files for educators and staff, children and their families. We will develop systems for the appropriate use, storage and disposal of records.
- ensure the information in these files is used only for the education and care of the child enrolled in the service, and only shared with relevant or authorised people as defined within authorisations of the Education and Care Services National Regulations.

OVERALL STRATEGIES – How will it be done?

Our education and care service aims to meet these goals through the adoption of this specific Privacy and Confidentiality policy and our Privacy Collection statement which will guide our practices in this area.

The Approved Provider/ General Manager will:**Collection of Information**

- Ensure that each family, staff, volunteers and student and committee member is provided with a privacy collection statement upon enrolment, that includes details about how they can access their personal information, have this corrected as needed, make a complaint about a breach of privacy, if one occurs.
- Ensure each staff member, committee members, volunteers and student information is correct in personnel and other files. This includes information on qualifications, WWCC, criminal history checks, staff entitlements, contact and emergency information, health and immunisation information, and any relevant medical and legal information. This would include any other relevant information collected by the service.
- Ensure that information collected from families, educators, committee members and the community is maintained and archived in a private and confidential manner at all times. This includes information relating to:
 - Staff information such as performance reviews and working with children checks
 - Families CCS records
 - Children's records such as incident and medication
 - Sign in and out timesheets for families
- Make decisions, based on current regulations, regarding the disposal or archiving of personal information. The disposal of any private and confidential information will be through:
 - a paper shredder
 - removal of file or part of file from computer
- Ensure that such information is not divulged or communicated (directly or indirectly) to another person other than the ways outlined as appropriate in the Education and Care Services National Regulations, 181, which says information can be communicated:
 - To the extent necessary for the education, care or medical treatment of the child;

- To the parent of the child to whom the information relates (except for information in staff records);
 - To the regulatory authority or an authorised officer;
 - As authorised, permitted or required to be given by or under any act or law; and
 - With written consent of the person who provided the information.
- Ensure families are informed upon enrolment how images/photographs of their children will be used on the Internet and/or publications and gain written approval.
 - Provide families with information on the Complaints and Feedback procedure if any privacy or confidentially procedure has been breached. Individuals can make a complaint to the Approved Provider if they believe there has been a breach of their privacy in relation to the Privacy principles. The breach will be assessed by the Approved Provider within 14 days. Where the information collected is incorrect, the information will be corrected. Where a serious breach of privacy is found, appropriate actions will be negotiated between the Approved Provider and the individual to resolve the situation, in line with the Complaints and Feedback procedure.
 - Ensure information provided by families, staff and committee members is only used for the purpose it was collected for.

The Nominated Supervisor will:

- Ensure each families' information is correct in enrolment records. This would include any information required to be recorded under the National Law and Regulations, the Family Assistance Law other relevant information collected to support the enrolment of a child, including:
 - Contact details of children, families, staff, students, volunteers, emergency contacts and management,
 - Income and financial details (credit card or bank information),
 - Family Assistance information,
 - Children's health status, immunisation and developmental records and plans, external agency information, custodial arrangements, incident records and medication records,
 - Staff documentation relating to recruitment and selection, performance reviews, qualifications, work history, Working with Children checks, health status, immunisation records and workers' compensation claims,
 - Student and volunteer work history and Working with Children checks
 - Information relating to families Child Care Subsidy (CCS) status and any other additional funding arrangements.
- Provide families with details on the collection of personal information collected. This information will include:
 - The types of information collected by our education and care service;
 - The purpose of collecting information;
 - What types of information will be disclosed to the public or other agencies; and when and why disclosure may occur;
 - How information is stored at the service;
 - Approaches used to keep information secure;
 - Who has access to the information;
 - The right of the individual to view their personal information;
 - The length of time information needs to be archived; and

- How information is disposed.
- Will ensure information provided by families and staff is only used for the purpose it was collected for.
- Seek the permission from the General Manager before disposing of personal information.

Storage of Information

- Ensure that BDCS records, personnel records, CCS information and children's and family's information is stored securely, reducing the chance of unauthorised access, use or disclosure and remains private and confidential within the education and care environment at all times.
- Personal information that is stored on a computer is protected by usernames and passwords. Only the personnel entitled to access this information can open the files.
- Information relating to management, staff, students, and volunteers is stored in locked files at the administration office. This information is only accessible to the General Manager, the members of the BDCS management committee, DoE accreditation staff and, with some limitations, to the Administration Officer.
- The General Manager provides, to a Nominated Supervisor, any management, staff, students, or volunteers, information required to execute their roles and responsibilities.
- Each child's personal information is stored in locked files at the relevant centre. All staff have access to this information.

Access to Information

- Will ensure that information kept is not divulged or communicated, directly or indirectly, to anyone other than:
 - Medical and developmental information that is required to adequately provide education and care for the child;
 - The Department of Education, or an authorised officer; or
 - As permitted or required by any Act or Law.
- Individuals will be allowed access to their personal information as requested. Individuals must request this information in writing from the Nominated Supervisor. Authorised persons may request to view any information kept on their child.
- Information may be denied under the following conditions:
 - Access to information could compromise the privacy of another individual;
 - The request for information is frivolous or vexatious; and
 - The information relates to legal issues, or there are legal reasons not to divulge the information such as in cases of custody and legal guardianship.

Educators will:

- Maintain children's information and store documentation according to policy at all times.
- Not share information about the education and care service, management information, other educators or children and families, without written permission or legislative authority.
- In keeping with the Early Childhood Australia (ECA) Code of Ethics (2008), the Education and Care Services National Regulations and the Privacy Legislation, educators and staff employed by our education and care service bound to respect the privacy rights of children enrolled and their families; educators and staff and their families and any other persons associated with the service. Educators will sign a Confidentiality Statement as it relates to privacy and confidentiality of information.
- Contact the appropriate government agency if the welfare of the child is at risk.
- Assist the Nominated Supervisor to ensure that all children's personal information is kept up to date.

MONITORING, EVALUATION AND REVIEW

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every 18 months. Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

RELATED LEGISLATION

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations
- Children and Young Persons (Care and Protection) Act 1998
- Australian Privacy Principles – www.oaic.gov.au
- Office of the Australian Information Commissioner – www.oaic.gov.au
- Privacy Act 1988 (Privacy Act) – www.oaic.gov.au/privacy-law/privacy-act
- Early Childhood Australia – www.earlychildhoodaustralia

LINKS TO:

- National Quality Standard, Quality Area 7: Governance and Leadership
- Education and Care Services National Regulations: 181

Policy Revision History

<i>Date</i>	<i>Authorised By</i>	<i>Description of Amendments</i>	<i>Sections affected</i>
Jan 2021	P. Ritchie – GM		

- **Review Date: Jan 2022**

INTRODUCTION

Our education and care service requires authorisation for actions such as administration of medications, collection of children, excursions and providing access to personal records. This policy outlines what constitutes a correct authorisation and what does not, and may therefore result in a refusal.

OVERALL GOALS – What are we going to do?

We will ensure that we only act in accordance with correct authorisation as described in the Education and Care Services National Regulations, 2011

OVERALL STRATEGIES – How will it be done?

The nominated supervisor will:

1. Ensure documentation relating to authorisations contains:
 - a. The name of the child enrolled in the service;
 - b. Date;
 - c. Signature of the child's parent/guardian, or nominated contact person who is on the enrolment form;
 - d. The original form/letter/register provided by the service.
2. Apply these authorisations to the collection of children, administration of medication, excursion and access to records.
3. Keep these authorisations in the enrolment record.
4. Exercise the right of refusal if written or verbal authorisations do not comply.
5. Waive compliance where a child requires emergency medical treatment for conditions such as anaphylaxis or asthma. The service can administer medication without authorisation in these cases, provided they contact the parent/guardian as soon as practicable after the medication has been administered.

EVALUATION

Correct authorisation is obtained, referred to and applied appropriately ensuring reduction in possible risk

Links to National Quality Standard: 7.3

Education and Care Services National Regulations 2011: 168

BDCS would like to acknowledge they have used the work of Community Child Care Co-operative (NSW) in formulating this policy

INTRODUCTION

Our service has a commitment to ensuring our fees are as affordable as possible and that all families have access to any subsidies that are available to reduce these fees. The setting and payment of fees takes into account all requirements of the Education and Care Services National Regulations, Australian Tax Office, Privacy Act and the guidelines contained within the Child Care Provider Handbook. All records held at the service will be maintained in accordance with the service Confidentiality and Privacy Policy. Families will be provided with accurate fees statements and clear information regarding fee payment processes.

OVERALL GOALS – What are we going to do?

To enable our service to provide high quality early education and care for children we need to ensure we are financially viable at all times. Our service's financial health and access to our service will be maximised by ensuring families are aware of all fees and fee payment requirements upon enrolment.

OVERALL STRATEGIES – How will it be done?***Fee Payable/Accounts***

- The Approved Provider will determine the required fee level to meet budget prediction for the year.
- During the orientation and enrolment process an information booklet relevant to the particular BDCS service (Preschool, Mobile, Childcare or After School Care) is handed to the parent/carer. This contains information on the current fee structure, schedule, policy and the procedure for paying fees.
- Fees payable will be based on either daily or weekly amounts.
- Families will be given a minimum of 14 days' notice of any fee increase.
- The same fee will be charged to all families for equivalent care arrangements.
- Statements will be sent to parents/carers within a timely manner:
 - Preschool: Monthly on a Wednesday (current balances can be accessed by the parent/carer through the Xplor app)
 - Childcare: Fortnightly on a Wednesday (current balances can be accessed by the parent/carer through the Xplor app)
 - Mobile: Sent upon enrolment
 - After School Care: Permanent Bookings are sent monthly on a Wednesday, Casual bookings are sent the week after booking is attended.
- Statements will be issued to the parents/carers chosen method via email or mail.
- Families are required to pay fees fortnightly in advance. A dated receipt, in accordance with Australian Government Guidelines, will be provided for each payment.
- Families are required to pay fees on public holidays if the holiday falls on their regular booked day.
- Fee payment will be recorded according to Australian Government Guidelines. Families may also view details about their child care usage and total fees charged and the fee reductions calculated by the Centrelink office (FAO) on the View Child Care Attendance online statement available through the FAO website.
- Families should contact the service to advise of their child's inability to attend as soon as this is known. Fees will still be required on days the child would normally attend.

Child Care Subsidy System CCS

- Our service will comply with the Australian Government requirements to be an approved education and care service for the purposes of Child Care Subsidy (CCS), reporting requirements and any other requirements for claiming and administering CCS will be maintained by the service.
- It is the enrolling parent/guardian's responsibility to register for CCS through their myGOV account, provide their projected annual income, activity levels and the name of our service.
- All fees are charged at the full rate. Each family's eligibility for CCS is then calculated and the service is then forwarded these funds. Deductions may then be made to each individual family's accounts.
- Any changes in a family's financial circumstances may result in changes or cancellation of CCS. It is the family's responsibility to keep their details on myGov current and contact the Centrelink office if they wish to dispute assessments or discuss it further.
- Families will only be eligible for CCS if child care attendance records are accurately completed and signed by the parent/guardian or other responsible adult, and other eligibility requirements are met.
- Families are entitled to 42 absence days for each registered child in each financial year. CCS is paid for these days provided that the child would normally have attended on that day, and fees have been charged.
- Additional absences can be claimed when the first 42 days have been used. Supporting documentation may be required for approval of additional absences.
- All documentation pertaining to CCS will be kept for the specified period of time and made available to Australian Government Officers on request.

Payment of Fees

- Fees are payable from the agreed commencement date and must be paid two weeks in advance.
- Fees MUST be paid via Direct Deposit, to be set up on enrolment.

Overdue Fees

- Once a parent/carer fails to remain 2 weeks in advance with service fees the following will occur:
 - The parent/carer will be notified of the child's placement to be cancelled.
 - The parent/carer will then be required to bring the account up to date.
 - If a default payment occurs whilst on a Direct Debit Service Agreement the parent/carer will be given 14 days prior notice of the cancellation of their child's placement within the service.
- Parents/guardians with overdue fees will be encouraged by the Nominated Supervisor to discuss any difficulties they may have in meeting payments and make suitable arrangements to pay

Late Collection Charge

- Our service reserves the right to implement a late collection charge when parents/ guardians have not collected their child/ren from the service before closing time. This charge will be set at a level determined by the Committee of Management and based on the service's need to recoup expenses incurred in employee overtime wages.

CHILDCARE – ADDITIONAL GOALS

- Fourteen days, 2 weeks, prior notice in writing must be given to Administration for any changes to a child's placement or cancellation of placement in the centre. If fourteen days written notice is not given fees will be charged and payable by parent/carer.

- Additional days of care/placement require 24-hour notice.
- Parents/carers of children attending the centre on a casual basis must give notice of cancellation of their booking by 2:00pm on the day prior to the booking. If booking cancellation is not received by the stipulated time the parent/carer will be charged fees for that booking.
- The centre is approved to offer the Child Care Subsidy to eligible families. Families must apply through Centrelink to receive the Child Care Subsidy. Families must also use MyGov to accept the child's enrolment once enrolling into the Childcare service to have the Child Care Subsidy applied.
- Families will not receive Child Care Subsidy fee reductions until they provide a relevant CRN, Compliance Written Agreement (MyGov) and acceptance of enrolment through MyGov.
- Any bank charges relating to dishonoured cheques will be added to fees.
- Even if the child is absent due to illness, fees are payable for every day on which a child is enrolled to maintain their placement in the centre.
- Written notice of at least fourteen days (2 weeks) of an absence for any reason will result in half fees being charged for that absence. Child Care Subsidy allows up to 42 days of absence before the Child Care Subsidy relevant to the child is affected.

PRESCHOOL – ADDITIONAL GOALS

- Concessions are available for low income families who hold a current Health Care Card. The Health Care Card must display the parent/carer name and the child's name who the booking is relevant to. Health Care Cards can be applied for through Centrelink. Families must provide updated cards when their current card expires to continue receiving the concession.

XPLOR

- Current fees and balances can be accessed by parents/carers through their Xplor account.
- The child's relevant Health Care Card will be attached to their Xplor profile.

ROLES AND RESPONSIBILITIES

The Approved Provider will:

- Ensure the service operates in line with the Education and Care Services National Law and National Regulations 2011.
- Review the current budget to determine fee income requirements.
- Develop a fee policy that balances the parent's/guardian's capacity to pay, with providing a high-quality program and maintaining service viability.
- Consider any issues regarding fees that may be a barrier to families enrolling at the service and removing those barriers wherever possible.
- Provide parents/guardians with a regular statement of fees and charges.
- Ensure that the Fees Policy is readily accessible at the service.
- Notify parents/guardians within 14 days of any proposed changes to the fees charged or the way in which the fees are collected.
- Ensure a notice outlining the fees charged by the service is displayed prominently in the main entrance to the service.

- Enter into a CWA with a parent or guardian, to provide childcare in exchange for fees. A CWA is an agreement between the Early Learning Childcare Centre service provider and a parent or guardian, to provide childcare in exchange for fees. It will include:
 - The provider and parents contact names and details
 - The date the arrangement is effective from
 - The child or children's full name and date of birth
 - Session days and start/end times
 - Details of the fees to be charged
- Update any changes to the CWA as required.

The Nominated Supervisor will:

- Provide parents/guardians with a regular statement of fees and charges.
- Collect all relevant information and maintaining relevant documents regarding those with entitlement to concessions, where applicable.
- Notify parents/guardians within 14 days of any proposed changes to the fees charged or the way in which the fees are collected.
- Ensure a notice outlining the fees charged by the service is displayed prominently in the main entrance to the service.

Early Childhood Educators will:

- Refer parents'/guardians' questions in relation to this policy to the Approved Provider or Nominated Supervisors.

Families will:

- Read this policy and referring any questions, queries or concerns to the nominated supervisor.
- Obtain a Customer Reference Number from Centrelink as soon as practical before enrolment at the service.
- Record the arrival and departure times of their child or children attending care.
- Pay for any booked day of education and care which falls on a public holiday.
- Ensure all fees are kept two weeks in advance at all times.
- Provide documentation for additional absence days as required.
- Provide 2 weeks' notice of withdrawal from service. If child does not attend during this 2-week notice period full fees will be chargeable.
- Notifying the Approved Provider if experiencing difficulties with the payment of fees.

MONITORING, EVALUATION AND REVIEW

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every 18 months. Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to

a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family’s ability to utilise the service; the fees charged or the way in which fees are collected.

RELATED LEGISLATION

- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations: Regulations 99, 102, 160, 161, 168(2)(m)
- Family Law Act 1975 (Cth), as amended 2011

LINKS TO:

- National Quality Standard, Quality Area 7.1
- Education and Care Services National Regulations: Regulations 168(2)(n)

SOURCES

- Australian Children’s Education and Care Quality Authority (ACECQA) – www.acecqa.gov.au
- CCS Information - <https://www.humanservices.gov.au/individuals/services/centrelink/child-care-subsidy>

Policy Revision History

<i>Date</i>	<i>Authorised By</i>	<i>Description of Amendments</i>	<i>Sections affected</i>
Jan 2021	P. Ritchie – GM		

- **Review Date: Jan 2022**

INTRODUCTION

BDCS values the feedback of educators, staff, families and the wider community in helping to create a service that meets regulations and the needs of enrolled children and their families. We encourage open communication from interested parties within the opportunities available to provide feedback on our services.

A component of this feedback is the ability to put forward a complaint and have this managed appropriately with due consideration for accountability and quality improvement.

OVERALL GOALS – What are we going to do?

BDCS will:

- Provide opportunities for consultation, evaluation and review of the service operation and delivery of the education and care program;
- Develop a process for making and managing complaints;
- Communicate the option and process of making a complaint;
- Handle complaints diligently and confidentially; and
- Provide formal feedback and comments.

OVERALL STRATEGIES – How will it be done?**Feedback**

Communications will always aim to be open, honest and confidential. Our services will offer a variety of ways to communicate and provide feedback including:

- Xplor – Play group app (including daily nappy changes, sleep and observations)
- Daily program – will have a section dedicated to comments or feedback on the program and activities
- Interactions with families upon collection/delivery of children/phone conversations/Email etc.
- Surveys
- Families are provided the service's email address and phone details at orientation. Families will be encouraged to converse with educators at pick up and drop off times and may email or call throughout the day. Feedback from families is encouraged and educators and staff will take this feedback into account in ongoing planning and quality improvement.
- Families will be informed as to how their feedback has contributed to improvements in the Service through Information Notice Board displays, emails and/or newsletters.

Complaints

- Written guidelines detailing complaint procedures are available in our services family handbook. This is also displayed in the foyer for easy reference.
- Families may make a complaint directly to the child's educator, the Approved Provider or the Nominated Supervisor.
- Educators will discuss complaints procedures with children and encourage them to raise any issues they have.

Responsiveness

- All complaints will be acknowledged and responded to as soon as practicable. Complaints will be dealt with in a timely manner and complainants will be kept informed about the progress of their complaint and anticipated timeframes. Allegations of suspected harm or risk of harm to a child or possible victims of crime, will be actioned immediately by urgent referral or reporting to the relevant agency.
- Refer to ACECQA for relevant timeframes: <https://www.acecqa.gov.au/resources/applications/notification-types-and-timeframes>

Managing a Complaint

Where possible, complaints will be dealt with immediately, by the child’s educator as this is usually the person with the closest relationship with the family. If the complaint is about an issue that the educator considers to be outside their control, or the family does not feel they wish to share it with the educator, the complainant will be directed to the appropriate person for their complaint to be resolved.

Where an educator believes they will have to share in confidence with another person in order to resolve an issue, or if the nature of a complaint requires that a third party has to be informed in order to meet legislative requirements, they will inform the family of the need prior to any further discussions on the matter.

- The complaint will be documented and any legal requirements in relation to the complaint considered, such as the need to notify regulatory authorities.
- The educator will attempt to diffuse emotions by acknowledging what they are feeling, and state positively that they wish to seek a solution to the issue that is causing concern. Educators will:
 - ask questions to help identify or clarify their concerns. For example, the statement, “I never know what is happening with my child” may be further clarified by asking questions such as, “What things would you like our service to share with you about your child’s day?”
 - ask the complainant if they have any strategies or solutions that they feel could be put in place to resolve their issues.
- If possible, the problem will be resolved immediately. If this is not possible, the complainant will be advised that the issue will be given high priority and dealt with as soon as possible and a suitable time and place will be organised to discuss the issue.
- If the issues are complex the complainant will be asked to put their concerns in writing, addressed to:

Bourke & District Children’s Services
 Attn: General Manager or Nominated Supervisor
 PO BOX 12, Bourke NSW 2840
 Phone: (02) 6870 1099
 Email: gm@bdcs.org.au
- Written Complaints should include:
 - Who was involved?
 - What happened and when?
 - What are you concerned about?
 - Have you done anything else to address this matter?
 - What do you want to happen now?
 - Extra information and copies of other relevant documents should also be attached to your written complaint.

- Where mediation is required all parties will have the right to agree to the appointment of the mediator.

Notifiable Complaint

Complaints alleging that the safety, health or wellbeing of a child was or is being compromised, or that the law has been breached must be reported by the Approved Provider to the Regulatory Authority within 24 hours of the complaint being made (Section 174(2)(b), Regulation 176(2)(b)).

Refer to the service Child Protection Policy and Procedure.

Complaints, incidents and serious incidents must be notified to the regulatory authority through the National Quality Agenda IT System (NQA IT System). Log in to access the portal where you can select the incident or complaint type and enter the required information.

Approved Providers are required to notify the regulatory authority of a complaint that alleges:

- A serious incident has occurred or is occurring while a child is being educated and cared for by a service.
- The National Law and/or National Regulations have been contravened.

A serious incident can include:

- Any incident where you reasonably believe that physical and/or sexual abuse of a child has occurred or is occurring while the child is being educated and cared for by the service.
- Any allegation that sexual or physical abuse of a child has occurred or is occurring while the child is being educated and cared for by the service.
- The death of a child while that child is being educated and cared for at the service or following an incident while that child was being cared for by the service.
- A serious injury or trauma while the child is being educated and cared for, which:
 - Required urgent medical attention from a registered medical practitioner; or
 - The child attended or should have attended a hospital.
- Any incident involving serious illness at the service, where the child attended, or should have attended a hospital (e.g. severe asthma attack, seizure or anaphylaxis).
- Any circumstance where a child appears to be missing or cannot be accounted for.
- Any circumstance where a child appears to have been taken or removed from the service premises by someone not authorised to do this.
- Any circumstance where a child is mistakenly locked in or locked out of the service premises or any part of the premises.
- Any emergency for which emergency services attended. NOTE: It does not mean an incident where emergency services attended as a precaution.

A serious injury, illness or trauma includes but is not limited to:

- Amputation <
- Anaphylactic reaction requiring hospitalisation
- Asthma requiring hospitalisation
- Broken bone/Fractures
- Bronchiolitis

- Burns
- Diarrhoea requiring hospitalisation
- Epileptic seizures
- Head injuries
- Measles
- Meningococcal infection
- Sexual assault
- Witnessing violence or a frightening event

Direct Complaints

Families can make a complaint directly to the Regulatory Authority where the complaint alleges that:

- The safety, health or wellbeing of a child or children was or is being compromised while that child or children is or are being educated and cared for by the approved education and care service.
- The relevant legislation has been contravened.

Contact details are available in the family handbook and displayed in the foyer of the service. They are:

Early Childhood Education Directorate, NSW Department of Education

Locked Bag 5107

Parramatta NSW 2124

Phone: 1800 619 113

Email: ececd@det.nsw.edu.au

Follow-Up and Review

Each complaint will be viewed as an opportunity for improvement. After the complaint or grievance has been dealt with:

- We will analyse the complaint to determine if any policy or procedural changes need to be implemented.
- The Approved Provider will follow through to determine that complaints and grievances have been successfully resolved to everyone's satisfaction. Families will be contacted to determine if they were satisfied with the way the issue was resolved, and educators' will be consulted about the outcome from an operational viewpoint.

ROLES AND RESPONSIBILITIES

The Approved Provider will:

- Notify the regulatory authority within 24 hours when a complaint or grievance has been assessed as 'notifiable'.
- In instances where the complainant reports directly to the Regulatory Authority, the Approved Provider will still have responsibility for investigating and dealing with the complaint or grievance as outlined in this policy, in addition to co-operating with any investigation by the Regulatory Authority.
- Identify, prevent and address potential concerns before they become formal complaints/grievances.

- Ensure that the name and telephone number of the person to whom complaints and grievances may be addressed are displayed prominently at the main entrance of the service.
- Ensure that the address and telephone number of the Regulatory Authority displayed prominently at the main entrance of the service.
- Advise parents/guardians and any other new members of BDCS of the complaints and grievances policy and procedures upon enrolment.
- Ensure that this policy is available for inspection at the service at all times.
- Provide a Complaints and Grievances Register.

The Nominated Supervisor will:

- Respond to and resolving issues as they arise where practicable.
- Discuss minor complaints directly with the party involved as a first step towards resolution.
- Inform complainants of the service's complaints and grievances policy recording all complaints and grievances in the complaints and grievances register.
- Notify the approved provider if the complaint escalates or is unable to be resolved appropriately in a timely manner.
- Provide information as requested by the approved provider e.g. Written reports relating to the grievance.
- Comply with the service's privacy and confidentiality policy and maintain confidentiality at all times.
- Work co-operatively with the approved provider, in any investigations related to a complaint made.

Early Childhood Educators will:

- Ensure that grievances and complaints are dealt with in accordance with this policy.
- Listen to and aim to resolve complaints and grievances in a positive way.
- Report any grievances and complaints to the Nominated Supervisor and maintain all relevant documentation.
- As requested, support the nominated Supervisor and Approved Provider in the above roles.

Families will:

- Raise a complaint directly with the person involved, in an attempt to resolve the matter without recourse to the complaints and grievances procedures.
- Communicate any concerns relating to the management or operation of the service as soon as is practicable.
- Raise any unresolved issues or serious concerns directly with the approved provider, via the nominated supervisor or staff.
- Maintain complete confidentiality at all times.
- Co-operate with requests to provide relevant information when requested in relation to complaints and grievances.

MONITORING, EVALUATION AND REVIEW

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every 18 months. Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

RELATED LEGISLATION

- Education and Care Services National Law Act 2010: Section 174(2)(b)
- Education and Care Services National Regulations
- Privacy and Personal Information Protection Act 1998 (NSW)
- Health Records and Information Privacy Act 2002
- Privacy Act 1988 (Cth)
- Privacy Regulation 2013

LINKS TO:

- National Quality Standard: 7.1
- Education and Care Services National Regulations: Regulations 168(2) (o) and 176(2)(b)

SOURCES

- Australian Children's Education and Care Quality Authority (ACECQA) – www.acecqa.gov.au
- NSW Ombudsman (2004) 'Effective Complaint Handling'. NSW Ombudsman 3rd Edition 28 February 2017
- Complaints Management Framework June 2015 – www.ombo.nsw.gov.au/__data/assets/pdf_file/0004/25375/Complaintmanagement-framework-June-2015.pdf
- Complaint Handling Toolkit for Community Services Organisations – www.ombo.nsw.gov.au/__data/assets/pdf_file/0017/5813/BR_ComplaintHandling-Kit-CS-CRAMA-Brochure-2013-web.pdf
- Using Complaints to Support Continuous Improvement www.acecqa.gov.au/sites/default/files/2018-04/QA7_UsingComplaintsToSupportContinuousImprovement.pdf

Policy Revision History

<i>Date</i>	<i>Authorised By</i>	<i>Description of Amendments</i>	<i>Sections affected</i>
Jan 2021	P. Ritchie – GM		

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