

The Northern Nursery School

Policies, Procedures & Practices

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These Policies, Procedures & Practices set out guidelines about the way in which the staff and families at Northern Nursery School should work together to the benefit of the children and the School. However, they do not impose contractually binding obligations on Northern Nursery School and do not constitute representations that can be relied upon. Northern Nursery School reserves the right to make changes or to withdraw all policies as legislation changes or as it deems necessary.

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All policies shall be reviewed periodically, or in the event of any new information, legislative or organisational change, or incident that would demonstrate the need for a review; subject to the approval of the Management Committee.

1. CHILDREN'S POLICIES

Additional Needs Policy

NQS

QA1	1.1	The educational program enhances each child's learning and development
	1.1.1	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
	1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities, and interests are the foundation of the program.
	1.1.3	Program learning opportunities - all aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
	1.2.1	Intentional teaching - Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
	1.2.3	Child directed learning - Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
	1.3.1	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
	1.3.3	Families are informed about the program and their child's progress.
QA3	3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
	3.2.1	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
QA5	5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
	5.1.2	The dignity and rights of every child are maintained.
	5.2	Each child is supported to build and maintain sensitive and responsive relationships
QA6	6.2.2	Effective partnerships support children's access. Inclusion and participation in the program.
	6.3.3	Access to inclusion and support assistance is facilitated.

Early Childhood Education and Care Services National Regulations 2018

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

Aim

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

Enrolment

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

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

Implementation

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

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

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

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

Learning Environments

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

Positively Promoting Each Child's Personal Ability

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

- Our commitment to ensuring each child is able to fully participate in their education and care at the preschool.
- Helping children to develop ease with and have a respect for physical, racial, religious and cultural differences.
- Enabling children to develop autonomy, independence, competency, confidence and pride.

- Providing all children with opportunities and resources that provide information about the additional needs of others.
- Employing educators who are skilled and knowledgeable in working with children and who encourage children to experience active and energetic play in order to develop their physical potential.
- Presenting children with opportunities that challenge gender roles.
- Encouraging children to develop friendships with each other based on mutual trust and respect.
- Including in our program and curriculum an awareness of cross-cultural and non-discriminatory practices.
- Including children's interests in building our curriculum, valuing and respecting children's life experiences, interests and social skills.
- Encouraging parents from non-English speaking backgrounds to contribute their knowledge and culture to the preschool to enhance the program.
- Engaging children in positive social interactions where they manage their own behaviour.
- Educators will use specific communication tools that support children in transitions, social interactions and making decisions about their day (social stories, visual cues, key words in child's home language)

Professional Support Services for Children

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

Professional Development for Educators

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

Review

The review will be conducted by:

- Management
- Employees
- Families

Reviewed: October 2018

Date for next review: 2020

Administration of Authorised Medication Procedures

NQS

QA2	2.1.	Each child's health and physical activity is supported and promoted.
	2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.

National Regulations

Regs	90	Medical conditions policy including procedures for managing allergies and conditions such as asthma, diabetes and anaphylaxis
	91	Medical conditions policy to be provided to parents
	92	Medication record
	93	Administration of medication
	94	Exception to authorisation requirement - anaphylaxis or asthma emergency
	95	Procedure for administration of medication
	96	Self-administration of medication

Aim

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

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

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

Procedures.

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

- Collaborating with families of children with diagnosed medical conditions to identify what steps need to be taken to support the child, manage the child's condition and to minimize any risks in relation to that condition;
- Informing all staff, including casual staff, educators and volunteers, of all children diagnosed with a medical condition and the risk minimisation steps for these;
- Where necessary to support the child and the child's condition, and having regard to privacy and confidentiality, providing all families with current information about identified medical conditions of children enrolled at the pre-school; and
- Ensuring all staff are adequately trained in the administration of medication eg. Panadol, EpiPen, Ventolin.
- Ensuring all parents sign the permission form in the Enrolment Form, giving permission to staff to administer medication if necessary. The preschool will always phone parents before administering medication to inform them of the reason why and to get their permission, unless it is an emergency. See Emergency Administering of medication.
- Asking families who have a child with a long term illness upon enrolment and in conjunction with their family doctor, to provide the preschool with the appropriate action plan for their child's health needs (i.e. Medication Action Plan, Asthma Plan, Diabetes and Anaphylaxis Plan). Parents will also receive a hard copy of this policy. This plan needs to include symptoms and triggers of which teachers need to be aware. An illness and medication report will be completed on each child, documenting steps taken and symptoms displayed and a risk minimization plan will be completed between parents and educators.

- Notifying parents of any known allergens at the preschool that pose a risk to a child
- Displaying the child's medical management plan, if any, in the child's room so it is visible to all staff members and volunteers, so the child can easily be identified.
- Not allowing a child to attend the preschool without their medication prescribed by the child's medical practitioner in relation to the child's specific health care need, allergy or relevant medical condition .
- Having regular communication with parents so that any changes to a medical management plan or risk minimization strategies will be documented and shared between the preschool and the family.
- Ensuring parents and educators will complete a medication form in the event of any medication administered to a child.
- Sharing information about Action plans for children at induction for all staff, including casuals or volunteers.
- Ensuring all educators have current First Aid and Asthma and Anaphylaxis training.

Additional information:

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

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

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

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

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

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

Medication Given at NNS

Whilst the NNS will administer medications in accordance with this policy, it is preferred that medication be given at home and that discussion with your doctor would enable two doses a day to be prescribed rather than three.

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

Over-the-counter preparations such as decongestants and cough mixtures will only be administered if specifically prescribed by a medical practitioner. The doctor must provide a letter each time. The child's name, type of medication, dosage required and time of administration are to be entered by the parent on the child's medication form for each day that treatment is required. The educator administering the drug is also to sign the medication form after he/she has administered the medication and the educator witnessing the administering of medication will also sign the form (see *Medication Policy Procedure*). The NNS may also administer paracetamol/panadol in the circumstances set out in the Health, Safety and Wellbeing of Children Policy.

If alternative medicines are used then the same procedures need to be followed as above and a letter from the relevant professional is required (e.g. naturopath).

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

Medication (other than paracetamol/panadol which can be administered in the circumstances set out in the Health, Safety and Wellbeing of Children Policy) will only be administered if a medication form has been completed and

signed by the parent or guardian, stating the name of medication, reason for giving it, dose and time to give medication.

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

Procedures:

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

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

We will immediately inform the parent of the child and the Chairperson of the Management Committee.

Medication for Long Term medical conditions - For more detailed information in relation to the management of medication for long term medical conditions, see the Children with Medical Conditions Policy.

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

Medication Procedures for Long Term medical conditions.

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

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

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

Emergency Administration of Medication

- For anaphylaxis or asthma emergencies, please see below.

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

Emergency Involving Anaphylaxis or Asthma

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

Sources

Education and Care Services National Regulations 2018

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

Australian Diabetes Council www.diabetesaustralia.com.au/

Cystic Fibrosis Australia www.cysticfibrosis.org.au

Epilepsy Action Australia www.epilepsy.org.au/

National Quality Standard

Early Years Learning Framework

Review

The review will be conducted by:

- Management
- Employees
- Families

Last reviewed: October 2018

Date for next review: 2020

NOTIFICATIONS OF ABUSE
WWW.KEEPTHEMSAFE.NSW.GOV.AU



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

HTTPS:// REPORTER.CHILDSTORY.NSW.GOV.AU/S/MRG
OR CALL 132111



WHEN SOMEONE WITH MANDATORY REPORTING OBLIGATIONS HAS REASONABLE SUSPICION OF ABUSE THEY NEED TO CONTACT THE **NSW CHILD PROTECTION HELPLINE**
132111 (24 HOURS, 7 DAYS)



IF THERE ARE ALLEGATIONS OF ABUSE AGAINST AN ADULT AT THE PRESCHOOL THE NSW OMBUDSMAN'S OFFICE MUST ALSO BE CONTACTED.

NSW OMBUDSMAN'S OFFICE
02 92861021

PLEASE READ THE NNS CHILD PROTECTION POLICY
FOR MORE INFORMATION.

Child Protection Risk Management Strategy – Statement of Commitment



National Regulations

Regs	84	Awareness of child protection law
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NQS

QA2	2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
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Statement of Commitment

Our preschool believes that all children have the right to a life that is free from harm and aims to provide an environment that is free from any type of abuse.

Our educators are mandatory reporters and have attended child protection training. They are aware of their obligations under the law in regards to the welfare of children and the actions they must take if they have concerns about the safety and wellbeing of all children.

The NNS takes our responsibility to provide a safe and caring environment for all children as our highest priority and promote the welfare, safety and wellbeing of all children at the service. We believe that the safety of children is paramount at all times and aim to protect a child's right to be safe from abuse of any kind.

The NNS aims to employ staff that are aware of their roles and responsibilities regarding child protection.

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

Who is affected by this policy?

- Staff
- Families
- Child
- Management

Child Protection Risk Management Strategy – Code of Conduct



Code of Conduct

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

For Management Committee:

We will ensure that all parent representatives on the Management Committee:

- Will have a current Working with Children Check
- Are aware of their roles and responsibilities regarding child protection.
- Are knowledgeable of the processes and policies in place at the NNS on Child Protection

- Are aware of their obligations to immediately report suspected abuse to the Child Protection Hotline.

For the Director and the Management Committee

Will ensure that all employees:

- Have provided a current Working with Children Check
- Are informed and have access to relevant policies, acts, regulations, standards and other resources in order for them to complete their obligations as mandatory reporters.
- Are clear about their roles and responsibilities as mandatory reporters and actions they must take concerning child protection.
- Are aware of their obligations to immediately report suspected abuse to the Director.
- Are provided with training and development so they are aware of the indicators when a child may be at risk of harm or significant harm and are capable in the recognition and reporting of abuse and harm.
- Have access to online record keeping tools to ensure that every incident is fully documented and reported to the Director and the Chair of the Management Committee.
- Are aware of confidentiality and that all records must be kept in a locked cupboard.

For Educators:

Educators at the preschool will:

- Respect the rights, dignity and worth of every person, regardless of their abilities, gender, religion or cultural background.
- Treat all children at the preschool equally and respectfully.
- Treat all children at the preschool with kindness and care.
- Ensure children are safe from harm or abuse at all times.
- Be aware of their responsibilities as Mandatory Reporters.
- Report any situation to the Director where they suspect a child is at risk of harm.

For Families:

Families at the preschool will:

- Treat all children at the service equally and respectfully.
- Report any suspicions to the Director or Assistant Director at the preschool.
- Respect the rights, dignity and worth of every person, regardless of their abilities, gender, religion or cultural background.
- Respect educators in their decisions and teach children to do likewise.
- Focus on encouraging children's efforts and learning.
- Support all efforts to remove any form of abuse in the preschool and encourage a safe and supportive environment.

For Children:

Children at the preschool:

- Will respect other children and adults.
- Will listen to and respond to educator's requests.
- Will work with others in collaboration.
- Will work cooperatively and appropriately with others.
- Will work with their educators in managing their behaviours.
- Will be involved in what is happening in their day and have opportunities to make choices.
- Will feel safe and comfortable to talk to their educators if they are worried or concerned about something.
- Will be advocates and stand up for themselves and others.
- Will feel safe to discuss with their educators if they see children behaving inappropriately with each other.

Child Protection Risk Management Strategy for Mandatory Reporters – Concerns of Abuse / Neglect



All our educators are mandatory reporters in will use the Mandatory Reporter Guide (MRG) if they have concerns that a child or young person is at risk of being neglected or physically, sexually or emotionally abused.

The service procedure dictates that reports regarding a child at risk to be made by the Nominated or Certified Supervisors. However, if this person fails to make a report you continue to be legally responsible to do so. It is the responsibility of the person that suspects child abuse to ensure a report is made.

The MRG supports mandatory reporters to:

- determine whether a report to the Child Protection Helpline is needed for concerns about possible abuse or neglect of a child (including unborn) or young person.
- identify alternative ways to support vulnerable children, young people and their families where a mandatory reporter's response is better served outside the statutory child protection system.

It is recommended that mandatory reporters complete the MRG on each occasion they have risk concerns, regardless of their level of experience or expertise. Each circumstance is different and every child and young person is unique.

Responsibilities for educators and the Director at the NNS:

Educators and the Director must:

- Promote the welfare, safety and wellbeing of children at the service.
- Be aware of their obligations as per the Mandatory Reporter Guide which is available at - www.keepthemsafe.nsw.gov.au.
- Report any situation where they suspect a child is at risk of significant harm to the Director / Mandatory Reporters Guide on the Keep Them Safe website [https:// reporter.childstory.nsw.gov.au/s/mrg](https://reporter.childstory.nsw.gov.au/s/mrg)
- Call the Child Protection Hotline if you need urgent advice 132111.
- Be aware of their obligations if they have a reportable allegation against them, or another staff member to contact NSW Ombudsman - NSW Office of the Children's Guardian - www.kidsguardian.nsw.gov.au
- Have an awareness of referral agencies for families where concerns of harm do not meet the significant harm threshold.
- Assist in supporting children and families when liaising with the NSW Department of Family and Community Service
- Aware of their obligations to immediately report suspected abuse to the Director, Chair and Child Protection Hotline 132111 (24 hours/7 days).

Management Committee (MC), Licensee (Chair) and Director must ensure that the MC and all employees are:

- Clear about their roles and responsibilities regarding child protection through knowing the NNS policy guidelines and knowledgeable of responsibilities in reporting abuse and harm, accessing the 'Keep Them Safe' website and the Mandatory Reporters Guide.
- Aware of their obligations to immediately report suspected abuse to the Director, Chair and Child Protection Hotline 132111 (24 hours/7 days).
- Have current Child Protection training and are aware of the indicators when a child may be at risk of harm or significant harm.
- Provided with access to reporting procedures online and aware of professional standards for care and protection work.
- Able to provide a current Working with Children Check.
- Knowledgeable about reporting to the NSW Ombudsman any reportable allegations and convictions made against an employee.
- Aware of the processes to follow if an employee has had allegations of child abuse made against them in notifying the NSW Ombudsman.

- Aware of their responsibilities in notifying the NSW Office of the Children’s Guardian of details of employees against whom relevant disciplinary proceedings have been completed and or persons whose employment has been rejected because of a risk identified in employment screening processes.
- Given access to relevant acts, regulations, standards and other resources in order for them to complete their obligations.
- Any documentation and records that the service makes concerning the Child Protection will be kept in line with our Privacy Policy.

Child Protection – Agencies



Child protection Agencies:

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

Child Protection Helpline 132111

- Receive and assess reports of children who are at risk of **significant** harm.
- Investigate and assess reports where there is a likelihood of risk of **significant** harm to a child or children.
- In cases involving child sex abuse or serious physical abuse the Child Protection Hotline 132111 (24 hours/7 days) will plan, conduct and manage with Police, the NSW Health Department (where a medical examination and counseling or support are needed) a joint investigation.
- Provide, arrange and request care and/or support for children and families.
- Inform reporting agencies of the progress and outcomes of assessments and investigations as permitted by law.

Mandatory Reporters Guide - www.kidsguardian.nsw.gov.au

- To help identify whether a case meets the new threshold or risk of significant harm.

Family and Community Services (FACS) Child Protection Helpline on 132111

NSW Ombudsman’s Office 92861021

- Monitor the investigation of and in some cases investigated reportable allegations made against employees in government and non-government agencies, such as children’s services.
- The Ombudsman must be notified of all allegations of abuse or neglect of a child by a children’s services employee.
- A volunteer is also counted as an employee in this situation.

Child Protection Definition of Significant Harm



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

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

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

Concerns that don't meet the Risk of significant Harm Threshold

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

Suspecting a Child is at Risk of Significant Harm



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

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

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

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

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

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

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

Indicators of Abuse



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

General indicators of abuse and neglect

- marked delay between injury and seeking medical assistance

- history of injury
- the child gives some indication that the injury did not occur as stated
- the child tells you someone has hurt him/her
- the child tells you about someone he/she knows who has been hurt
- someone (relative, friend, acquaintance, sibling) tells you that the child may have been abused

Indicators of Neglect in children

- poor standard of hygiene leading to social isolation
- scavenging or stealing food
- extreme longing for adult affection
- lacking a sense of genuine interaction with others
- acute separation anxiety
- self comforting behaviours, e.g. rocking, sucking
- delay in development milestones
- untreated physical problems

Indicators of Neglect in parents and caregivers

- failure to provide adequate food, shelter, clothing, medical attention, hygiene or leaving the child inappropriately without supervision
- inability to respond emotionally to the child
- child abandonment
- depriving or withholding physical contact
- failure to provide psychological nurturing
- treating one child differently to the others

Indicators of Physical Abuse in children

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

Indicators of Physical Abuse in parents and caregivers

- direct admissions from parents about fear of hurting their children
- family history of violence
- history of their own maltreatment as a child
- repeated visits for medical assistance

Indicators of Emotional Abuse in children

- feeling of worthlessness about them
- inability to value others
- lack of trust in people and expectations

- extreme attention seeking behaviours
- other behavioural disorders (disruptiveness, aggressiveness, bullying)

Indicators of Emotional Abuse in parents and caregivers

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

Indicators of Sexual Abuse in children

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

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

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

Indicators of Domestic Violence in children

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

Information to provide when notification Child Abuse to the Child Protection Helpline 132111



Management

When someone with mandatory reporting obligations has responsible suspicion of abuse they need to contact the Child Protection Helpline phone 132111 and provide them with the necessary details. It is preferable that all documentation needed be available at the time of the call to ensure that all information can be given at once.

It is important that when making a notification that the notifier asks the following questions in relation to notification;

- Name of person at Helpline who you spoke to.
- What the next step in the process is to be?
- What confirmation will be sent to confirm the report has been made?
- Is there any further action you as the notifier need to take?

The helpline will ask for the following information;

Child's Information

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

Family information

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

Reporters Details

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

Other information

- If parent knows of the report and their response
- If child or young person knows about the report and their views

- Information related to worker safety issues
- Outcome of mandatory reporters guide

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

Safeguards for reporters

An individual identity who reports to Community Services is kept confidential and is protected by law if the report is made in good faith. The law offers numerous protections for people making a disclosure in good faith.

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

Further Information

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

Child Protection Risk Management Strategy – Concerns of Abuse / Neglect by Staff or other Adults at the preschool



Notification of abuse perpetrated by an adult at the preschool to the Ombudsman.

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

Any person involved with the preschool in a paid or responsible management role is a mandatory reporter if they suspect someone involved in the preschool is abusing children. Any incident involving another person in the service must be reported to the Department of the Ombudsman and the Child Protection Helpline 132111. Concerns must be raised immediately with the Director or most senior member of staff at the service as part of the process of notification.

The Director or most senior member of staff will notify the Chairperson of the Management Committee.

If the Director or Chair are implicated in some way then the most senior member of staff should notify the Family and Community Services (FACS) Child Protection Helpline on 132111. As well as notifying the Helpline the most senior member of staff should contact DECS on 1300679332 to inform them of the incident as it may also breach the regulations and be investigated as a licensing matter.

Confidentiality

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

Notifying the relevant regulatory organisations when allegations of abuse are made against a staff member

- The Director must immediately notify the Family and Community Services (FACS) Child Protection Helpline on 132111 and find out what course of action to take. The Department of the Ombudsman must also be notified within 30 days. It is the responsibility of FACS to ensure that if an allegation has been made it is properly investigated, and that appropriate action is taken following the investigation.

- The Director must also notify the Chair of the Management Committee.
- Should an allegation of abuse be made against a staff member, the Director must notify the Department of the Ombudsman and submit a report to the Ombudsman's Office detailing the circumstances and any action taken as a result of the allegation within 30 days.
- When the allegation is made, the facts as stated must be recorded in writing, including dates, times, name of person involved, name of person making the allegation and the person making the report. All documentation concerning the allegation will be kept in a confidential file locked in the office.
- The Director will confirm with FACS and the Department of the Ombudsman the course of action to be followed in notifying the staff member of the allegation and the reporting procedures to be followed, the protocol about removing the staff member from contact with the children until the investigation has been completed and the time frame of the investigation.
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Notifying the Ombudsman



Notifying the Ombudsman

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

Visit www.ombo.nsw.gov.au for any forms required.

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

Disclosure

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

Allegations against those involved in the preschool

The service will provide appropriate support for any staff member who has a reportable allegation made against them whilst the allegation is being investigated.

Reportable Allegations

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

Child Protection Safe Employment Practices of employees of the Preschool



Aim/Rationale

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

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

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

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

Staff members will strictly observe preschool policies in Child Protection and Behaviour Management, the Early Childhood Australia's Code of Ethics (ECA) and The United Nations Rights of the Child, to ensure they protect children at all times and do not perform any act that will place a child at risk of any form of harm, abuse or neglect.

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

- Individuals or groups of children must not be taken into rooms or spaces by an individual staff member and the door locked.
- Permanent educators /staff will ensure that they, at all times, remain readily accessible and within the visibility or sound of other educators while with the children.
- Casual staff, students and volunteers are to be directed to ensure that they are never alone with children.
- Staff members are not allowed to stay back at the preschool to care for a child whose parents may be delayed in collecting him/her at the end of the day by themselves.
- All staff should be aware of their own level of tolerance and stress factors and acknowledge that there may be some children that are found to be more difficult to relate to than others.
- A minimum of two staff should be on the premises at all times whilst there are children on the premises.

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

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

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

Follow-up procedures in notifying the family

- The Director and the Chair of the Management Committee will then arrange an immediate meeting with the parents of the child to discuss the situation and the procedures to be followed, so it is dealt with in a professional manner until there is a resolution of the allegation.
- If the allegedly abused child continues to attend the preschool, the parents or parties involved in the allegation are required to treat the matter confidentially and not discuss the matter with anyone apart from the Director.
- The Director and the Chair will examine policies and practices with regard to the alleged incident being able to occur and possible amendments to ensure there is no opportunity for recurrence of the incident.

- If the allegations of abuse are made against the Director, the Assistant Director and the Chair will assume responsibility for all the above tasks assigned to the Director. The Director would be asked to leave the premises whilst the investigations are taking place, and the Assistant Director will assume responsibilities for the daily operation of the preschool.
- Once investigations have been resolved, if the allegations prove unfounded the staff member will return to normal duties. If founded then appropriate disciplinary action will be taken in accordance with the Disciplinary Procedure from time to time, which could include dismissal for gross misconduct.
- FACS and the Department of the Ombudsman will then be informed and the dismissed staff member's name will be added to their register of confirmed abusers and this will be revealed whenever s/he applies for a job involving children.
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Improper Behaviour and Breach of Duty of Care



Aim/ Rationale

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

All staff members are to read and understand their responsibilities set out in the Code of Ethics, National Regulations, preschool policies and job descriptions. NNS will provide staff members with support and training in stress management and require all staff members to follow preschool policies and FACS procedures if there is a breach of duty of care. Our duty of care is always first and foremost the child. Staff members must be proactive in recognising signs of stress or inappropriate behaviour in themselves and other staff members. In such instances, they should take action to address the behaviour or if necessary relieve themselves or other staff members of immediate responsibility and inform the Director. Staff members should also carefully document any observations of a staff member behaving inappropriately towards a child/children and present this to the Director in confidence.

If allegations of negligence, or a breach of duty of care are made, they will be investigated and if substantiated, disciplinary action will be taken in accordance with the Disciplinary Procedure, up to and including dismissal for gross misconduct.

The Department of the Ombudsman and FACS will be advised if the teacher is dismissed due to negligence or breach of duty of care

Child Protection Risk Management Strategy – Information for Families



The NNS's child and youth risk management strategy - Information for Families

Creating safe and supportive service environments for children and young people is everyone's business. Our preschool is committed to providing the highest standard of service to children and young people and ensuring they are kept safe from harm. In order to create a safe and supportive environment for children and young people, we have the following policies and procedures in place.

We are committed to providing a safe and supportive environment so children:

- feel safe and protected from harm
- help plan activities and make decisions
- are consulted and respected, and
- Have their best interests considered and upheld.

Teaching Protective Behaviour with Children

This section of the policy sets out child risk management strategy to protect the children in our preschool from harm. This strategy helps to ensure our preschool is a safe and supportive environment for children, by identifying and minimising risks.

We aim to teach children to:

- Recognise their feelings and express them verbally.
- Express their feelings both verbally and non-verbally to adults and friends that they trust.
- Recognise they can choose to change the way they are feeling.
- Know that they have a right to feel safe at all times.
- Recognise the signs when they do not feel safe and when they need to be alert and think clearly.
- Know the difference between 'fun' scared that is the feeling of adventure and appropriate risk taking and dangerous scared that is not ok.
- Use their own skills to feel safe.

Our Beliefs:

- That children are capable of the same range of emotions as adults are.
- That children's emotions are real and need to be respected by adults.
- That a comment or response given to a child from an adult in a child's early stages of emotional development can be hugely positive or detrimental, depending on the adult's intention or reaction.
- That children are very in touch with their body's reactions to their emotions.
- That children who have a better understanding of their body's response to an emotion are more able to recognise what they are feeling and avoid the situation if possible, or ask for help.

Sources

Section 23 [Children and Young Persons \(Care and Protection\) Act 1998](#)

[Family and Community Services \(FACS\) Child Protection Helpline on 132111](#)

[National](#)

Review

The review will be conducted by:

- Management
- Employees
- Families

Last reviewed: April 2018

Date for next review: 2020

Children with Medical Conditions Policy - Anaphylaxis, Asthma, Diabetes, Cystic Fibrosis and Epilepsy

NQS

QA2	2.1	Health - Each child's health and physical activity is supported and promoted.
	2.1.2	Health practices and procedures - Effective illness and injury management and hygiene practices are promoted and implemented.
	2.2	Safety - Each child is protected.
	2.2.1	Supervision - At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
	2.2.2	Incident and Emergency management - Plans to effectively manage incidence and emergencies are developed in consultation with relevant authorities, practiced and implemented.

National Regulations

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

EYLF

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

Aim

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

Implementation

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

A copy of this Medical Conditions Policy will be available to all educators, parents of children enrolled at the preschool, including those whose child has been identified as having a specific health care need or allergy. Educators are also

responsible for raising any concerns with a child's parents about any medical condition/suspected medical condition, or known allergens that pose a risk to the child.

No child enrolled at the preschool will be able to attend the preschool without medication prescribed by their medical practitioner. In particular, no child who has been prescribed an adrenaline auto-injection device, insulin injection device or asthma inhaler is permitted to attend the service or its programs without the device.

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

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

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

Information that must be provided in Enrolment Record

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

The enrolment record will include details of any:

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

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

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

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

Identifying Children with Medical Conditions

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

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

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

The preschool will display information about a child's medical management plan and the location of each child's medication in an area that is visible and easily accessed by all educators to ensure all procedures are followed. We will explain to families why it is important for this information to be visible for the safety of the child and obtain parental consent to the display of this information.

If the preschool has a child/children diagnosed with anaphylaxis, this information will be highlighted on the Provider Information notice in the foyer. The child/children will not be named.

Information Sharing: Confidentiality and privacy

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

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

Medical Conditions Risk Minimisation Plan

Incorporated into this policy is the preschool's Medical Conditions Risk Minimisation Plan in respect of asthma, anaphylaxis, diabetes, cystic fibrosis and epilepsy which aims to ensure that:

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

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

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

Educator Training and Qualifications

The Director and Management Committee will ensure all educators at the preschool:

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

Behaviour Support

Our educators will ensure that any routine management of a child's medical condition, including the administration of any medication, occurs with minimal disruption to their education and care.

Our educators nurture the self-esteem of all children, including those with the medical conditions described in this policy, and create a positive environment of inclusiveness and acceptance for all children.

As for all children, behaviour expectations for children with any of the conditions referred to in this policy should be consistent and predictable, and also sufficiently flexible to accommodate periods of stress and other potential mental health issues.

Medical Conditions Risk Minimisation Plan: Anaphylaxis/Allergy Management

While not common, anaphylaxis is life threatening. Anaphylaxis is a severe allergic reaction to a substance. While prior exposure to allergens is needed for the development of true anaphylaxis, severe allergic reactions can occur

when no documented history exists. We are aware that allergies are very specific to the individual and it is possible to have an allergy to any foreign substance.

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

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

Allergic reactions and anaphylaxis are also commonly caused by:

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

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

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

Parents should refer to for information.

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

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

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

- call an ambulance immediately by dialling 000
- ensure the first aid trained educator/educator with approved anaphylaxis management training provides appropriate first aid which may include the injection of an auto immune device EpiPen® in line with the steps outlined by the Australian Society of Clinical Immunology and Allergy <http://allergy.org.au> and CPR if the child stops breathing.
- contact the parent/guardian or the person to be notified in the event of illness if the parent/guardian cannot be contacted.
- Illness forms will be completed by the educators and signed off by parents and the Director (Nominated Supervisor)

Medical Conditions Risk Minimisation Process: Asthma Management

Asthma is a chronic lung disease that inflames and narrows the airways. NNS will endeavor to implement procedures where possible to minimise the exposure of susceptible children to the common triggers which can cause an asthma attack. These triggers include:

- dust and pollution
- inhaled allergens, for example mould, pollen, pet hair
- changes in temperature and weather, heating and air conditioning
- emotional changes including laughing and stress
- activity and exercise

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

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

For more information parents and staff will refer to <http://www.nationalasthma.org.au/uploads/content/22-NAC-First-Aid-for-Asthma-Chart-Kids-FINAL.pdf> or <http://asthmaaustralia.org.au>.

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

- ensure a first aid trained educator/educator with approved asthma management training immediately attends to the child. If the procedures outlined in the child's medical management plan do not alleviate the asthma symptoms, or the child does not have a medical management plan, the educator will provide appropriate first aid, which may include the steps outlined by Asthma Australia as follows:
 - Sit the child upright
 - Stay with the child and be calm and reassuring
 - Give 4 puffs of blue reliever puffer medication
 - Use a spacer if there is one
 - Shake puffer
 - Put 1 puff into spacer
 - Take 4 breaths from spacer
 - Repeat until 4 puffs have been taken

- Shake, 1 puff, 4 breaths
- If there is still no improvement call emergency assistance 000
- Keep giving 4 puffs every 4 minutes until emergency assistance arrives
- Contact the child's parent or authorised contact where the parent cannot be reached.

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

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

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

Medical Conditions Risk Minimisation Plan: Diabetes

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

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

All staff and parents will refer to <http://as1diabetes.com.au> for an online presentation for children explaining how diabetes affects the body. Type 2 diabetes is managed by regular physical activity and healthy eating. Over time type 2 diabetics may also require insulin.

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

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

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

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

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

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

Medical Conditions Risk Minimisation Plan: Cystic Fibrosis (CF)

Health Support Plan

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

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

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

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

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

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

Overall Wellness

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

Diet

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

Therapy and Care

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

Body Temperature Control

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

Participation in Education and Care Experiences

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

Potential Emergency Situations

Emergency situations associated with CF are rare.

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

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

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

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

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

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

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

- A needle or line falls out.

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

Supervision for Safety

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

- provision of additional time to support children managing their dietary requirements
- access to fluids and food, and the toilet, as needed
- rescheduling of physical activity to support body temperature control

- supportive and sensitive encouragement to participate in physical activity
- targeted social skills programs: frequent absences mean that some children with cystic fibrosis have difficulty making and retaining friends
- modification of the program and activities in response to the demands of therapy and treatment

Infection Control Consideration

Educators should be aware that, where there is more than one family in the preschool with CF, cross-infection is a serious health risk. For this reason, our preschool will follow any government guidelines or recommendations in relation to the enrolment of more than one child with CF at any given time.. This may result in a child with cystic fibrosis not being enrolled in the preschool because one child with CF is already enrolled.

Medical Conditions Risk Minimisation Process: Epilepsy

Epilepsy and Learning

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

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

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

Medical Management Plan

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

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

Medical Conditions Risk Minimisation Plan

This Medical Conditions Risk Minimisation Plan outlines procedures we will implement to minimise the incidence and effect of a child's epilepsy. The Plan covers common triggers which may cause an epileptic seizure. These include:

- missing medication for non-epileptic conditions
- suddenly stopping anti-convulsant medication or missing a dose
- infection or illness, especially if associated with a temperature
- lack of sleep
- extreme emotions, such as excitement about an excursion, stress or boredom
- hyperventilation/over-breathing
- head injury
- flickering lights (computers are only a problem with certain kinds of epilepsy)
- missing meals
- dehydration

- significant changes in temperature or extreme temperatures, eg on a hot day sitting on the sunny side of a bus with no air conditioning.

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

First Aid

Where we are aware that a child at the preschool suffers from epilepsy, our preschool will ensure our qualified first aid educator maintains up to date training in epilepsy, and where required, training in the administration of epileptic medication. If a child is having an epileptic seizure, our first aid trained educator will:

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

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

Sources

Education and Care Services National Regulations 2018

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

Australian Diabetes Council www.diabetesaustralia.com.au/

Cystic Fibrosis Australia www.cysticfibrosis.org.au

Epilepsy Action Australia www.epilepsy.org.au/

National Quality Standard

Early Years Learning Framework

Review

The review will be conducted by:

- Management
- Employees
- Families

Last reviewed: October 2018

Date for next review: 2020

Death of a Child at Preschool

NQS

QA2	2.2.2	Incident and Emergency management - Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
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National Regulations

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

Aim

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

Who is affected by this policy?

- Child
- Staff
- Families
- Management

Implementation

Educators will follow and implement this procedure immediately:

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

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

Subsequent Procedures

- Trauma counseling for all effected will be offered.
- The death of a child being educated and cared for at the service, or following an incident while being educated and cared for at the service, is a “**serious incident**” under the national law. The Director (nominated supervisor), together with the Chair of the Management Committee, will notify the regulatory authority as soon as practicable and within 24 hours of the death using form [SI01 Notification of Serious Incident](#)
- All documentation concerning the incident will be kept until 7 years after the death.
- If required, the Management Committee will close the preschool until all educators have been counselled for trauma and only re-open the preschool when a sufficient number of educators have been cleared by health professionals to return to work. Familiar casual staff may be used if required.
- The educators will closely observe the children over the following weeks and notify the Director (nominated supervisor) of any possible concerns/issues related to this. Further counseling will be recommended if necessary.
- All families will be informed, through a brief, factual statement, about what has occurred, what actions the preschool has taken and what strategies the teachers are using with the children to help them come to terms with the loss.
- Legal advice will be sought on behalf of the preschool and staff if necessary.
- Documentation concerning the death will be kept in the child’s confidential file in the office.

Work Health and Safety (WHS) requirements

The death of a person is a “notifiable incident” under the work, health and safety legislation. The Director (nominated supervisor) must notify WorkCover by telephone or in writing (including by facsimile or email) as soon as possible after the death. Records of the incident must be kept for at 7 years from the date that the incident is notified. The Director (nominated supervisor) must ensure the site where the death occurred is left undisturbed as much as possible until an inspector arrives or as directed by WorkCover. The preschool will not re-open until the site is deemed to be safe.

Sources

Education and Care Services National Regulations 2018

National Quality Standard

Work Health and Safety Act 2011 Amended 2018

Work Health and Safety Regulation 2017

Review

The review will be conducted by:

- Management
- Employees
- Families

Reviewed: October 2018

Date for next review: 2020

Education, Curriculum and Learning Policy

NQS

QA1	1.1.1	The educational program enhances each child's learning and development. Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
	1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.
	1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
	1.2.1	Educators facilitate and extend each child's learning and development. Educators are deliberate, purposeful and thoughtful in their decisions and actions.
	1.2.2	Educators respond to children's ideas and play and extend children's learning through open ended questions. Interactions and feedback.
	1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
	1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
	1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.
	1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.
	1.3	Assessment and planning - Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.
1.3.1	Assessment and planning cycle - Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.	
1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.	
1.3.3	Families are informed about the program and their child's progress.	

Education and Care National Regulations 2018

Regs	73	Educational programs
	74	Documenting of child assessments or evaluations for delivery of educational program
	75	Information about educational program to be kept available.
	76	Information of educational program to be given to parents
	168	Education and care program must have policies and procedures
	254	Declared approved learning frameworks - EYLF

Aim

Our educators will create inspiring and inclusive learning environments that welcome and engage children as co-facilitators in their own learning in relationship with others, with their environment and community and with materials and things. We will facilitate and support each child's learning journey in collaboration with the child and their family so children engage with interest, enthusiasm and are motivated to take responsibility for themselves and others within their learning and play. We will observe, listen and engage in discussion with children to facilitate their learning through project work, small and large group experiences and individual learning opportunities. Evidence to celebrate each child's learning and wellbeing will be provided to each child in an individualised portfolio, as a memory of the

wonderful experiences they engaged in with friends. These documents will highlight what a capable, creative, competent, resourceful and caring friend they have been in their relationship with others within this early learning environment. Our program is formed through the engagement of children, educators and families, and we encourage ongoing participation to build a community that takes a shared responsibility and engagement in all aspects of our learning and educational program.

Implementation

Our Educational Leader is our Director.

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

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

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

Early Years Learning Framework

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

Learning and Play

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

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

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

EYLF Learning Outcomes

- Children have a strong sense of identity.
- Children are connected with and contribute to their world.
- Children have a strong sense of wellbeing.
- Children are confident and involved learners.
- Children are effective communicators.

Sources

Education and Care National Regulations 2018

National Quality Standards

Early Years Learning Framework

Review

The review will be conducted by:

- Management
- Employees
- Families

Last reviewed: October 2018

Date for next review: 2020

Environmental Sustainability Policy

NQS

QA1	1.2.3.	Each child's agency is promoted, enabling them to make choices and decisions that influences events and their world.
QA3	3.2.1	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
	3.2.3	The service cares for the environment and supports children to become environmentally responsible.
QA6	6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
	6.2.3	The service builds relationships and engages with its community.

Education and Care National Regulations 2018

Regs	113	Outdoor space/natural environment.
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Aim

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

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

Implementation

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

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

Goals

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

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

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

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

To promote reuse, recycle and reduce practices in our work with children and the resources we use

To promote the use of products and equipment which both minimise environmental damage and avoid waste of resources

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

Environmental Sustainability and our Curriculum

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

- connecting children to nature through art and play and allowing children to experience the natural environment through natural materials like wood, stone sand and recycled materials, plants including

native vegetation, trickle streams or ponds, nesting boxes, a potting bench with gardening tools and watering cans, the vegetable and herb gardens

- developing education programs for water conservation, energy efficiency and waste reduction.
- celebrating childrens' environmental knowledge and sustainable activities.
- involving children in education about plants and gardening and growing plants and flowers from seed.
- engaging children in learning about the food cycle by growing, harvesting, and preparing food to eat
- enlisting the help of groups with expertise in environmental issues, for ECEEN and Mosman Council, to deliver elements of our sustainability program

The Role of Preschool Staff

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

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

Partnerships with Families and the Community

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

ECEEN - provides information on sustainable practices at <http://www.eceen.org.au/links.htm>

Source

National Quality Standard

Early Years Learning Framework

Mosman Council

NSW Early Childhood Environmental Education Network - ECEEN

Review

The review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

Last reviewed: October 2018

Date for next review: 2020

Excursion Policy

NQS

QA2	2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
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National Regulations

Reg	99	Children leaving the education and care service
	100	Risk assessment must be conducted before excursion.
	101	Conduct of risk assessment for excursion.
	102	Authorisation for excursion.

Aim

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

Informal Excursions

For local excursions we will have ratios that comply with regulation (1:10) and that meet the needs of all the children in the group.

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

Major Excursions

On major excursions our ratios will be a maximum of four children to one adult.

No child will be taken on a major excursion unless:

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

- Any child who has a medical condition, including asthma, diabetes or a diagnosis that a child is at risk of anaphylaxis will need to have their medication with them, carried by their responsible educator. - HEALTH, SAFETY AND WELLBEING OF CHILDREN Policy

Supervision

- On excursions, to meet our child, staff ratios, not all the adults need to be employed educators. Parents may be used, though the supervisor for the purpose of the excursion must be a permanent educator.
- All our educators attending the excursion hold a current First Aid Certificate.
- The nature of the supervision while on an excursion will be appropriate to the ages of the children in attendance and to the nature of the activity of the excursion. Notwithstanding this, all adults attending the excursion will stay close to the children at all times and volunteers will be assigned to a permanent educator at all times, never to leave them.

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

Implementation

Excursion Risk Assessment and Planning Process

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

Risk Assessment and Authorisation for Excursion Information

The Risk Assessment and the Parent Authorisation Form must contain the following information:

- The ratio of adults and children which must comply with the ratios in the Education and Care Services National Regulations 2018
- Specialised skills required (such as life-saving skills).
- Proposed activities.
- Proposed date, time and duration.
- Any medical conditions or additional needs to be considered and managed for each child with specific health or additional needs.
- A parent or authorised nominee must provide a written authority for each child who is attending the excursion using the Authorisation for Excursion Form. This authorisation only needs to be obtained once every 12 months for regular excursions.
- Using the Authorisation for Excursion Form, the service will ensure that the emergency contact details for each child are up-to-date.

Transport Considerations

Means of transport must be stated on the authorisation form for parents.

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

Trains – contact the station prior to the excursion to inform them of the time you will be travelling, the destination and the number of children and adults who will be travelling. Arrangements should be made to arrive at the station with an adequate amount of time to allow for safe boarding. This will allow the station to inform the train guard so that he / she can hold the train for the period of time for safe boarding and alighting. All children should be seated at all times, with an adult close by. All children should be seated in the one carriage, if possible.

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

Insurance

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

Sources

Education and Care Services National Regulations 2018

Review

The review will be conducted by:

- Management
- Employees
- Families

Last reviewed: August 2018

Date for next review: 2020

NNS Food, Nutrition and Waste Free Policy

NQS

QA1	Standard	1.1	The educational program enhances each child's learning and development.
	Element	1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child.
QA2	Standard	2.1	Each child's health and physical activity is supported and promoted.
		2.1.3	Healthy eating and physical activity are promoted and appropriate for each child.
QA5	Standard	5.1	Respectful and equitable relationships are maintained with each child.
QA6	Standard	6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.

Early Childhood Education and Care Services National Regulations (New South Wales Government, 2018)

Section	3(2)(a); 167–	Protection of children from harm or hazards
Regulations	77	Health, hygiene and safe food practices
	78	Food and beverages
	90	Medical conditions policy
	91	Medical conditions policy to be provided to parents
	162	Health information to be kept in enrolment record
	168	Education and care service must have policies and procedures

Early Years Learning Framework -EYLF

Learning Outcome 1	Children feel safe, secure and supported.
Learning Outcome 3	Children recognise and communicate their bodily needs (for example, thirst, hunger, rest, comfort, physical activity).
	Children are happy, healthy, safe and connected to others.
	Children show an increasing awareness of healthy lifestyles and good nutrition.
	Educators discuss health and safety issues with children and involve them in developing guidelines to keep the environment safe for all.
	Educators engage children in experiences, conversations and activities that promote healthy lifestyles and good nutrition.
	Educators model and reinforce health, nutrition and personal hygiene practices with children.
Principles	Secure, respectful, reciprocal relationships; Respect for diversity; Partnerships with families; Ongoing learning and reflective practice.
Practice	Holistic approaches; Intentional teaching; Learning environments.

Background/rationale:

Nutrition for Life: Healthy Eating Habits in Preschool and Beyond

The food we eat affects growth, development, appearance, behaviour, fitness, resistance to disease, feelings of wellbeing and the ability to learn. Healthy eating habits are developed in the early years and are carried through to adulthood. Good nutrition and healthy eating habits are therefore essential for young children and will empower children for the future (NSW Ministry of Health, 2013). The *National Quality Standard* requires preschools to provide healthy foods and drinks that meet the requirements for children according to the *Australian Dietary Guidelines* (Australian Children's Education and Care Quality Authority, 2017). This policy also addresses the *Early Childhood Education and Care Services National Regulations* and *Early Years Learning Framework* (see appendix).

At the Northern Nursery School (NNS) our aim is to work together with families to promote healthy eating habits for children that will last a lifetime. Together we have a unique opportunity to develop positive nutritional & environmental habits, this also includes being environmentally sustainable in our choices through reducing waste. Waste may be defined by packaging, uneaten food or unreal portion size for the preschooler aged 3-6 years.

Building knowledge in young children at the preschool occurs through discussion and collaboration so children understand how food can affect their health, both physically and emotionally. We work in partnership with their families so children can take responsibility in making choices that are beneficial to their health and wellbeing.

At NNS, we have taken the position not to allow food that is high in sugar, salt or saturated fats, or foods that have additives and artificial flavourings which can cause children to have behavioral problems, allergic reactions and build cravings (Morris, 2010). We have also decided not to allow sweet baked goods (including homemade) cakes, cupcakes, muffins, banana bread, muesli bars etc, as options for morning tea or lunch as these are discretionary and sometimes food that create preferences to eating sweet foods on a regular basis.

Research shows that if children at an early age get fed sweet foods it can have a significant role to play in their later life eating preferences, and therefore diet-related health outcomes. We are continually learning about factors that can drive and shape eating preference. Children tend to prefer foods high in sugar, salt and energy. Yet exploring healthy options, different food tastes, textures and flavors are exciting, and through regular repetitive exposure, children develop tastes for foods they would normally not choose to eat.

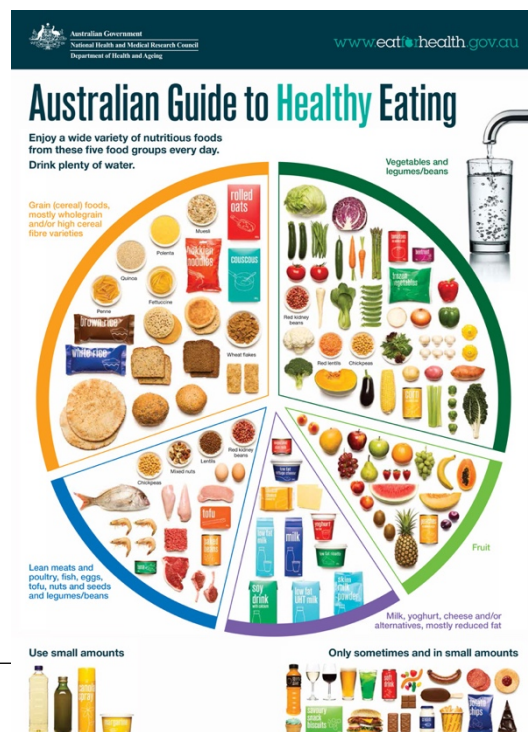
Our service recognises that the right to breastfeed is protected under federal and state legislation, and we will meet our legal obligations. NNS is a breastfeeding friendly organisation.

Waste Free Morning Tea and Lunch – Nude Food

NNS is committed to promoting good health for both our children and for our planet. We strive to make sustainable and environmentally friendly choices as part of our policies at the preschool. Morning tea and lunch at preschool are waste free. By reducing the amount of packaging we use, looking to see if the packaging can be recycled, we are significantly reducing the amount of waste going into landfill. A waste free morning tea and lunch is much better for our planet and may provide the additional benefit of saving families money.

Healthy Eating Guidelines (National Health and Medical Research Council, 2013)

1. To achieve and maintain a healthy weight, be physically active and choose amounts of nutritious food and drinks to meet your energy needs.
2. Enjoy a wide variety of nutritious foods from these five groups every day:
 - Plenty of vegetables, including different types and colours, and legumes/beans
 - Fruit
 - Grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties, such as breads, cereals, rice, pasta, noodles, polenta, couscous, oats, quinoa and barley
 - Lean meats and poultry, fish, eggs, tofu, nuts and seeds, and legumes/beans
 - Milk, yoghurt, cheese and/or their alternatives, mostly reduced fat
 - And drink plenty of water.



3. Limit intake of foods containing saturated fat, added salt, added sugars and alcohol
4. Encourage, support and promote breastfeeding
5. Care for your food and store it safely

Definitions

Healthy eating: Healthy eating is eating a wide variety of foods from the five food groups each day. These are:

- fruit
- vegetables and legumes/beans
- grain (cereal) foods, mostly wholegrain
- milk, yoghurt, cheese and/or alternatives
- lean meat, poultry, fish, eggs, tofu, nuts and seeds and legumes/beans.

Healthy eating also means eating in a way that is socially, culturally and developmentally appropriate, having regular meals and snacks and eating food to satisfy hunger, appetite and energy needs.

Source: *Nutrition Australia Victorian Division* www.nutritionaustralia.org.

Nutrition: the process of providing or obtaining the food necessary for health and growth.

Source: *Oxford Dictionaries* www.oxforddictionaries.com/definition/english/nutrition.

Discretionary choices: 'Discretionary choices' are foods and drinks that are high in saturated fat, added sugar and salt or a combination of these. They typically have very little nutritional value and are often processed and packaged. Examples of these foods are chocolate, confectionary, jelly, sweet biscuits, high fat savoury biscuits, chips, doughnuts, high sugar/high fat cakes and slices, cream, ice cream, hot chips and other deep-fried foods and pastry-based foods (pies, sausage rolls and pasties), fast food and takeaway foods, soft drinks, fruit drinks, cordial, sports drinks, energy drinks and flavoured mineral water.

Source: *NHRMC* (2017) <https://www.eatforhealth.gov.au/food-essentials/discretionary-food-and-drink-choices>

Nude food: Nude Food is food without excess packaging. This reduces the amount of 'stuff' that needs to go in bins to be sent to landfill.

Source: *Green Industries SA* <http://www.wow.sa.gov.au/nude-food.html>

The policy

This policy will be made available to the staff, current and prospective NNS families on the NNS website. A hard copy is stored in the office and on request copies are provided to families.

This policy will be circulated and communicated to families and staff.

- Staff: included in the staff orientation manual and signed by all new staff
- Families: A copy of this policy will be provided to families when a place is formally offered to their child at the NNS. Parents will need to sign that they will respect and adhere to this policy on the Child's Enrolment Form in accepting the place for their child.

This policy will be reviewed every 2 years by NNS management committee governance portfolio with input from staff and families.

Procedure

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

NNS/staff will:

- Provide parents with information and resources through current literature on appropriate healthy foods for children between 3 and 6 years old.
- Provide families with healthy lunch box suggestions such as www.healthykids.nsw.gov.au. Young children have smaller stomachs than adults, so they need to eat every few hours to keep up their energy levels and get the right amount of nutrients. Snacks based on fruit and vegetables, dairy products and whole grains are the healthiest choices.
- Fridges are provided in each room to ensure children's food is stored at a safe temperature (below 5 degrees).
- Good hygiene practices are discussed with children. Children wash hands before all meals and food preparation.
- Staff ensure safe food handling practices are adopted at all times e.g. Washing hands before helping children with their food, eating surfaces are cleaned with warm soapy water or vinegar and wiped dry.
- Emergency food will be available if, in unforeseen circumstances, a child does not have any lunch. NNS will ring parents to let them know.

- The director will talk with families if food does not support our healthy eating guidelines in the 'Food Policy. Inappropriate food can affect children's behavior, health and concentration, which affects their learning and relationships with other children.
- The staff at NNS recognise they are role models and are required to bring foods and drinks that are in line with the service's nutrition and healthy eating policy

Families will ensure:

- Fresh fruit / vegetables and other nutritious food for morning tea which is similar to 'crunch and sip' are provided. Not only does this encourage healthy eating, but it assists children in preparing for school routines.
- Children are to bring drink bottles containing WATER ONLY which is available at all times and teachers will encourage children to drink water throughout the day.
- Children are not to bring discretionary choice foods such as lollies, chocolate, chips, cakes, sweet baked goods (muffins, cupcakes, sweet biscuits), muesli bars, highly artificially flavoured and processed foods and other items listed as "Not for preschool" on our list of Healthy Eating Ideas (see below), in children's morning tea and lunch boxes. Parents will be notified and reminded that they have agreed to abide by this policy and not to include these foods for morning tea or lunch at preschool.
- Baked goods must be savoury. Sweet baked goods (regardless of nutritional content or baked at home) are not allowed. The rationale behind this choice is to promote healthy eating habits for **all** children that will last a lifetime.
- Processed foods and foods that are high in fat, sugar and / or salt are discouraged – please source the Australian Government, department of Health and Ageing Publications 'Get Up and Grow' – 'Healthy Eating' and 'Australian Dietary Guidelines 2013'. www.health.gov.au

They engage in discussions about healthy food choices with their child and talk to them about our food and waste free policy so they understand the reasons behind its implementation.

Allergies – Risk minimization

- We are a **NUT FREE** preschool and need to ensure that our families support this by not sending in any foods containing nuts. If a child attends the preschool and has a severe diagnosed allergy to any other foods, these will also be excluded for as long as the child is attending the preschool.
- When children are not allowed certain foods due to allergies or for other reasons, parents will be required to provide as much information as possible about suitable and safe foods for their child. (A current Anaphylactic Management Plan signed by a doctor is required for allergies).
- Potential allergy food with anaphylactic responses (e.g. eggs, sesame seeds). Families will be notified at the start of the preschool year and as otherwise required, if there are any children with specific anaphylactic allergies in attendance.
 - Eggs: Eggs and products containing eggs are usually okay but if there are any children with allergies to eggs attending the preschool, egg in its raw form, hardboiled or in quiche like foods, **MUST NOT** be brought into the preschool.
 - Sesame seeds: Hummus and other foods containing sesame seeds (including tahini) are usually okay unless there are children with allergies to sesame seeds attending, in which case such foods **MUST NOT** be brought into the preschool.
- Children eat their own food at mealtimes and do not share other children's food for the reasons of allergies and cross infection.
- Parents and staff need to be aware that although NNS aims to follow an allergen avoidance framework designed to reduce risk of inadvertent exposure as far as practicable, it is never possible to achieve a completely allergen-free environment in any service that is open to the general community.

Examples of healthy eating guidelines whilst at preschool below

Examples of healthy eating guidelines whilst at preschool

FOR PRESCHOOL - Examples of foods compliant with the NNS Food, Nutrition and Waste Free Policy	NOT FOR PRESCHOOL – Allergy food and Discretionary choices
<p>Food should be primarily whole foods, unprocessed and natural foods</p> <p>Fresh fruit</p> <p>Fresh vegetables</p> <ul style="list-style-type: none"> • Cooked or raw e.g. carrots, celery, cucumber sticks, fresh beans, snow peas, capsicum, cooked corn, cherry tomatoes • Salads <p>Grains</p> <ul style="list-style-type: none"> • Pasta, rice, couscous • Sandwiches except peanut or other nut butters • Breads: no nuts or sesame seeds) wholemeal or wholegrain, rolls, lavosh wraps or pita bread. • Plain rice crackers, corn thins, plain popcorn (check ingredients to ensure low salt, no additives and flavours) <p>Proteins</p> <ul style="list-style-type: none"> • Meat and Fish e.g. meatballs, chicken pieces, tuna • Boiled eggs* (allergies alert) <p>Dairy</p> <ul style="list-style-type: none"> • Yoghurt** (low sugar and buy big and put into re-usable containers), • cheese <p>Other</p> <ul style="list-style-type: none"> • Baked items are to be savory only e.g. savoury muffins, scones • Rice paper rolls, Sushi • Dolmades, falafels • Dips– including guacamole, vegetable dips and hummus* (allergy alert) • Olives • Dried fruit such as raisins <p>Celebration Foods – NO NUTS</p> <ul style="list-style-type: none"> • Healthy low or no sugar cakes with no additives/preservatives • Fresh fruit platters, kebabs, or watermelon cakes for example • Savoury plates • Ice blocks, natural fructose, no additives /artificial flavourings • Low sugar jelly • Plain air popped Popcorn <p>* Allergy alert – this will depend if enrolled children have an anaphylactic allergy</p> <p>** Aim for low sugar content</p>	<p>Allergy *</p> <ul style="list-style-type: none"> • Food that includes nuts (bliss balls, nut spreads) • May extend to other foods such as eggs., sesame seeds, shellfish depending on children enrolled at NNS. These will vary from year-to-year and will be clearly communicated. • Sesame seeds: Crackers, hummus • Eggs: quiche, whole eggs, <p>Pre-packaged food</p> <ul style="list-style-type: none"> • often contains nuts and we may have to send the food home with your child. • they may have artificial flavorings and additives. Six artificial food colourings that may have an adverse effect on activity and attention in children: 102, 104, 110, 122, 124, 129. <p>Additives</p> <ul style="list-style-type: none"> • Additives can be present in all processed foods including healthy choices such as bread, butter, yoghurt, juice or muesli bars • Don't buy products that include artificial food colourings 102, 104, 110, 122, 124 or 129 on their ingredient list. • Look for brands that use natural colours. • Avoid processed food as much as possible. • Check with the staff at NNS and also the ingredients on packaging and/or with vendors if uncertain. <p>Prohibited Everyday Foods</p> <ul style="list-style-type: none"> • Highly processed snack foods high in fat, salt and / or sugar and low in essential nutrients. Examples of these foods include lollies, chocolates, sweet biscuits, muesli bars, breakfast bars, fruit filled bars, chips, oven-baked crackers, teddy biscuits, sweet buns, roll ups, fruit sticks, pretzels • Juice, jelly • Sweets, chocolate or cream biscuits • Ice-cream / frozen yoghurt • Sweet baked goods (including home-made) Cakes, cupcakes, muffins, banana bread (and other fruits)

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

- Mealtimes are wonderful social experiences.
- Teachers and children talk together, discussing many things as well as good eating habits
- Parents are encouraged to contribute to a healthy cooking program e.g. sharing recipes, cooking with children and preparing food for special occasions, joining the children for lunch and birthdays.

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

- Reference will be made to healthy eating as outlined in *Healthy Eating Active Living Strategy (NSW Ministry of Health, 2013)* and the *Australian Dietary Guidelines (National Health and Medical Research Council, 2013)*.
- Children will be encouraged to participate in cooking experiences and food preparation within the program.

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

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

- Staff will inform and encourage parents about suitable nutritious foods to bring to preschool and also about packaging (drink bottles and containers) to ensure maximum independence and school readiness and minimize waste in packaging.
- Through social interactions at mealtimes children model good eating habits and independence to their friends. Each child has access to their own drink bottles and water drinking fountains as needed throughout the day

Aim 5: Celebration food (including birthday celebrations) should reinforce the healthy eating message

- Staff and families at NNS spend time and effort promoting the healthy eating message via what is provided in the children's lunchboxes. Teachers and families are encouraged to select foods from the healthy eating list when providing food for celebrations and birthday parties.
- We encourage children to understand that some foods they can eat a lot of as they are of greater nutritional value and others can be eaten in small amounts and not as often, creating an awareness of a nutritious balanced diet and how it affects our bodies and minds.
- **Birthday cakes:** we welcome healthier ingredients cakes. Cakes have to be made with **NO NUTS and free from artificial flavorings and additives and minimal sugar if any.** Please check if we have children with egg or gluten allergies in your child's room.
- Staff and families can also bring in non-cake celebration food. Other ideas for celebration food include
 - Ice blocks with NO additives or artificial flavors at all
 - Fresh fruit e.g. fruit platters, watermelon 'cake', fruit kebabs, water melon ball with skewers of fruit attached or jelly in fruit cups.
- Children may also have other health conditions that required careful dietary management (coeliac disease, eczema, diabetes). To promote inclusion, please notify staff of ingredients (specifically gluten). Alternative food may be provided by families of children with allergies and/or intolerances to enable them to join in with celebrations. However, we would be grateful if you could consider including alternative options where possible so all children can feel included and part of the celebration".
- Children who have restricted diets are welcome to bring in foods (compliant with the food policy) to keep in our freezer to be eaten during a celebration.

Aim 6: Waste Free Morning Tea and Lunch – Nude Food

- Families are to pack their child's morning tea and lunch in reusable containers without the use of any additional wrapping (cling wrap / silver foil), reducing waste ("**Nude Food**").
- We encourage families to buy in bulk and where possible, only buy products with a recycling symbol. Buying in bulk not only saves resources but also saves money.
- We bring a compost bucket to every morning tea and lunch and ask children to use it to dispose of their compostable food scraps (children are also responsible for throwing their non-compostable rubbish into a regular bin). Children help empty the compost buckets into the compost bin at the end of each day and learn how to mix and use the wonderful soil they have created over time. The different types of rubbish we create is discussed, so children build an understanding about the choices we make in creating sustainable and environmental practices into our lives that protect the wellbeing of our world.

Sources

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

Food Safety Standards for Australia August 2015

Australia and New Zealand Food Standards Codes March 2016

Work Health and Safety Act 2011

Work Health and Safety Regulations 2011, amended November 2016

Review

This policy has been reviewed based on the "checklist: What to include in a nutrition and healthy eating policy" (Healthy Eating Advisory Service)

The review will be conducted by:

- Management
- Employees
- Families

Last reviewed: August 2018

Date for next review: 2020

References

- Australian Children's Education and Care Quality Authority. (2017). *Guide to the National Quality Framework*. Retrieved from Sydney: https://www.acecqa.gov.au/sites/default/files/2018-03/Guide-to-the-NQF_0.pdf
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HEALTH, SAFETY AND WELLBEING OF CHILDREN

NQS

QA2	2.1	Health - Each child's health and physical activity is supported and promoted.
	2.1.2	Health practices and procedures - Effective illness and injury management and hygiene practices are promoted and implemented.
	2.2	Safety - Each child is protected.
	2.2.1	Supervision - At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
	2.2.2	Incident and Emergency management - Plans to effectively manage incidence and emergencies are developed in consultation with relevant authorities, practised and implemented.

Education and Care Services National Regulations (New South Wales Government, 2018)

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

Aim/Rationale

This policy provides the guidelines governing provision of health care at the NNS in line with regulatory authorities. This policy sets out parent's and educators' responsibilities and some guidelines for action in a variety of potential circumstances with the following aims:

- It is to promote good health and safety practices and health education both in the immediate situation and for children's future development.
- To safeguard all children from contracting illnesses and infections, by creating an environment that maintains their wellbeing and the wellbeing of the group. For children it supports their wellbeing by staying at home when unwell.

- For parents and educators to effectively respond to and manage illness, injury, trauma, incidences and emergencies which occur at the service to ensure the safety and wellbeing of children, educators and visitors.
- To support educators and their right to work in a healthy, safe and respectful work environment.

We require the support of parents in minimising the risk of spreading infection to other children if their child is unwell, by following the exclusion procedures and expectations of the preschool in line with 'Staying Healthy' 5th Edition, National Health and Medical Research Council. This policy will provide clear guidelines on the processes for implementation when a child is unwell.

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

Medication

The NNS will only administer prescribed medications. Medication will not be given unless specifically prescribed by a medical practitioner. The medication must be in its original container, must be within its use by date and prescribed to that child. The prescription label should be attached to either the box or bottle or medication.

Where possible, families should request a slow release prescription medication from their doctor so that the medication can be administered at home, with minimum dosages needing to be given at preschool.

Medication will be stored safely in the designated cupboard in the child's room that is out of reach of children or stored in the kitchen fridge in a locked container.

Short Term Prescribed Medication

A medication form must be filled out by the family with a staff member when medication is required to be given to a child at preschool.

Staff will complete this form when giving medication to a child in line with our medication procedures.

Long Term Medication – See Medical Conditions Policy

A child may have a specific health care need, allergy or medical condition where medication for the treatment of this long-term condition is required, either intermittently or on a continuous basis. If this is the case a long term medication form must be filled out by the family with a staff member present. Some long term conditions may include asthma, diabetes or a diagnosis of a child being at risk of anaphylaxis.

We will also require a medical management plan that has been completed and signed off by the child's medical practitioner that details reason for medication, dosage required and procedures to follow.

A risk minimisation plan will be developed using the medical management plan and in consultation with the family to ensure that the child's specific health care needs, allergies or medical conditions are addressed and minimised.

These management and risk minimisation plans will be kept in the child's enrolment folder and a copy with a photograph of the child will be visible in the child's room so the child can be easily identified, and another copy will be in the emergency back pack and in the staff room.

Parents will always be required to bring the child's medication with the child when the child attends the preschool.

All staff and adults at the service, working directly with the children, are informed about the child and their medical management and risk minimisation plan.

This form will be updated by the family and the medical practitioner annually.

Procedure for Administering Medication

- The family will complete and sign a medication form for their child, which includes the child's name, the name of medication, the dosage to be given and required time and method of administering the medication and date to be given.
- Only permanent staff members with a current first aid certificate will administer medication.
- There will always be two staff members administering medication to a child. Both staff will:
 - Check the medication form that the parents have filled out to ensure it is filled out correctly and they know what is being asked of them.
 - Check the prescription label on the medication to ensure it is in the child's name, details of the dosage to be given against the medication form and the use by date on the medication to ensure it is current. These details will be written on the medication form by the staff member giving the medication, including name of medication, dosage to be given, expiry date of medication and date and time given.
 - Check that the dosage measured out is correct against the prescription label.
 - Witness the child being given the medication.
 - Fill out all the details on the medication form straight away after giving the medication and sign off that the medication has been given.
- Medication will be stored safely in the designated cupboard that is out of reach of children or stored in the kitchen fridge in a locked container.
- The parent will sign the medication form to acknowledge that the correct medication and dose was given at the end of the day when picking up their child.

Illness at Preschool

- **Well Children** – Well children are able to participate in the general routines and program at the preschool, engaging appropriately with other children and adults.
- **Unwell Children** – Unwell children may have a contagious illness, seem unusually tired, coughing excessively, have excessively runny noses, not able to participate in the general routines and program at the preschool, and require one on one support from an educator.

Procedure

- As the preschool does not have the proper facilities to care for sick children, parents will be contacted to come and collect their child if they are unwell.
- The preschool is guided by 'Staying Healthy' Edition 5 and the NSW Health Department regulations on child illness and infectious diseases.
- Children will be excluded from preschool if they are viewed by the Director/ Teachers as "generally unwell" which is affecting their ability to interact with the normal preschool day or if they have symptoms of a contagious disease or illness, coughing excessively or have continually runny noses.
- Teachers know their children well and notice when a child is behaving in a way that is unusual for them. If they suspect a child becomes ill then the child will be cared for and the parent or guardian will be contacted to collect the child as soon as possible.
- Should the parent/guardian not be contactable then the "Emergency Contacts" person(s) shall be contacted for collection of the child.
- Parents may be asked to provide a doctor's certificate before the child can return to preschool, stating they are no longer contagious to other children. Such a certificate will not override the preschool's discretion to exclude the child if they still have concerns for the wellbeing of the preschool.

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

- Severe, persistent or prolonged coughing
- Thick green mucus from nose
- Constant discharge from nose
- Breathing difficulties
- Yellowish skin or whites of eyes
- Conjunctivitis – tears, redness of eyelids, irritation, swelling and white/yellow discharge from eye

- Unusual spots and rashes
- Feverish appearance
- Loss of appetite
- Unusual behaviour – general discomfort, irritable, less active, lethargic
- Pale skin colouring
- Sore throat or trouble swallowing
- Headache or stiff neck
- Vomiting
- Diarrhoea

Teachers will write up any illness on the Illness and Medication Form that the parents will sign when picking up their child.

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

Temperatures

Aim/Rationale

Children's body temperature often fluctuates markedly during the course of an infection. A very common pattern is for a child to develop a high temperature during the course of the night, but to appear well the next morning. During the day, however, the child's temperature may once again be on the rise. Typical body temperature for a child is 36.5 to 37 degrees celsius.

Procedure

- We ask parents to ring and inform the preschool if their child has been unwell. If the child has had a temperature we ask the parents to ensure their child only returns to preschool after a full 24 hours of NO symptoms of a temperature or anything else has passed. We ask parents not to give medication that will suppress or mask the symptoms of an illness before bringing their child to preschool as this may put other children's and staff's health at risk.
- Teachers suspecting that a child has an elevated temperature should measure the child's temperature by using a thermometer.
- If the child's temperature is between 37.5 and 37.9 degrees Celsius, parents will be contacted and informed their child has a low grade temperature. Staff will continue to monitor the child closely to make sure they are okay.
- If the temperature is 38 degrees Celsius or greater the child will be considered unwell and the parents will be contacted to come and collect their child as soon as possible. Temperatures are usually the first sign of an illness brewing. Teachers will record the illness details in the Illness and Medication report, which the parents will sign on picking up their child. The child will be monitored closely to ensure their temperature doesn't rise and steps will be taken to reduce the temperature using a cool damp cloth and removing extra clothing.
- If the preschool is unable to contact the parents/guardians it will assume responsibility and monitor the child closely to ensure their temperature doesn't rise and steps will be taken to reduce the temperature using a cool damp cloth and removing extra clothing. If the temperature continues to rise Paracetamol will be administered unless permission has not been given on the child's enrolment form. If the temperature does not stabilise and the parents or the emergency contacts can still not be contacted, the child will be taken to the Royal North Shore Hospital by ambulance accompanied by a staff member. We will continue to try to contact the parents or emergency contacts.
- If a child appears to be in pain, parents will be contacted. In some circumstances Staff may seek permission to give Paracetamol for pain relief. The concerned teacher must record full details of paracetamol administration in the Illness and Medication report, which the parent will sign on pick up.
- If your child has been sent home with a temperature we expect you to keep them at home for a full 24 hours without a temperature or until they are completely well, and there is no sign of illness before returning to the preschool. This will reduce the possibility of cross-infection with other children.

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

Administering Paracetamol / Panadol

The preschool will have Panadol in their First Aid cabinet only for emergencies.

Staff will follow the same procedure for paracetamol as for the giving of any medication (see *Medication Procedure*).

- Always ring the parent first to get permission. If unavailable, check the child's enrolment form to see if permission to give Panadol has been signed by the parent.
- The teacher must write all details in Illness and Medication form, which the parents will sign when picking up their child.

Illness, Injury, Trauma Forms and Procedures

- Any illness, injuries, trauma or incidents that happen to children will be written up using the appropriate illness, injuries, trauma or incidents preschool form.
- The form will include the child's name, date of birth, date and time of the incident, details of what happened and any action taken. Two staff and the Director will sign the form and the parents will sign the form when picking up their child.
- Any injuries above the shoulders or bruising of the back will be reported by phone to the family at the time of the incident.
- Parents will be notified to pick their child up if necessary.

Notification of Reportable Illness, Injury, Trauma Procedures

In the case of an illness, injury, trauma, incident or emergency resulting in the need for immediate medical or regulatory attention:

- If the incident is an illness, injury or trauma that requires further medical attention the Director/ Teachers will arrange for the child to be taken to Emergency at the Royal North Shore Hospital. Children will be taken to the hospital by ambulance. The NNS is covered by NSW Ambulance Service. The child's emergency details will be given to the paramedics accompanying the child in the ambulance. Every effort will be made to contact the parents/guardians immediately before taking the child and before treatment is sought. A staff member will accompany the child to the hospital and stay until their family is with them.
- The Director / Teachers will ensure that parents are notified as soon as possible, but not later than 24 hours after the incident, injury, illness or trauma at the preschool.
- The Director / Teachers will report the illness, injury, trauma, incident to NSW Department of Education by filling out online a Serious Incident Report.
- The Director/Teachers will report the illness, injury, trauma, incident to the NNS Management Committee and provide written records of what has occurred, actions taken, date and time, name of child, and their date of birth.
- The preschool's 'Illness, Injury, Trauma, Incident Form' will be filled out by the relevant staff member in the child's room, which will include the child's name, date of birth, details about the incident, injury, trauma, incident and action taken, date and time of incident and any further action taken. This form will be kept on the child's file.

Notification of Reportable Traumas and Incidents

- Educators will document all details of the trauma or incident on the appropriate preschool forms. It is the responsibility of the educator in direct association with the child during the incident to complete the form and follow-up with the Director. The form will be viewed and signed by the Director. Parents need to sign the report and will be given a copy for their records if required.
- In the case of a reportable trauma, incident or accident, the Director / Teachers will contact parents and notify them of the situation
- Should the parent or guardian be unable to be contacted, the emergency person(s) will be notified and requested to collect the child if necessary.

Serious Incident Form S101 - <https://www.acecqa.gov.au/resources/applications/reporting>

The Notification of Serious Incident form should be completed when a serious incident occurs. These types of incidents should be documented within 24 hours of the incident. A serious incident is defined in the National Regulations as:

- the death of a child while attending a service, or following an incident while attending a service
- any incident involving injury, trauma, or illness of a child where medical attention was sought, or should have been sought
- an incident at the service premises where the attendance of emergency services was sought, or should have been
- if a child:
 - appears to be missing or cannot be accounted for
 - appears to have been taken or removed from the service premises in a way that breaches the National Regulations, or
 - is mistakenly locked in or locked out of any part of the service premises.
- The Approved Provider / Director will need to notify the Regulatory Authority within 24 hours of the incident - see page 114 of the Guide to the National Law and National Regulations for more information.
- If an incident occurs and is not deemed serious then the NL01 Notification of complaints and incidents (other than serious incidents) form may be completed.

Accident /Emergency Procedure

- The child will be comforted, cared for and supported by a teacher, providing appropriate first aid treatment if necessary.
- Another teacher will make sure the rest of the children are safe and supervised and that teacher/child ratios are maintained at all times.
- The Director/Assistant Director will immediately be informed and they will check the child to see what action needs to happen.
- If the incident is serious requiring medical attention, ring “000” emergency for ambulance assistance. One staff member will go with the child, if the child needs to be transported to hospital in an ambulance as a support, until their parent or emergency contact can arrive to join them.
- Ring parent or emergency contacts, explaining the incident, what has happened and actions taken and where the child will be going.
- Staff members will complete an accident/incident form, which will include the child’s name, date of birth, date and time of incident, where the incident happened, how many staff were there, and treatment and procedures followed.
- The Director will ring The Chair or Vice Chair on the MC to inform them, explaining the incident, the procedure followed and any further action that needs to be taken.
- Fill out online ‘Notice of a serious accident at a children’s service’ from the FACS website www.community.nsw.gov.au
- Ring Insurance Company **Austcover Propriety Ltd (02 89131777)** and email them a detailed report explaining the incident and the procedures followed and any follow up required.

Immunisation

Aim/Rationale

To comply with the Public Health Act 2010 (NSW) the preschool keeps an immunisation register on all children attending the preschool. From January 2018, an early childhood service will only be able to enrol a child who is fully vaccinated, on an approved catch up schedule or has a medical contraindication to vaccination.

Procedure

- Parents of all newly-enrolled children are requested to provide evidence that their child/children are appropriately immunised in accordance with their age. This request is in line with the Department of Health’s objectives of full immunisation of all children.
- If for any reason, a child has not been immunised, parents will be asked to provide a statement of exemption from their own medical practitioner with a medical reason not to be vaccinated.

- All children not age-appropriately immunised will be immediately excluded from the preschool upon outbreak of measles or whooping cough or any other vaccine-preventable disease, under advice from the Public Health Unit. All children who are excluded will be required to pay full fees, unless determined otherwise by the Management Committee.

Parents are expected to consult their doctor for the current recommendations as to the nature and timing of appropriate vaccinations.

Contagious Diseases

Aim/Rationale

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

Procedure

We exclude children with contagious illnesses to prevent cross-infection, to ensure the preschool maintains an environment that is healthy and hygienic. Please reference the table of exclusion below.

Prevention of Cross-Infection

Aim/Rationale

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

The first means of prevention is always to wash hands thoroughly (please read General Hygiene procedures below)

Procedure

Exclusion of Sick Children: Recommended Minimum Periods of Exclusion from School, Preschool and Child Care Preschool for Cases of Infectious Diseases – *Staying Healthy* 5th Edition Preventing Infectious Diseases in Early Childhood Education and Care Services - https://www.nhmrc.gov.au/_files_nhmrc/publications/attachments/ch55_staying_healthy_5th_edition_150602.pdf

CONDITION	EXCLUSION
Bronchiolitis	Exclude until all symptoms have disappeared and child is well
Campylobacter	Exclude until there has not been a loose bowel motion for 24 hours before returning to the preschool
Chickenpox	Exclude until all blisters have dried. This is usually at least 5 days after the rash has first appeared.
Cold sores (herpes simplex)	Young children unable to comply with good hygiene practices or with open sores are excluded and should stay at home until the blisters have dried completely.
Common cold	Exclude children who have green, runny noses, excessive coughing and general inability to cope with daily routines at the preschool
Conjunctivitis	Exclude until discharge from eyes has ceased unless a doctor has diagnosed none infectious conjunctivitis.
Croup	Exclude until child is well
Cryptosporidium	Exclude until there has not been a loose bowel motion for 24 hours.
Cytomegalovirus (CMV) Common herpes virus Infection	Exclude if child is unwell and until all blisters have dried.
Diarrhoea and vomiting (gastroenteritis) (Motions that are peculiar to the child's normal motions: runny and watery, more frequent, will be considered as diarrhoea)	Exclude until there has not been a loose bowel motion for 48 hours.

CONDITION	EXCLUSION
Diphtheria	Exclude until medical certificate of recovery is received following at least 2 negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later.
Ear infections (otitis)	Exclude if there is any discharge from the ear and until child feels well after antibiotics have been started
Fungal Infection of the skin or nails (Ring worm, Tinea)	Exclude until the day after starting appropriate anti-fungal treatment.
Gastro / Giardiasis	Exclude until there has not been a loose bowel motion for 48 hours.
Glandular fever (mononucleosis)	No exclusion.
Hand, foot and mouth disease	Exclude until all blisters have dried
Hemophilus type b (Hib)	Exclude until the child has received appropriate antibiotic treatment for at least 4 days. A medical certificate is required to return.
Head lice	If head lice is detected, parents will be contacted to let them know. Children will wear a hat for the day and must be treated before returning to the preschool.
Hepatitis A	Exclude until a medical certificate of recovery is received, and at least 7 days after the onset of jaundice or illness
Hepatitis B and Hepatitis C	Not excluded unless child is unwell.
HIV, AIDS	Not excluded unless child is unwell. If the child is severely immune compromised, they will be vulnerable to other people's illnesses.
Hookworm	Not Excluded
Hydatid	Not excluded unless child is unwell.
Impetigo - (School Sores)	Exclude until the child has received antibiotic treatment for at least 24 hours and any sores on exposed skin should be covered by a water tight dressing.
Influenza	Exclude until child is well
Listeriosis	Not excluded unless child is unwell.
Measles	Exclude for at least 4 days after onset of rash
Meningitis (viral)	Exclude until well
Meningococcal infection	Exclude until appropriate antibiotic treatment has been completed.
Molluscum contagiosum	Not excluded unless child is unwell.
Mumps	Exclude for 9 days or until swelling goes down (whichever is sooner)
Norovirus and other gastroenteritis viruses	Exclude until there has not been a loose bowel motion or vomiting for 48 hours.
Parvovirus (erythema infectiosum, fifth disease, slapped cheek syndrome)	Not excluded unless child is unwell.
Pertussis (Whooping Cough)	Exclude until 5 days after starting appropriate antibiotic treatment, or for 21 days from the onset of coughing.
Pneumococcal Disease	Exclude until child is well
Ringworm, pediculosis (lice), trachoma	Re-admit the day after appropriate treatment has commenced
Roseola	Not excluded unless child is unwell.
Ross River Virus	Not excluded unless child is unwell.
Scarlet fever	Exclude until the child has received antibiotic treatment for at least 24 hours and the person feels well.
Shigellosis	Exclude until there has not been a loose bowel motion for 24 hours.

CONDITION	EXCLUSION
Streptococcal sore throat (including Scarlet fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well.
Temperature, fever	Exclude for at least 24 hours until child feels well and temperature has returned to normal
Thrush (Candida)	Do not exclude
Toxoplasmosis	Not excluded unless child is unwell.
Tuberculosis	Exclude until a medical certificate from an appropriate health authority
Typhoid fever (including paratyphoid fever)	Exclude until approval to return has been given by an appropriate health authority
Vomiting	Exclude until there has not been a vomit for 24 hours.
Warts	Do not exclude. Treat.
Whooping cough (Pertussis)	Exclude the child for five days after starting antibiotic treatment or for 21 days from the onset of coughing.
Worms (intestinal)	Exclude if loose bowel motions are occurring. Exclusion is not necessary if the child has received antibiotic treatment and feels well.
Rotavirus	Exclude until there has not been a loose bowel motion or vomiting for 24 hours.
Rubella (German measles)	Exclude until fully recovered or for at least four days after the onset of the rash.
Salmonellosis	Exclude until there has not been a loose bowel motion or vomiting for 24 hours.
Scabies and other mites causing skin disease	Exclude until the day after starting appropriate treatment and the child feels well.

General Hygiene Procedures

Aim/Rationale

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

It is a priority that all children and staff will wash their hands on arrival in the morning at the preschool.

Hand Washing

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

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

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

- On arriving at the preschool
- Teachers will also wash hands when returning to the room after a break
- Before preparing food
- Before eating
- Before helping children with their food
- After toileting

- After touching eyes, ears, nose, hair or mouth
- Before (if possible) and after giving first aid
- After wiping children's or own nose, teachers need to wash their hands or if outside use gloves and the wet paper towels ("Wet Ones")
- Blood, faeces and urine are to be washed off skin with cold soapy water
- After handling garbage
- After any other unhygienic practice
- Hands must be dried on single-use or disposable towels.

Staff members and children will learn and be encouraged to wash hands in the following way:

- Wet hands under running water.
- Apply soap.
- Wash palms and back of hands.
- Wash between fingers.
- Wash up wrist.
- Rinse hands under running water.
- Dry hands on individual hand towel.

Meal Times

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

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

Food Preparation / Kitchen Area:

- The children's and teachers' cups and utensils will be washed in the dishwasher.
- All benches and other surfaces will be cleaned regularly with warm soapy water or vinegar.
- Teachers will wash hands before handling food to be shared with the children.
- During cooking experiences with the children, teachers will ensure children have washed their hands, food is hygienically handled, and a hygienic preparation area will be used.

Resting / Linen

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

Toys and Equipment

- Equipment which is raw wood will be wiped down with warm water or vinegar.
- All equipment in the preschool will be washed regularly and as needed.
- General day-to-day cleaning by teachers and the cleaner will maintain the environment.

Cleaning

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

- Green – Kitchen only
- Blue – Floor
- Yellow – Food

- Pink - Craft
- Paper towel – bathroom mirrors, sinks and toilets
- Paper towel – paint spills then blue cloth

Children's Bathroom

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

Sandpit

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

Contact with, and disposing of Body Fluids

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

- Avoiding direct contact with blood / mucus/ urine and faeces by wearing disposable gloves.
- Avoiding direct contact if there is broken skin, cuts, sores or open wounds, or when blowing noses by wearing disposable gloves.
- Any person in contact with or splashed with blood should wash thoroughly with soap and water.
- All items that have come into contact with blood or other bodily fluids must be disposed of in a separate 'rubbish bin' nominated for this purpose. There will be two specifically marked small rubbish bins, one in the children's bathroom and the other near the First Aid cabinet.
- Soiled clothing or linen will be placed into a plastic bag and the child will be cleaned up and dressed in clean clothes.
- If children are soiled and in need of a bath to appropriately clean them, teachers will bath child in children's large sink and towel off before re-dressing in clean clothing.

Programming, Health and Hygiene

Children will be engaged in discussions about healthy practices which include eating healthy food and taking responsibility for embracing hygienic practices.

- Meal times are a wonderful opportunity to discuss healthy eating options and why this would be beneficial to our wellbeing.
- Physical play is also discussed and encouraged so children have energy, confidence, resilience and good health.
- Hygienic practices are encouraged through children:
 - Wiping their own noses and disposing of tissues safely, washing their hands afterwards.
 - Coughing into elbows
 - Hand washing before eating, after toileting, after blowing their nose and when necessary.
 - Hygienic toileting procedures: flushing after use, correctly wiping self, washing and drying hands.

It is essential that staff members support and supervise groups of children when in the bathroom and at transition times to ensure health and safety procedures are followed.

First Aid

- Only staff members with a current first aid certificate can administer first aid.
- No child or staff member will be refused first aid at any time.
- Staff members will follow hygiene practices at all times when practicing first aid.
- All educators will be trained in first aid.
- We have two first aid kits; one indoors in the children's bathroom and one outdoors attached to the wall in our outdoor play area.
- A WH&S nominated educator will regularly check and be responsible in replacing supplies in both kits.

Safety Procedures

Aim/Rationale

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

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

The Environment

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

Educator Responsibilities

- Educator /child ratios will be maintained in accordance with the government licensing regulations (1 teacher: 10 children.)
- Educators will be present in all areas where children are present.
- The educators will ensure maintenance of the playground and rooms ensuring all areas can be viewed for adequate supervision.
- Training students, work experience personnel and volunteers will NOT be counted in our adult/child ratios or left unsupervised with the children.
- Parents are asked upon enrolment to write details of the authorised person/s to which their child will be released on the child's enrolment form, and where applicable, any custody orders that apply.

- Where the authorised persons are not available to collect the child. Educators will not release a child unless they have been advised by the parent via a phone call, email or in writing of their nominated allocated person to collect their child for that day. Educators will check with each other and the Office and photo identification, such as a current driver's license, will be needed if the educator is not familiar with this person.
- Children and parents are greeted on arrival and departure by at least one educator.
- Educators to ensure that all parents or authorised people are to sign their child in and out each day in the sign-in form.

Safe Supervision of Children

- Educators are to be in view of other educators when interacting with children.
- When an educator leaves the room, they need to inform the other educators. Where possible the educator in the room needs to be in sight and sound of other educators.
- Educators are to supervise the washing of hands and toileting and support children in wiping themselves at the toilet. If children need help gloves must be worn when wiping children's bottoms. After toileting, if necessary, remind children to flush and then wash their hands.
- In the event that an educator is in the bathroom alone they are to position themselves in view of a window or doorway if possible.
- When in the bathroom educators are to remind children to wash their hands with soap, and then shake the water off their hands into the sink, then wipe their hands with a paper towel and put it in the bin.
- When outside the educators must position themselves at different points in the garden so that the area is fully supervised. Educators also need to let each other know where they are in the garden and try to be in view of each other.
- Staff member's interactions and conversations outside with other educators should be limited so that the majority of time educators are actively interacting and playing with the children.
- When leaving the outside environment educators need to check that there are enough educators outside and let all educators know they are going inside for a minute and the reason why. Ratios must be maintained at all times.

Sources

Education and Care Services National Regulations 2018

Early Years Learning Framework

National Quality Standard

NSW Health

Staying Healthy in Child Care Preventing Infectious Diseases in Child Care (5th Edition 2013). https://www.nhmrc.gov.au/_files_nhmrc/publications/attachments/ch55_staying_healthy_5th_edition_150602.pdf

Public Health Amendment (Review) Act 2017 No 43 <https://www.legislation.nsw.gov.au/acts/2017-43.pdf>

Review

The review will be conducted by:

- Management
- Employees
- Families

Last reviewed: September 2018

Date for next review: 2020

HIV AIDS Policy

NQS

QA2	2.1	Health - Each child's health and physical activity is supported and promoted.
	2.1.2	Health practices and procedures - Effective illness and injury management and hygiene practices are promoted and implemented.
	2.2	Safety - Each child is protected.
	2.2.1	Supervision - At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
	2.2.2	Incident and Emergency management - Plans to effectively manage incidence and emergencies are developed in consultation with relevant authorities, practised and implemented.

Education and Care National Regulations 2018

Regs	77	Health, hygiene and safe food practices
	88	Infectious diseases
	90	Medical conditions policy
	91	Medical conditions policy to be provided to parents

Aim

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

Who is affected by this policy?

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

Implementation

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

The following provides basic information on HIV/AIDS -

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

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

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

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

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

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

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

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

Sources

Education and Care Services National Regulations 2018

Early Years Learning Framework

National Quality Standard

Public Health Regulations 2012

Anti Discrimination Law

National Health and Medical Research Council. (2015). Staying Healthy in Child Care – Preventing infectious diseases in child care

Review

Review will be conducted by:

- Management
- Employees
- Families

Reviewed: October 2018

Date for next review: 2020

Orientation for Children Policy

NQF

QA6	6.1.1	Engagement with the service - Families are supported from enrolment to be involved in the service and contribute to service decisions.
	6.2.1	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
	6.2.2.	Access and participation – effective partnerships support children access, inclusion and participation in the program.

National Regulations

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

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

Implementation

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

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

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

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

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

Information on the preschool's child orientation policy will be available, where possible, in different languages when required.

Transition to School Policy

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

When a child first attends school, there is a great change for that child and for their family. We believe that the child's parents are the most important link in this transition.

- The Preschool will always talk about starting school in a positive manner that will reinforce a healthy attitude toward the transition.
- Information on local schools will be made available to parents.
- Toward the end of each year an excursion is arranged to visit the local school so as to familiarise the children with the school environment.
- A transition to school evening is arranged for all parents in Term 2, and Principals and Kindy Teachers are invited as part of a panel to share their expertise and answer questions that parent may have.
- Information regarding school readiness is offered to parents at this time and is always available at the preschool.

Sources

Education and Care National Regulations 2018

National Quality Standard

Review

Review will be conducted by:

- Management
- Employees
- Families

Reviewed: October 2018

Date for next review: 2020

Photography Policy

NQS

QA4	4.2.2	Professional standards guide practice, interactions and relationships.
QA5	5.1.2	The dignity and the rights of every child are maintained.

Aim

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

Who is affected by this policy?

- Child
- Families
- Educators
- Management

Implementation

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

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

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

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

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

Sources

National Quality Standard

Early Years Learning Framework

Review

The review will be conducted by:

- Management
- Employees
- Families

Reviewed: October 2018

Date for next review: 2020

Physical Activity For Young Children

NQS

QA2	2.1	Each child's health and physical activity is supported and promoted.
	2.1.3	Healthy lifestyle - Healthy eating and physical activity are promoted and appropriate for each child.
	2,2	Safety - Each child is protected.
	2.2.1	Supervision - At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

Education and Care National Regulations 2018

Regs	113	Outdoor space - natural environment
	114	Outdoor space - shade
	115	Premises designed to support supervision

Aim

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

The preschool uses information from Get Up & Grow to inform it's practice. [http://www.health.gov.au/internet/main/publishing.nsf/Content/EDFEDB588460BCE3CA25762B00232A13/\\$File/gug-directorscoord.pdf](http://www.health.gov.au/internet/main/publishing.nsf/Content/EDFEDB588460BCE3CA25762B00232A13/$File/gug-directorscoord.pdf)

Who is affected by this policy?

- Children
- Families
- Educators
- Management

Implementation

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

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

Unstructured play

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

Structured play

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

Everyday physical tasks

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

Active play opportunities will encourage children to:

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

Outdoor play gives children opportunities to:

- build overall body strength and make big movements
- try *new* movements

(don't feel this is appropriate)improve their balance, strength and coordination skills

- take risks, seek adventure and accomplish new physical challenges as they practice and refine skills
- gain an understanding of their abilities
- watch and explore nature
- extend their creativity
- (don't feel we need this either)manage their fears and build resilience Educator's Will:
- Encourage children to participate in physical activities through planned and spontaneous experiences.
- Encourage and support children to undertake and participate in new or unfamiliar physical activities.
- Participate in physical activity with the children.
- Show enthusiasm for participation in physical activity and organise play spaces to ensure the safety and wellbeing of all individuals in the environment.
- Set up and plan for physical play activities and equipment and where appropriate encourage the children to help with the set-up.
- Include children's suggestions on what physical activities they would like to participate in and where appropriate incorporate them into the program
- Set up indoor and outdoor areas in a manner that promotes and encourages safe physical play for all age groups and developmental abilities represented in the centre.
- Actively encourage children to accept and respect each other's range of physical abilities.
- Will ensure a balance of active and quietactivities throughout the child's day The preschool will support the children in:
 - Learning to use increasingly complex motor skills and movement patterns in order to combine gross and fine movement and balance skills, spatial awareness and problem-solving skills.
 - The development of their physical skill set by providing regular opportunities for outdoor play.
 - The development of their physical skill set by talking with children about how the human body works and how important physical activity is for an individual's health and wellbeing.
 - The development of their physical skill set by providing experiences for the children that draw on elements of dance, dramatic play and creative movement.

Sources

Education and Care Preschools National Regulations 2018

National Quality Standard

Get up and Grow, Health Eating and Physical Activity for Early Childhood

Early Years Learning Framework

Review

Review will be conducted by:

- Management
- Employees
- Families

Reviewed: October 2018

Date for next review: 2020

Relationships with Children and Inclusion Policy

NQS

QA5	5.1	Relationships between educators and children - Respectful and equitable relationships are maintained with each child.
	5.1.1	Positive educator to child interactions - Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
	5.1.2	The dignity and rights of every child are maintained.
	5.2	Relationships between children - Each child is supported to build and maintain sensitive and responsive relationships
	5.2.1	Children are supported to collaborate, learn from and help each other.
	5.2.2	Self regulation - Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts..

Education and Care National Regulations 2018

Regs	155	Interactions with children
	156	Relationships in groups

EYLF

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

Aim

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

Implementation

Interactions with Children

Our NNS philosophy guides our interactions with children as follows:

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

- Our preschool will provide a relaxed and happy atmosphere for the children.
- Our preschool will ensure mealtimes are relaxed and unhurried and educators take the time to sit and talk with children.

- Our educators will encourage children to initiate conversations about their experiences inside and outside the preschool as well as what is happening around them, express their ideas and feelings, share humour and seek assistance as they take on new challenges and try to do things for themselves.
- Our educators will respond sensitively and appropriately to children's efforts to communicate and engage them in sustained conversations about their interests in a positive manner.
- Our educators will talk with children openly. That is, encourage children to have their own opinions, ideas and comments. Educators should support children with this and let them know that their ideas are valued.
- Our routines, as well as planned and spontaneous experiences will be organised to maximise opportunity for meaningful conversations between children and educators and the preschool will ensure that all children have equal opportunity to engage in one to one and small group conversations with educators.
- Our educators will be knowledgeable in the communication strategies and non verbal cues of children, and staffing arrangements within the preschool will support the development of trusting relationships between educators, children and families.
- Our statement of philosophy will be visible for families.
- Our educators will participate in children's play using children's cues to guide their level and type of involvement while always maintaining a positive approach when responding to children and offering assistance.
- Our educators will model reasoning, prediction and reflection processes and language.
- Our educators will collaborate with children about routines and experiences.
- Our educators will use techniques such as sign language and other resources and tools to support children with additional needs.
- Our educators will use their interactions with children to support the maintenance of home languages and learning English as an additional language.
- Our educators will use information from their observations of interactions with children to extend the children's thinking and learning.
- Our educators will also support children to build secure relationships so the child feels safe and happy at the preschool.
- Our preschool will ensure that there are many opportunities for children to experience relaxed physical contact and close interactions with familiar educators.
- Our educators will learn more about the histories, cultures, languages, traditions, child rearing practices and lifestyle choices of families using the preschool.
- Our educators will frequently talk with families to get an idea of the non-verbal forms of communication used by their children to support them when they may be feeling hungry, needing the toilet, tiredness and other emotions.
- Our educators will allow time to talk to parents about their children. This allows educators to gain insight into their home life.
- Our preschool will implement strategies to assist all children to develop a sense of belonging and confidence through positive interactions between the children and educators.
- Our educators all work on the same shift and familiar casual staff are employed to promote continuity and security for children.
- Our preschool will gather information from families in the enrolment form in order to be able to provide support for children during the settling in process and setting up the rooms.
- When children have special needs our preschool will consult with other professionals or support agencies that work with children to gather information that will guide our interactions with these children. This information will be recorded in the child's file.
- Our preschool's approach to equity and inclusion is documented in our statement of philosophy.
- Our preschool will ensure that educators document the knowledge gained about children, through their interactions, in the teachers' reflective journal, the child's portfolio and the children's learning journal for reference for other educators and families and will continually review the experiences that are planned for children in light of this information.

Group Relationships

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

- Our preschool will encourage children to participate in enjoyable interactions with their peers, respond positively to ideas, negotiate roles and relationships, contribute to shared play, and develop friendships.
- Our educators will engage children in ongoing group projects that involve research, planning, problem solving and shared decision making.
- Our educators will model strategies for children to initiate interactions and participate in group play and social activities and assist them when they have trouble understanding or communicating with each other.
- Our preschool will ensure that the children have many opportunities for peer scaffolding.
- Our educators will promote a sense of community in the preschool.
- Our preschool will coordinate the staffing and grouping arrangements to support positive relationships between children.
- Our educators will support and promote children's interpersonal relationships and support the inclusion of children from diverse backgrounds and capabilities in group play, projects and experiences.
- Our educators will learn about children's shared interests and will use this information to plan further experiences that provide collaborative learning opportunities.
- Our educators will pre-empt potential conflicts or challenging behaviours by observing children's play and supporting interactions where there is conflict.
- Our preschool will ensure that the program and routines of the preschool will include regular opportunities for children to engage in social play and group experiences.
- Our preschool will ensure that food is being used appropriately and not as a reward or punishment.
- Our preschool will use positive behaviour management strategies to guide children's behaviour.

Behaviour Guidance

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

- Our preschool will encourage children to engage in cooperative and pro-social behaviour and express their feelings and responses to others' behaviour confidently and constructively, including challenging the behaviour of other children when it is disrespectful or unfair.
- Our educators will support children to explore different identities and points of view and to communicate effectively when resolving disagreements with others.
- Our educators will discuss emotions, feelings and issues of inclusion and fairness, bias and prejudice and the consequences of their actions and the reasons for this as well as the appropriate rules.
- Our educators will encourage children to listen to other children's ideas, consider alternate behaviour and cooperate in problem solving situations.
- Our educators will listen empathetically to children when they express their emotions, reassure them that it is normal to experience positive and negative emotions and guide children to remove themselves from situations where they are experiencing frustration, anger or fear.
- Our educators will support children to negotiate their rights and rights of others and intervene sensitively when children experience difficulty in resolving a disagreement.
- Our educators will learn about children's relationships with others and the relationship preferences they have and use this knowledge to support children to manage their own behaviour and develop empathy.
- Our educators will work with each child's family and, where applicable, their school, to ensure that a consistent approach is used to support children with diagnosed behavioural or social difficulties.
- Our preschool will gather information from families about their children's social skills and relationship preferences and record this information in the child's file. Our educators will use this information to engage children in experiences that support children to develop and practice their social and shared decision making skills.
- Our preschool will collaborate with schools and other professionals or support agencies that work with children who have diagnosed behavioural or social difficulties to develop plans for the inclusion of these specific children. These will be kept in the individual child's file.
- Our preschool will ensure that children are being allowed to make choices and experience the consequences of these choices when there is no risk of physical or emotional harm to the child or anyone else.
- Our preschool will ensure that children are being acknowledged when they make positive choices in managing their behaviour.

- Our educators will use positive language, gestures, facial expressions and tone of voice when redirecting or discussing children's behaviour with them. They will also remain calm, gentle, patient and reassuring even when children strongly express distress, frustration or anger.
- Our educators will guide all children's behaviour in ways that are focused on preserving and promoting children's self esteem as well as supporting children to develop skills to self-regulate their behaviour.
- Our educators will speak in comforting tones and hold children to soothe them when they are distressed.
- Our educators will also respond positively to children's exploratory behaviour.
- Our preschool will have in place strategies to enable educators to encourage positive behaviour in children while minimising negative behaviour. We will also have strategies in place to involve children in developing behaviour limits and the consequences of inappropriate behaviour. Strategies will also be put in place to manage situations when a child's behaviour is particularly challenging and when families have different expectations from the preschool in relation to guiding children's behaviour.
- Our preschool will support educators to enhance their skills and knowledge in relation to guiding children's behaviour.

Inclusion

- Australia is a pluralistic society regardless of specific regional variations in cultural profiles. In order to reduce bias and ensure that no child is excluded our preschool will abide by the following practices:
- Our preschool will promote and value cultural diversity and equity for all children, families and educators from diverse cultural and linguistic backgrounds;
- Our preschool will recognise that children and adults from all cultures have similar needs and that each person is unique and valuable;
- Our preschool will develop a positive self concept for each child and adult in the group by exploring the cultural backgrounds of each family and child;
- Our preschool will endeavour to provide a foundation that instills in each child a sense of self identity, dignity and tolerance for all people;
- Our preschool will increase the knowledge and understanding each child has about his or her own cultural ethnic heritage in partnership with their family, educators and community and other children in the preschool;
- Our preschool will explore family compositions, customs and lifestyles of children and families in many cultures;
- Our preschool will assist, in partnership with parents, extended family and the community in exploring their own "roots" as they involve children in the culturally diverse environment of the preschool;
- Our preschool will provide support for fostered or adopted children to develop a sense of heritage and belonging;
- Our preschool will avoid common stereotypes and recognise individual differences within a cultural or ethnic group;
- Our preschool will assist wherever possible families who are new to Australia with a transition to a new and different culture.
- Our educators celebrate that all children have a '100 Languages ' and have many different learning dispositions, lifestyles and languages;
- Our educators will broaden their own cultural and ethnic group awareness and support children to understand themselves in relation to their family, community and other cultures;
- Our educators will be actively involved in the development of appropriate resources, support and implement an anti bias, cross cultural program throughout the preschool environment which is reflective of all families/children and the diversity present in Australian society. The preschool will network with community agencies involved with cross cultural issues wherever possible.
- Our educators will be actively involved with children, showing respect, sharing ideas and experiences and asking questions to engage children in the processes of learning and thinking.
- Our educators will access and make available resources and information supporting the delivery of anti bias concepts in the program, such resources will be integrated into the daily program and be made available to families.
- Our educators will reflect on the preschool's philosophy and ensure that practices and attitude concur with the philosophy.
- Our educators will work with families to encourage positive attitudes to diversity and an ant-bias ethos.

- Our educators will ensure that casual workers or visitors to the preschool are aware of these practices and respect these values.
- Children will listen to records and practice singing songs in different languages;
- Children will learn words and phrases in a language not native to children in their group;
- Children will be encouraged to become independent wherever possible and be actively involved with their peers.
- Children will explore foods from other cultures (eg. have family members from different home cultures come in and cook, to have “food tasting” parties);
- Our preschool will encourage children to bring in real objects and artifacts used by their families that may be historical or typical of that child’s/family’s cultural group including food;
- Our preschool will help children to develop ease with and have a respect for physical, racial, religious and cultural differences.
- Our preschool will encourage children to develop autonomy, independence, competency, confidence and pride.
- Our preschool will provide all children with accurate and appropriate material that provides information about their own and other’s special needs, abilities and cultures.
- Our preschool will not isolate a child for any reason other than illness, accident or a prearranged appointment with parental consent.

Supporting Children through Difficult Situations

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

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

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

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

Coping Mechanisms

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

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

- Giving children a sense of control and responsibility in their environment will support the child in feeling more in control.
- Allowing the children plenty of time to play and to do physical exercise; this will help the child burn off stress chemicals and allow for more sleep.
- Helping the children physically relax with story times and cuddles.

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

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

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

Bullying

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

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

- Children of all backgrounds can bully
- Preconceived notions of children who bully should be avoided
- The child who bullies may also be the victim of bullying
- The child who bullies will often think that they are innocent, and that the child being bullied is somehow deserving of this negative experience.
- Recent research demonstrates that aggressive behaviour and bullying inclinations begin in some children as early as two years old, which highlights the importance of children's preschools educators in effectively responding to children who bully.

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

- Children of all backgrounds can fall victim to bullying
- Preconceived notions of children who fall victim to bullying should be avoided
- Victims may have low self-esteem, lack of confidence or lack social skills.
- It is important to remember that victims are often sensitive and easily hurt, and feel incapable of preventing such negative experiences.

Our educators will implement the following strategies to overcome bullying -

- Our educators will practice all-encompassing and socially inclusive care.
- Daily programs will recognise, value and reflect the social and cultural diversity of our community.
- Our educators will role model and actively encourage and discuss appropriate behaviours.
- Our educators will form a close relationship with family members in order to work cooperatively to overcome instances of bullying.
- Our educators will empower children by giving them responsibilities that will make them feel valued.
- Our educators will help children deal with their anger. This includes offering alternative dispute resolution techniques that are socially acceptable.
- Our educators will seek the support of children's preschool professionals when it is necessary.
- Our educators will respond promptly to children's aggressive or bullying behaviour.

Biting

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

Some reasons a child may bite are:

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

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

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

Sources

National Quality Standard

Education and Care Preschools National Regulations 2018

Early Years Learning Framework

Review

Review will be conducted by:

- Management
- Employees
- Families

Reviewed: October 2018

Date for next review: 2020

Sand Pit Policy

NQS

QA2	2.1.2	Health practices and procedures - Effective illness and injury management and hygiene practices are promoted and implemented.
QA3	3.1.2	Premises, furniture and equipment are safe, clean and wellmaintained.

Education and Care National Regulations 2018

Regs	103	Premises, furniture and equipment to be safe, clean and in good repair.
	113	Outdoor space - natural environment

Aim

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

Implementation

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

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

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

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

Sources

Education and Care Preschools National Regulations 2018

National Quality Standard

Early Years Learning Framework

Work Health and Safety Act 2011 NSW

Work Health and Safety Regulation 2017 NSW

National Health and Medical Research Council: Staying Healthy in Childcare 2015 - Preventing Infectious Diseases

Review

Review will be conducted by:

- Management
- Employees
- Families

Last reviewed: October 2018

Date for next review: 2020

Sleep, Rest, Relaxation and Clothing

NQS

QA1	1.2.3	Child directed learning - Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
QA2	2.1.1	Wellbeing and comfort - Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.

Education and Care National Regulations 2018

Regs	81	Sleep and Rest
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EYLF

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

Aim

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

Implementation

Our educators will ensure

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

Hygiene practices

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

Children's Clothing

- Children should be clothed in an appropriate manner which will allow them to explore and play freely and not restrict them using equipment while at play
- Clothing should also allow easy access for toileting i.e. elasticised trousers, track pants – rather than buttons, zips, belts etc.
- Children will be encouraged by educators to use aprons for messy play and art experiences to protect their clothing. For this reason it is important to not send the children in their best clothes.
- Children should be appropriately protected from the sun during outdoor play - please refer to sun safety policy for further directives on hats and clothing.
- Children's clothing should accommodate weather conditions. I.e. be loose and cool in summer to prevent overheating and warm enough for cold weather – including outdoor play. At all times educators will monitor children to ensure they are appropriately dressed for all weather, play experiences, rest and sleep routines.
- Children should have appropriate footwear that enables them to play comfortably and not cause safety concerns. I.e. thongs, clogs or backless shoes have a trip factor and do not allow children to use equipment safely.
- Comfortable and non-restrictive clothing is important at sleep time to promote your child's comfort at this time of the day.
- Clean and appropriate spare clothing will be made available to children should it be needed.
- All clothing and belongings must be clearly labelled with the child's name.

Sources

Education and Care Preschools National Regulations 2018

Early Years Learning Framework

Work Health and Safety Act 2011

Work Health and Safety Regulations 2017

United Nations Conventions on the Rights of a Child

Review

The review will be conducted by:

- Management
- Employees
- Families

Last reviewed: October 2018

Date for next review: 2020

Sun Protection Policy

NQS

QA2	2.1	Each child's health is promoted.
	2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard
QA3	3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
	3.2.3	The service cares for the environment and supports children to become environmentally responsible.
QA6	6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
	7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.

Education and Care National Regulations 2018

	108	Space requirements—outdoor space
	113	Outdoor space—natural environment
	114	Outdoor space—shade
	115	Premises designed to facilitate supervision

EYLF

LO3	Children take increasing responsibility for their own health and physical wellbeing.
	Educators discuss health and safety issues with children and involve them in developing guidelines to keep the environment safe for all

Aim/Rationale

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

Procedure

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

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

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

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

The preschool will:

- Provide SPF 30+, broad-spectrum, water-resistant sunscreen and the teachers will ensure children have had sun screen applied at least 20 minutes before going outside. Provide shaded areas within the playground using natural shade from trees and shade from sails positioned around the playground.
- Program outdoor activities to be offered to children in shaded areas.
- Incorporate sun- and skin-protection awareness activities in teaching programs.
- **Not apply** sunscreen in the months of June and July as the UV index is mostly below 3 during these months, which is regarded as low.
- **Not require** children or staff to wear hats in the months of June and July as the UV index is mostly below 3 during these months, which is regarded as low.

The educators will:

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

The parents will:

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

Education and Information

Sun protection will be incorporated regularly into learning programs. Sun protection information will be promoted to educators, families and visitors. Further information, support and free resources are available from the Cancer Council website www.cancercouncil.com.au/sunsmart or call the SunSmart Information Line on 02 9334 1761.

Policy Availability

The sun protection policy, updates and requirements (including hat, clothing and sunscreen) will be made available to educators and staff, families and visitors on our website or a hard copy in the Office.

Sources

Education and Care Services National Regulations 2018

Work Health and Safety Act 2011

Work Health and Safety Regulation 2017

National Quality Standard

Cancer Council NSW Sample Sun Protection Policy

Review

Review will be conducted by:

- Management
- Employees
- Families

Reviewed: October 2018

Date for next review: 2020

Technology Usage Policy

NQS

QA1	1.1.1	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
QA4	4.2.2	Professional standards guide practice, interactions and relationships.

Education and Care National Regulations 2018

Regs	73	Educational programs
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EYLF

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

The Preschool engages children and staff in using information technology and equipment as one of the 100 Languages to engage with. We are on a continual journey to expand our skills and to extend on our creativity of thinking and expression.

Who is affected by this policy?

- Educators
- Children
- Families
- Management

Implementation

Computer and Related Technology Usage

- Computers /iPads at the preschool may only be used for work relevant to the operations and activities of the preschool. Examples of these activities include administration, research, programming and professional development.
- If relevant to the children's learning, child appropriate websites may be accessed. However, children will only access the computers /iPads when directly supervised by appropriate educators.
- Similarly, music, videos etc may be streamed from the computers /iPads if it is relevant to the children's learning or relevant to research or professional development undertaken by educators. However, streaming of this kind will only take place from websites where this can legally take place such as iTunes or YouTube.
- If an educator has brought in their own laptop to complete work, educators will follow the premise that what they are doing whilst on their laptop is relevant to their job roles at the preschool.
- For those educators who can access the internet from their mobile phone, it is preferred that educators do not access the internet (whether they are using the preschool's Wi-Fi or their personal data plans) via their mobile phones but rather use the preschool's computers /iPads for work relating to their job role.
- Any educators found to be using the computers /iPads inappropriately will face an enquiry by management and other relevant parties to decide a course of action based on the severity of their misconduct.
- This policy is also inclusive of state and federal laws regarding computers /iPads usage. Should educators or other relevant individuals use the preschool's computers /iPads in a way that breaks a law, the preschool will take the appropriate required action (eg. Reporting to the police). Furthermore, the educator or individual will face an enquiry held by management and other relevant parties to assess whether this conduct will affect their role within the preschool's operations.

Computers, Television, DVD Player Usage

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

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

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

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

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

Sources

National Quality Standard

Early Years Learning Framework

Education and Care National Regulations 2018

Review

The review will be conducted by:

- Management
- Employees
- Parents

Reviewed: October 2018

Date for next review: 2020

Unenrolled Children Policy

Aim

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

Who is affected by this policy?

- Child
- Educators
- Families
- Management

Implementation

- On occasion, children who are not enrolled at our preschool may be present at the preschool.
- An example of this is when families come to pick up an enrolled child and they bring their other children with them, or when families visit to view the preschool and bring their children with them.
- At times like this, the children who are not enrolled at the preschool are the responsibility of the adult that brought them to the preschool in making sure they are safe and that they are supervised at all times as the environment may not be age appropriate.
- Any child that is enrolled at the preschool on a temporary basis will be included in the educator/child ratios.

Sources

Education and Care National Regulations 2018

National Quality Standard

Review

The review will be conducted by:

- Management
- Employees
- Families

Reviewed: October 2018

Date for next review: 2020

2. WAITING LISTS, ENROLMENTS AND FEES

Acceptance and Refusal of Authorisations Policy

NQS

QA2	2.2	Each child is protected
	7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service

Education and Care National Regulations 2018

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

Aim

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

Implementation

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

Source

Education and Care Services National Regulations 2018

Review

The review will be conducted by:

- Management
- Employees
- Families

Last reviewed: October 2018

Date for next review: 2020

Enrolment Policy

NQS

QA2	2.1	Children's health and safety.
	2.2	Safety - Each child is protected.
QA6	6.1	Collaborative partnerships with families and communities - Respectful relationships with families are developed and maintained and families are supported in their parenting role.
	6.1.2	Parents views are respected - The expertise, culture, values and beliefs of families are respected and families sh in decision making about their child's learning and wellbeing.
	6.1.3	Families are supported - Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
QA7	7.1.2	Governance and Leadership - Systems are in place to manage risk and enable the effective management and operation of a quality service.

Education and Care National Regulations 2018

Regs	77	Health, hygiene and safe food practices
	78	Food and beverages
	79	Service providing food and beverages
	88	Infectious diseases
	90	Medical conditions policy
	92	Medication record
	93	Administration of medication
	97	Emergency and evacuation procedures
	99	Children leaving the education and care service premises
	100	Risk assessment must be conducted before excursion
	101	Conduct of risk assessment for excursion
	102	Authorisation for excursions
	157	Access for parents
	160	Child enrolment records to be kept by approved provider
	161	Authorisations to be kept in enrolment record
	162	Health information to be kept in enrolment record
	167	Record of servie compliance
	168	Education and care service must have policies and procedures
	172	Notification to change of policies or procedures
	173	Prescribed information is to be displayed
177	Prescribed enrolment and other documents to be kept by approved provider	
181	Confidentiality of records kept by approved provider	
183	Storage of records and other documents	

EYLF

LO1	Children feel safe, secure, and supported
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Aim

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

The NNS aims to offer preschool places in a fair and equitable manner to all children between the ages of 3 and 6, taking into account the priority guidelines set down by the regulatory authority, and the preschool's own priority guidelines outlined below.

Who is affected by this policy?

- Children
- Families
- Educators

Implementation

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

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

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

Enrolments will be accepted providing:

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

Priority of Access Guidelines:

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

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

- A child at risk of serious abuse of neglect.
- A child of a single parent/guardian who satisfies, or of parents/guardians who both satisfy the work/training/study test under applicable legislation.
- Any other child.

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

- Children in Aboriginal and Torres Strait Islander families.
- Children in families which include a disabled person.
- Children in families on low income.
- Children in families from culturally and linguistically diverse backgrounds.
- Children in socially isolated families.
- Children of single parents/guardian.

Within category (3) above, 'Any other child', places are offered in the following order: [TO BE DISCUSSED]

- Children currently attending the preschool in order of application date.

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

Waiting List

Guidelines

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

Application Procedure

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

- Families are provided with a copy of the service brochure and are requested to view our waiting list and enrolment policies on the website www.northernnursery.nsw.edu.au
- Waiting list forms can be downloaded from the website or collected from the preschool in person. Completed waiting list forms can be emailed or delivered to the preschool. northernnursery@bigpond.com
- Each applicant completes a waiting list form (one per child) and a non-refundable administration fee is paid of \$50.00 per child. (Twins \$50.00).
- Families are invited to make an appointment to view the preschool. This can be done by phoning the office on 9969 3586 between 10.00am and 1.30pm each day. Appointments are necessary and are usually scheduled on Tuesday and Thursday mornings..
- Families are informed of the Priority of Access within our Waiting List Policy, and have their position assessed as to how they place within this system. Any matters that are sensitive of nature, such as discussing a child's additional needs, medical needs, Court Orders, parenting plans or parenting orders, will be discussed privately with the Director (Nominated Supervisor) at this time and supporting documentation will be requested.
- Should English be the second language, and a family needs the forms to be translated, we will seek assistance.
- A waiting list application returned to the preschool without the fee enclosed will not be activated. It is the responsibility of the family to ensure this is paid directly by direct debit or credit card. If paying by credit card, a 1% levy will be added to your fees.
- A receipt is issued once the fee is paid either at the time of payment or via mail.
- Families are responsible for providing written notification of change of address or phone number to NNS.

From Waiting List to Allocation of Places and Enrolment

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

Non-Acceptance of Place

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

Allocation after January Intake

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

Sibling Priority

Sibling priority is given to children who have had a sibling previously attend NNS and are on the waiting list.

Places are offered in the order outlined in Waiting List Policy above.

Children with Additional Needs

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

Enrolment:

Attendance

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

Enrolments for Returning Families

- All families currently with children at the NNS will be given a letter at the end of Term 2, asking them to inform NNS as to whether their child will be returning the following year, or going to school. They will be asked to nominate which school, to help with transition to school procedures.
- All children returning to the NNS are given a letter offering a 3 day placement for the following year at the beginning of Term 3.
- Families are required to complete the Confirmation of Acceptance form and send it back to NNS within 10 days of receiving the letter.
- Families are notified in writing of their secured placement.
- As children will be moving to a three day program, families will be asked to increase their 4 week refundable holding deposit (see below) to account for fee increases and the additional day. The deposit will be held until the child's last term at NNS and deducted from that term's fees.

Notification of Placement for New Families

- Families will receive an offer of placement from the beginning of July.
- Families accepting the offer need to complete the Confirmation of Acceptance form and return it along with a holding deposit of 4 weeks' fees to NNS within 5 days of the date of offer.
- The holding deposit will be held until the child's last term at NNS and deducted from that term's fees.
- If for any reason families later decide not to take up the place, the deposit (whole or part of) will only be refunded if the place can be filled.
- Families who fail to respond to the offer or pay the holding deposit within the given time frame will forfeit their place.
- Families who do not wish to accept a place but wish to remain on the list must inform the Director (nominated supervisor) or the Administrative Officer and they will maintain their place on the waiting list.
- Second-round offers are made from October.

Cancelling Your Child's Place

- Four weeks' notice of intention to withdraw children from the preschool must be given in writing to the Director during term time. The four weeks' notice does not include the period when the preschool is closed.
- Deposits/fees are refunded only if the place can be filled but not in any other circumstances.

- Any cancellations during Term 4 will mean forfeiting the fees for that term as it is unlikely the preschool will be able to fill the place.

Orientation Information

Families who accept a place and pay the deposit are sent the following information:

- An enrolment form and information booklet.
- Information outlining details of forthcoming orientation days and parent information nights.
- A copy of the fees policy.
- Before a child begins at NNS, families will be offered the following orientation processes
 - Initial tour of the preschool
 - Parent and child individual orientation, if required
 - Parent orientation evening for all parents who have accepted a place
 - Child orientation afternoon for all children attending the preschool the following year
- A copy of the Parent Welcome Book will be given at one of the orientation meetings, and information at the Orientation evening will include the following:
 - Programming methods
 - Room routines
 - Signing in and out
 - Food and waste free policy
 - Medication and Health
 - Allergy policies - the preschool is nut free
 - Sun policy
 - Toilet training
 - Where to find all policies and procedures
 - Performances and special activities at the preschool
 - Excursions
 - Inclusiveness
 - Fees
 - Staff qualifications
 - Communication procedures
 - Regulations for our state and the licensing and assessment procedures
 - The National Quality Framework
 - Child Care Benefit for Registered Care
 - Before the child begins their first day with us, the service must have their enrolment form, including copies of birth certificates, immunisation details and specialist's documents. The child will not be accepted into the service without this being completed.
- Families will be encouraged to ask any questions, and raise any concerns.

On the child's first day:

- The child and their family are welcomed into their room for the first day, staggered starts may be required and parents will be informed by letter in January. Parents and children will be shown the procedures that we would like them to be familiar with, some of these for our parents are compliance responsibilities and must be followed.
- The Director (Nominated Supervisor) and parents will ensure all details are finalised in the child starting at the preschool.

Hours of Operation: Strictly 9:00am-3:00pm

Aim/Rationale

To ensure the safety and wellbeing of all children within the hours of operation of the Northern Nursery School.

Procedure

- The license for operation at the Northern Nursery School states hours of operation are strictly 9:00am to 3:00pm.
- Before 9:00am the educators are busy preparing and ensuring the indoor and outdoor settings are safe for the children and their families.
- This time is also used for valuable educators' communication e.g. team meetings, family meetings, discussions about changes and objectives for specific children.
- Children are not permitted to be left in any of the rooms by their parents before 9:00am when the teachers are not in attendance.
- As we close at 3:00pm, we need to ensure that all parents are at the preschool by 2:50pm in order to talk to teachers and complete departure responsibilities.
- Except in emergencies, children must be collected by 3:00pm and no later. The staff have many duties to perform after 3:00pm before they leave the preschool, such as cleaning, packing away, programming, reflections, portfolios and evaluating the day. Staff also have appointments and personal commitments outside preschool hours.
- If an emergency occurs, parents must ring to inform the staff as soon as possible.
- Children collected after 3:00pm: please follow procedures in *Care of Children Left at the Preschool after 3:00pm* policy below. Remember: children will be distressed if you are late. The Director (nominated supervisor) will seek a meeting with the parents to ensure this situation does not continue.
- All children must be signed in and out of NNS by a registered adult.

NNS Dropping off and Collection of Children

Aim

The service and all educators can ensure the safety of all children in leaving the service, by following the protocol set down in the regulations and the preschool procedures.

Procedures

Arrival:

- All children must be signed in by their parent or person who delivers the child to our service. If the parent or other person forgets to sign the child, the child will be signed in by the educators in the child's room.
- An educator will greet and receive each child and parent to ensure they can talk about how the child has been.
- Parents will encourage their child to put their morning tea and water bottle into the basket and their lunch into the fridge.

Departure:

- All children must be signed out by their parent or authorised person who collects the child from our service.
- If the parent or authorised other adult forgets to sign the child out they will be signed out by one of the educators in the child's room, but only in the circumstances where that educator has seen the child be collected by their parent or authorized adult. The educator would also ring the parent and inform them that on behalf of them, you are signing them out.
- Children can only be collected by a parent, an authorised nominee named on their enrolment record, or a person authorised by a parent or authorised nominee to collect the child.
- Children will not be released into the care of persons not authorized in writing to collect the child e.g. on our enrolment form, emailed to the service by the parent or written and signed off in the diary in the child's room, or court orders concerning custody and access.

- The Director and educators will ensure that the authorised nominee pick-up list for each child in their enrolment form is kept up to date.
- It is our policy that we do not allow anyone under the age of 18 to collect children.
- No child will be released into the care of anyone known, or not known to educators, unless they have **sighted** written confirmation from the parent authorising them they can. The person if not known will have to show photo identification. Parents must give prior notice in writing, via email, phone calls must be followed up by email, letting us know who will be picking their child up and the relationship to the child. This written confirmation will be kept on file.
- If educators do not know the person by appearance, the person must be able to produce some photo identification. If educators cannot verify the person's identity, they must contact the parent again before releasing the child into that person's care.
- At the end of each day educators will check the sign out sheets and children's lockers to ensure that no child remains on the premises after the service closes and sign off that all children have been collected.
- Children may leave the premises in the event of an emergency with their educators, including medical emergencies.
- If a child is absent from the preschool, their absence will be recorded.
- To ensure we can meet Work Health and Safety requirements and ensure the safety of our children, adults visiting our service must sign in when they arrive at the service, and sign out when they leave.

Staff protocols in releasing children to people other than authorised family or friends on the enrolment permission forms:

- If someone other than the family or known authorised person has come to pick up a child, check the diary and confer with other teachers / Director / Office to see if the parent has phoned or emailed to let us know.
- Never release the child to that person without the parent's verification. Call the parents if there is ANY confusion at all.
- Always sight and photocopy the person's photographic ID if the person collecting is doing so for the first time.

If the person collecting the child appears to be intoxicated, or under the influence of drugs, and educators feel that the person is unfit to take responsibility for the child, educators/ Director will:

- Discuss their concerns with the person, if possible without the child being present
- Suggest they contact another parent or authorised nominee to collect the child.
- Will inform the police of the circumstances, the person's name and vehicle registration number if the person insists on taking the child.
- Educators cannot prevent an incapacitated parent from collecting a child, but must consider their obligations under the relevant child protection laws.

The Care of Children Left at the Preschool after 3.00pm

Aim/Rationale

To ensure the safety and wellbeing of any child left at the preschool after 3.00pm.

Implementation

- 2 members of staff must remain with the child(ren) left at the preschool after 3.00pm. Staff and child(ren) must remain on the premises at Northern Nursery School.
- A staff member is to phone parents at home and work. If no response, phone emergency contact numbers. Continue to try all numbers until 4:00pm. Keep a record of numbers & times that calls were made for referral later by police & preschool.
- Staff must inform the Director (nominated supervisor) if parents are non-contactable.

- If no response to any of the numbers by 4pm, then staff will contact the Chair of the Management Committee to inform of the situation.
- Staff will then contact Mosman police station and explain the situation and leave their name and contact details and child's name, together with parent/guardian's phone contact.
- At this point, if by 5:00pm there is still no contact with family or emergency contacts, staff will inform the Director and the Chair of the Management Committee that they will take the child to the local police station.
- Both staff with the child should take a taxi to the police station, staff taking a copy of the child's complete Enrolment Form and Emergency details with them.
- A detailed note must be attached to the front door of the preschool advising the parent that the child has been taken to Mosman police station, stating the staff members' names, their phone numbers and address and telephone number of the police station.
- Both staff members will stay with the child at the station until the parent or emergency contact person arrives. If for any reason, staff are unable to stay, they will contact the Director so another permanent staff member will be contacted to take their place.
- If the child is not collected before 7.00pm, then s/he will be cared for by the Police or the Child Protection Unit.

Cancelling the Enrolment of a Child's Place

Aim/Rationale

The Management Committee recognises that there may be some extreme circumstances where the appropriate course of action is the cancellation of enrolment of a child's place. This would not be a decision taken lightly and would require all possible avenues of resolution to be explored first. Our aim is to provide the best possible care and education for all children at the preschool.

Procedures

Circumstances that could lead to cancelling a child's enrolment:

- A parent committing an illegal act on the preschool's premises.
- Continual non-compliance with the preschool's policies or procedures.
- Parents who abuse or threaten children, staff or other parents in the preschool.
- Habitual non-payment of fees, as per our Fees Policy.
- Willfully or negligently making a false or misleading statement that relates to the enrolment of a child at the preschool or to the care the child receives.
- Any circumstance that the Management Committee believes adversely affects the ability of the preschool to give proper care to a child and /or the family, or adversely affects the welfare of staff or other children and families at the preschool.
- Extreme behaviour of the child which the preschool educators are unable to manage, which affects the well-being of other children at the preschool.
- The Director (nominated supervisor) will make the Management Committee aware of any situation that may possibly lead to a cancellation of a child's place. Confidential, dated, written records of the situation will be made and kept in a secure with the child's enrolment form.
- The Management Committee and the Director (nominated supervisor) will arrange a meeting/s with the family to discuss the situation in order to move towards a positive resolution. Confidential, dated, written records will be made, detailing discussions, issues raised and actions taken. These are to be signed by all parties present at the end of each meeting as a true and accurate recording of events and kept in a secure place with the child's enrolment form.
- All avenues of resolution will be followed through within a specified and agreed time frame.
- If, after every effort has been made, the Management Committee believes that there is still no alternative to cancelling the child's place, it will give the family four weeks' notice in writing.

Sources

Work Health and Safety Act 2011

Work Health and Safety Regulations 2017

Child and Young Persons (Care and Protection) Act 1998

Education and Care Services National Regulations 2018

National Quality Standard

Early Years Learning Framework

Review

Review will be conducted by:

- Management,
- Employees,
- Family Members

Reviewed: August 2018 Date for next review: 2020

Fees Policy

NQF

QA7	7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
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Education and Care National Regulations 2018

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

Northern Nursery School (NNS) is a community-based, not-for-profit preschool that relies on the payment of fees and government funding to ensure day-to-day running. The Management Committee reviews NNS fees at the end of each year. We are committed to the provision of high quality care and education and do our best to keep fees as low as possible.

Payment Procedures

- Fees for the whole term are billed in advance. **Fees for term 1** are billed in the first week of the term. **Fees for terms 2, 3 and 4** are billed three weeks before the end of the previous term i.e. three weeks before the holidays.
- Families receive an invoice in their child's communication file located in the sign-in area in each room.
- Fees are payable within 14 days of receiving the invoice (within 7 days in Term 1).
- In the event that families have difficulty paying fees in one lump sum, they need to speak to the Director (nominated supervisor) to negotiate staggered payments, which will then be confirmed in writing.
- We can only accept internet transfers or credit card payments that will attract a 1% levy. We are unable to accept cash.
- Internet bank details are:
 - Bendigo Bank BSB: 633 000
 - Account number 141966374
 - Families need to ensure they provide their name with payment so receipts can be issued correctly.

Acceptance Deposit

- On acceptance of the position offered, a four-week deposit will be payable and held until the child's last term at NNS and will be deducted from that term's fees. If the child is withdrawn at short notice (please see Enrolment Policy) and we are unable to fill this position immediately, part or whole of the deposit will be forfeited.

Compulsory Building Fund Levy (Currently \$100 per Term)

- The building fund levy of \$100 each term, is billed with the fees each term (as described above).
- The building fund levy is payable within 14 days unless alternative arrangements are made.

Late Payment of Fees

In the event that fees are not received in due date, the following steps will be taken:

- A second statement stamped 'Outstanding' will be placed in the child's file and emailed.
- If payment is not received within one week, and no communication has been received, then an email from the Director (nominated supervisor) will be sent requesting immediate payment.

- If payment is not received by the beginning of the fourth week, and still no communication has been received, the Director will ring to request immediate direct debit payment.
- If there is no resolution after a 4 week period has passed, then the child will be unable to continue to attend the preschool, unless an alternative arrangement has been made with the Director (nominated supervisor).

Termination of Enrolment

In Terms 1, 2 and 3, parents must notify the Director (nominated supervisor) in writing of their child's withdrawal from the preschool giving four weeks' notice (not including any period when the preschool is closed). If we are able to find a replacement, fees for that term will be prorated. If not, full term fees will apply. Should a child be withdrawn inside the four week period, the deposit paid on acceptance of original offer will be forfeited if a replacement cannot be found.

Cancellation of attendance for Term 4 must be given in writing four weeks' prior to the end of Term 3, otherwise full fees will be payable.

Economic Subsidy for School Fees

Northern Nursery School is committed to access and equity principles and, as such, provides economic subsidies to two families on low incomes.

- This subsidy is funded in part by the regulatory authority and partly by NNS.
- There is funding available for 2 part time places each week, being one 2 day place and one 3 day place.
- Applications for the subsidy must be made at the beginning of each term. Families must provide certified proof of income e.g. tax return, Health Card.
- For further information, please discuss with the Director (nominated supervisor).

Sources

Education and Care Services National Regulations 2018

Review

Review will be conducted by:

- Management,
- Employees,
- Family Members

Reviewed: October 2018

Date for next review: 2020

3. MANAGEMENT, PARENTS AND FAMILIES

Code of Conduct for Staff

NQS

QA4	4.2	Professionalism. Management, educators and staff are collaborative, respectful and ethical.
	4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
	4.2.2	Staff, co-ordinators and educators work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.
	4.2.3	Professional standards - Professional standards guide practice, interactions and relationships.
QA5	5.1	Relationships with children. Respectful and equitable relationships are maintained with each child.
	5.1.2	The dignity and rights of the child are maintained.
QA7	7.2.3	Educators, co-ordinators and staff members performance is regularly evaluated and individual plans are in place to support learning and development.
	7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.
	7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.

Education and Care National Regulations 2018

Regs	168	Education and care service must have policies and procedures
	172	Notification of change to policies or procedure
	173	Prescribed information to be displayed
	55	Quality improvement plans
	56	Review and revision of quality improvement plan

Aim

Our preschool aims to ensure that positive working relationships are formed between all educators and management. Educators and management are required at all times conduct themselves in an ethical manner and strive to make all interactions respectful, professional, positive and compliant in line with the Preschool's philosophy, contracts, job descriptions and Early Childhood Australia's Code of Ethics.

Ethical Code of Conduct

Each educator, staff member, committee member, volunteer and student at the Northern Nursery School is required to uphold the Code of Ethics, Early Childhood Australia, which underpin core ethical conduct principles to positively promote interactions within the preschool and the local community.

GENERAL OBLIGATIONS

- You must act lawfully, honestly and exercise diligence in your work and in your relationships.
- You must treat others with respect at all times.

- You must avoid conduct that:
 - Is detrimental to the pursuit of the charter of the preschool.
 - Is improper or unethical.
 - Is an abuse of power.
 - Causes or involves intimidation, harassment or verbal abuse.
 - Causes or involves discrimination, disadvantage or adverse treatment in relation to your employment and others in the preschool.

Fairness and Equity

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

Harassment, Bullying and Discrimination

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

Our preschool is an Equal Opportunity Employer and recognises the vast skills and knowledge of individuals from all backgrounds.

Development Decisions

It is your duty to ensure that decisions are properly made and that parties involved are dealt with fairly.

If there is any uncertainty about the ethical issues around an action or decision you are about to take, you should consider these five points:

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

You have the right to question any instruction or direction given to you which you consider to be unethical. If you are uncertain you can seek advice from your Director (Nominated Supervisor), or the Director may seek advice from the Chairperson and / or Ombudsman.

Relationships

Obligations of employees

The Director (Nominated Supervisor) is responsible for the efficient and effective operation of the Northern Nursery School.

Employees have an obligation to

- Give their attention to the business of the preschool when at work.
- Ensure that their work is carried out efficiently, economically and effectively.
- Carry out lawful directions given by any person having authority (Director, Team Leader, Management Committee).

Obligations during meetings

All employees must behave in a respectful manner towards management, other staff, parents or visitors present during meetings.

Inappropriate interactions

The following interactions are inappropriate:

- Employees approaching other employees directly on individual staff matters that don't concern them.
- Using preschool information for personal purpose or benefit.
- Disclosing any information discussed during a confidential meeting
- Using confidential information other than in the proper performance of your duties.

- Converting any property of the preschool to your own use unless properly authorised
- Using the preschool's computer resources to search for, download, access or communicate any material of an offensive, obscene, pornographic, threatening or abusive nature.

You must:

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

Guiding Principles

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

Reporting Breaches and Complaints handling Procedures

Corrupt conduct, maladministration and waste of resources

It is the responsibility of all staff to report any instances of the above in accordance with the preschool reporting policy

Reporting breaches of the code of conduct

The first responsibility for all staff is their duty of care to children, therefore it is the duty of all staff to report breaches of the code of conduct to the Director (Nominated Supervisor), preferably in writing. Where it is believed that the Director has failed to comply with this code, you should report the matter to the Chair of the Management Committee, preferably in writing.

The Director or Management Committee will follow up any issues that have been raised in an appropriate manner.

Complaint handling procedures- staff conduct

The Staffing Arrangements policy sets out the process to follow if you have concerns about other employees' conduct.

Code of Ethics – Early Childhood Australia

The Code of Ethics will be given to all staff on induction and a copy will be kept in the staff room for referral.

Staff Interactions

- All staff will maintain positive, trustworthy and co-operative relationships with their co-workers
- Show respect for all staff, which will be reciprocal.
- Value and accept differences in other staff, we are a diverse country.
- Showing appreciation of each other's background, unique skills and contributions to the preschool that promote the preschool and what it can offer children and families in a positive manner.
- Always look for and support the strengths in each other and try not to focus on weakness.
- Resources and information will be shared amongst staff.

- Staff will offer each other support in meeting their professional development and needs.
- Co-workers will be given due recognition for professional achievements by the whole team.
- Policies and working conditions will encourage competence, wellbeing and self-esteem for all staff.
- Where possible all staff will provide professional support, thoughtful input and resources for other staff as they may be required.
- Respect will be shown for all members of the team and consideration given to their feelings, values and opinions no matter how they may differ from our own.
- Information and observations regarding all of the preschool's children will be shared.
- Information relative to the families of the preschool's children which affects individual children will be shared.
- Staff will treat each other with empathy, respect and courtesy
- Staff will endeavour to develop positive working relationships, which will provide a positive role model of social skills to the children.
- Regular staff meetings will provide a forum for group discussions on all matters relating to staff problems. Any staff member unable to attend will be expected to find out what was discussed.
- Staff will consider each other and work as a team in order to share the workload. Decisions concerning children and programs will utilise the appropriate training, experiences and expertise of each other.
- Staff will be honest and open when resolving differences of opinion or personal conflicts amongst themselves. These will be resolved quickly and always away from the children.
- Staff will approach the staff member directly involved about any grievances you may have with them. Don't complain or gossip to other staff or parents/guardians – see Grievance Policy.

Guidelines for Conflict

- The Northern Nursery School understands that grievances occur in all workplaces and handling them properly is important for maintaining a harmonious and productive work environment. The aim of these guidelines is to assist all at the preschool to deal with grievances so that small issues or problems do not escalate and to ensure fairness for all persons involved. The grievance policy is set out in the Staffing Arrangements Policy and you should refer to that Policy for more detail.
- Staff who have a grievance should, if they feel comfortable doing so, talk directly to the person they have the grievance with. Both should try to resolve the issue and develop solutions to ensure that the problem does not happen again. Privacy, confidentiality, respect and open-mindedness must be paramount during any discussion, and the discussion must not take place in front of children.
- Staff are encouraged to communicate openly with the Director. Problems can be discussed formally, informally or at an educator meeting if appropriate and if it does not put the privacy or confidentiality of an employee at risk. Team-work is encouraged amongst staff and having respect for other team members is crucial.
- If informal communication does not resolve the matter, then refer to the Staffing Arrangements Policy for more information.
- If any grievance is related to suspected or actual unlawful conduct, the issue must be raised with the Director immediately and in private.

Management Interactions and Responsibilities

At Northern Nursery School, Management holds responsibility for:

- Ensuring the preschool runs smoothly.
- Supporting the Director (Nominated Supervisor) in their role.
- Keeping all preschool families up to date with major issues concerning the preschool.
- Employing new staff.
- Being available to support staff.
- Following policies and making sure all staff are following policies and procedures.
- Developing the preschool policies with the Director (Nominated Supervisor).
- Ensuring educator ratio and qualification requirements are met.
- Financially running the service

- The Director will support the Management Committee in meeting all of the above.

To allow effective communication to take place between staff and the Management Committee, different methods of communication must be made available. These include:

- Verbal communication in person.
- Phone Communication.
- Staff meetings.
- Via other forms of written word such as letters, notices, emails etc.
- Staff appraisals and reviews.

Sources

Education and Care National Regulations 2018

National Quality Standard

Code of Ethics Early Childhood Australia

United Nations Convention on the Rights of the Child

Review

The review will be conducted by:

- Management
- Employees
- Families

Last reviewed: October 2018

Date for next review: 2020

Family Law and Access Policy

NQF

QA2	2.2.3	Educators, management, and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect
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National Regulations

Regs	84	Awareness of child protection law
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Aim

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

Who is affected by this policy?

- Children
- Families
- Educators
- Management

Implementation

Parents/guardians, regardless of their marital status, have joint and equal legal responsibilities for their children unless there is a Court Order determining otherwise. Court orders change parenting responsibilities and stipulate which parent has what responsibilities. There are 4 types of parenting orders:

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

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

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

Residency can be a shared arrangement.

NNS staff members and educators need to be knowledgeable of whether any court orders have been issued and which parent/guardian has specific legal rights and responsibilities. Thus, the preschool will need to access any relevant Court Orders issued. The Northern Nursery School is not legally able to allow children to leave the School without permission of the custodial parent/guardian.

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

Sources

The above information has been adapted from the Family Court of Australia website

www.familycourt.gov.au

Family Law Act 1975

Education and Care National Regulations 2018

National Quality Standard

Review

The review will be conducted by:

- Management
- Employees
- Families

Last reviewed: October 2018

Date for next review: 2020

Governance Policy

NQS

QA6	6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
	6.1.2	The expertise, culture, values and beliefs of families are respected and families share in decision making about their child's learning and wellbeing.
QA7	7.1.1	Governance supports the operation of a quality service.
	7.1.1	A statement of philosophy guides all aspects of the service's operations.
	7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
	7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.

Education and Care National Regulations 2018

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

Aim

Northern Nursery School will meet its legal and financial obligations by implementing appropriate governance practices that support our aim to provide high quality education and care that meets the objectives and principles of the National Quality Framework, the National Quality Standards and the Early Years Learning Framework.

Service Structure

Our service has the following organisational structure.

The Approved Provider is: Northern Nursery School Limited.

The Management Committee

The Northern Nursery School is a parent-governed, not-for-profit, community-based preschool. The Management Committee through the Chair is the Approved Provider and has overall responsibility for the NNS. The Management Committee and the Director (nominated supervisor) are responsible to the Department of Education and Community for the financial accountability and stability of the preschool, employment of teachers, strategic decisions that affect the preschool operations and the long term objectives for ensuring the wellbeing and continuity of the preschool.

The Director (nominated supervisor) is also responsible for the day-to-day operation of the preschool as well as and reports directly to the Chair of the Management Committee.

The educators and other staff are responsible for ensuring NNS policy and practice is put into place and report to the Director.

In March of every year the Annual General Meeting is held when parent representatives are elected to stand on the Management Committee. The Chair and all key positions are elected by the Management Committee. The Management Committee is accountable to all funding bodies that fund the service, therefore all decisions taken about the operation of the preschool must adhere to any guidelines and agreements required by the funding body.

The composition of the Management Committee is as follows (up to 14 members):

- Chair elected by the /Management Committee

- Vice Chair
- Treasurer
- Secretary
- Staff Liaison Officer
- Up to 9 other committee members as required from year to year

The Management Committee has a range of responsibilities prescribed in the Education and Care Services National Law and Regulations, including

- keeping accurate records and retaining them for specified timeframes.
- ensuring the financial viability of the service
- overseeing control and accountability systems
- supporting the Director (Nominated Supervisor) in their role and providing resources as appropriate for the effective running of the service.

Determining the Responsible Person at the preschool and the Educational Leader:

- Where the Nominated Supervisor is present they will automatically be designated as the person responsible for the service at the given times that they are on the premises and the Nominated Supervisors name will be clearly displayed in the foyer as the person responsible. The Nominated Supervisor is responsible for the day to day management of the preschool and has a range of responsibilities prescribed in the national law and regulations.
- Where the Nominated Supervisor is not on the premises the service will display (in the foyer) the name of the staff member who holds a Certified Supervisors Certificate who is then deemed to be on duty at a given time. The Certified Supervisor (educator) takes on the responsibility for the day if the Director (nominated Supervisor) is absent from the preschool.
- The staff sign in and out book will serve as a formal record of which Certified Supervisor (educator) was the 'responsible person' on any given day.
- The Educational Leader mentors, inspires and collaborates with educators to provide a quality learning environment.

Lines of Communication within Northern Nursery School

Aim/Rationale

Clear lines of accountability and communication provide the basis for a healthy team. There are several mechanisms in place to promote communication and input to decision-making. We believe that an effective communication model decreases the risks of misunderstanding and conflict and increases the opportunity for discussion and shared decision-making.

Procedure

Management Committee meetings are held twice a term. Educators are welcome and encouraged to attend. It must be noted that, unless invited to speak on a specific topic, visiting educators do not participate in the meeting nor do they have a vote.

Educators will discuss with the Director (Nominated Supervisor), at least two weeks in advance, of any agenda items they would like to raise at the Management Committee meeting. Minutes are produced at each meeting and placed in the staff room file for staff information and in a file in the foyer for families to read.

Parents can attend management meetings if they wish, provided they have informed the Director (Nominated Supervisor) or a Management Committee member one week prior to the meeting. It must be noted that, unless invited to speak on a specific topic, visiting parents do not participate in the meeting nor do they have a vote.

The Social Club organises the preschools major annual fundraiser and meets throughout each term as necessary, to discuss fundraising and social events. The club provides a report for each Management Committee meeting and gives feedback to the Director (Nominated Supervisor) who passes information on to staff.

Minutes of Management Committee meetings and Social Club meetings are posted on the NNS notice board for all parents and staff to read. This is an excellent way for staff to remain informed about issues which may concern or interest them but are not directly in their area of responsibility, including fees, fundraising, new building plans, etc.

The Director (Nominated Supervisor) and Chair will meet as necessary to discuss any issues, where they will discuss progress of the educators and preschool and progress of the Director against performance targets.

Formal communication between the Management Committee and the Director (Nominated Supervisor) is performed at the regular Management Committee meetings where the Director will present a Director's report. The Director's report will follow a standard format as in previous reports, and will be circulated to the Management Committee at least two days before the meeting.

The Director (nominated Supervisor) will meet regularly with Team Leaders to collaborate and encourage their input to administration and management tasks. This is also a forum to discuss leadership, staffing, curriculum and professional development issues.

Professional development meetings are held for all educators each fortnight. Educators discuss issues to do with documentation, curriculum, policy, philosophy, research, WH&S and children and families.

Housekeeping meetings focus on domestic and organisational tasks and are held each fortnight between 8.00am and 9.00am when necessary.

Planning meetings between teams occur as required. The purpose of these meetings is to discuss room issues, individual children, additional needs, documentation, curriculum etc.

Families and educators meet at 8.30am to discuss issues to do with individual children. These meetings occur when appointments are made.

Daily communication between families and educators is fostered about children's experiences and development.

The Director (Nominated Supervisor) and educators produce newsletters each term and provide additional information about issues and events as necessary via email or hard copy.

Parents are encouraged to contact the Director (nominated Supervisor), or Chair of the Management Committee to discuss or clarify NNS management issues. The Management Committee member or Director can then advise the parents of the person best qualified to pursue the matter.

Staff are to contact the Director (nominated Supervisor) in the first instance if there is an issue, then the Staff Liaison Officer on the Management Committee if this is not resolved to discuss or clarify the issue. The Director and or the Staff Liaison Officer will then meet with the staff member to resolve the issue.

Communication between the Management Committee, Director and Staff

On the whole, communication to the staff of Management Committee resolutions, policies and management issues directly affecting their roles will be performed by the Director (Nominated Supervisor).

The Management Committee may occasionally wish to communicate directly with the staff rather than through the Director (Nominated Supervisor). In such cases, communication will be performed by the Staff Liaison Officer or Chair. This will usually be reserved for situations where the Management Committee wishes to be strongly identified as the instigators of a specific measure or policy.

If at any time a staff member wishes to communicate a matter directly with the Management Committee, they are very welcome to do so and must do this through the Staff Liaison Officer. The Management Committee encourages open communication with the entire Northern Nursery School community. However, if the matter concerns a staff member's conflict or management issue, they must try to resolve issues through the Director first, in line with the conflict resolution policy and procedure.

Northern Nursery School Community Matters and Communication

A newsletter is distributed at the end of each term containing a wide range of information about the preschool's activities in that period. Parents are encouraged to ask for a printed copy of the newsletter if they do not have email access or have not received the email for some reason. Information is also regularly emailed or posted on the NNS notice board in the foyer. Important notices, such as the outbreak of a childhood disease in the school, are posted at the school entranceway. They may also be put into the child's folder in his/her room.

Communication re Administrative and Classroom Matters

Important matters regarding the classroom, administration, notification of important events, parental permission requests (for outings etc.) and specific notes about a child will generally be put into the child's folder located in their classroom.

This is the single most important channel for formal written communication between the preschool and the parents. Parents should check the folder every day that the child is in attendance.

Any matter of urgency, particularly with respect to an individual child, will be followed up with some form of verbal communication to the parent from the relevant NNS staff member.

Communication about children's learning and teaching

The NNS programming approach, philosophy, policies, National Quality Standards and the Early Years Framework are well documented. Information about the preschool's curriculum and approach to learning can be found at the preschool and on our website www.northernnursery.nsw.edu.au. More detailed information can be made available to interested parents on request.

Day-to-day children's interests, discussions, projects and journey are written and can be viewed by parents in the classroom. Each child also has their personal portfolio which celebrates their learning and development through educator's pedagogical documentation and examples of their work. This is available for viewing in the classroom and is sent home with the child for the families to view with their child and contribute to over the holiday breaks at the end of Term 1 and Term 2. This information is shared on the child's return with the group and builds the child's sense of belonging and connection between home and preschool. The portfolios must be returned within a few days of the following term so that the educators can keep it current.

Parents are encouraged to discuss their child's progress or specific concerns with the child's educator and/or the Director (Nominated Supervisor). Parents can make an appointment to speak with educators or the Director before school by phoning the preschool or talking to the educator at drop-off/pickup time. Formal meetings are arranged between parent and teacher during Term 1 and Term 3.

Sources

Education and Care National Regulations 2018
National Quality Standard

Review

The review will be conducted by:

- Management
- Employees
- Families

Last reviewed: October 2018

Date for next review: 2020

Harassment Policy

NQS

QA4	4.2.1	Management, educators and staff are collaborative, respectful and ethical.
	4.2.2	Professional standards guide practice, interactions and relationships.
QA7	7.1	Governance supports the operations of a quality service.
	7.1.2	Systems are in place to manage risk and enable effective management and operation of a quality service
	7.2	Effective leadership builds and promotes a positive organisational culture and professional learning community.

Education and Care Services National Regulations 2018

Regs	8	National Quality Standard.
	168	Education and care Service must have policies and procedures.

Aim

Aim/Rationale

Harassment in the workplace must be taken seriously as it can affect the health and wellbeing of all adults and children at the preschool. We at the Northern Nursery School believe that any adult, whilst at the preschool, should feel safe and be able to interact in an environment that is free from any type of harassment, whether it is sexual, verbal, physical, psychological or emotional.

We all have a responsibility to provide an environment for adults that is free from any type of harassment and to be aware of, and think about, the language and actions we use.

Procedure

Harassment can be:

- a remark, gesture or joke that is sexually suggestive, personally offensive or gender-specific
- making offensive negative remarks about an adult's gender or physical appearance or intellect
- deliberate or unwanted touching
- displaying offensive pictures
- something that causes offence (whether it was meant to cause offence or not)
- committed on a single occasion, but can also happen over a period of time
- committed by any adult whilst at the preschool.

If, whilst at the preschool, any adult feels that they are being harassed in any way, they should tell the Director (Nominated Supervisor) or Assistant Director or a representative from the Management Committee immediately. The issue can then be addressed to prevent it from happening again.

The first step, if the offended adult were comfortable in doing so, would be to speak directly to the offender and inform them that the harassment is unwelcome and that it needs to stop. It is also appropriate to mention the preschool's Harassment Policy.

The conversation can be held in private or with the Director (Nominated Supervisor) as a third party, if that seems appropriate.

The offended person should also keep a dated record of the incident and the action taken, in case it recurs.

If the harassment is of a more serious nature or if it is ongoing, or if the offended person is not satisfied, the Director (Nominated Supervisor) must inform the Management Committee. A meeting between the offended person, the

Director and representatives from the Management Committee will be arranged immediately to address the situation and work out a plan of action to ensure the offensive behaviour stops. A further meeting will be arranged with the person who was found to be offensive, to make them aware of the seriousness of the situation.

All meetings concerning any harassment are to be documented, dated and signed by all parties concerned and kept on the relevant staff member's file, or if it concerns other adults, a file will be established by the Director (Nominated Supervisor). The offended person can, if the incident is of a very serious nature that threatens their safety, contact and report the incident(s) to the police.

Sources

Education and Care National Regulations 2018
National Quality Standard

Review

The review will be conducted by:

- Management
- Employees
- Families

Last reviewed: October 2018

Date for next review: 2020

National Quality Framework Policy

NQS

QA7	Standard	7.1	Governance supports the operations of a quality service.
		7.1.2	Systems are in place to manage risk and enable effective management and operation of a quality service

Education and Care Services National Regulations 2018

Regs	8	National Quality Standard
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Aim

Our service participates in the National Quality Framework (NQF). The service aims is to provide the highest quality education and care available across all areas.

Who is affected by this policy?

- Educators
- Families
- Child
- Management
- Visitors

Implementation

The Northern Nursery School participates in and values the National Quality Framework (NQF), including the National Quality Standard (NQS), the Early Years Learning Framework (EYLF) and the Education and Care National Law and the Education and Care National Regulations 2018. This is conducted through the Australian Children's Education and Care Quality Authority (ACECQA) and the state licensing department through scheduled site assessment visits and where appropriate, spontaneous visits.

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

The Northern Nursery School will ensure that all educators and the Management Committee are informed about current practices and requirements in the NQF process by attending appropriate in-service/training, accessing any other publications and information about the accreditation process that may be of benefit – including those published by ACECQA.

Educators will involve parents, families and the Management Committee in each stage to seek their input and views into practices and care at the preschool – this includes having parent input into policy reviews, parent meetings and providing updates in newsletters about the preschool's current stage in the process.

The seven quality areas under the NQS are –

1. Educational program and practice (Early years Learning Framework, EYLF Principles and Pravtices & 5 Learning Outcomes)
2. Children's health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities

7. Governance and Leadership

The Ratings are as follows –

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

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

Sources

National Quality Standard

Early Years Learning Framework

Education and Care Services National Regulations 2018

Review

The review will be conducted by:

- Management
- Employees
- Families

Reviewed: October 2018

Date for next review: 2020

Parental Interaction and Involvement and Communication with the Preschool

NQF

QA6	6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
	6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
	6.1.2	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
	6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
	6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
	6.2.1	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
	6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
	6.2.3	The service builds relationships and engages with its community.
QA7	7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.

National Regulations

Regs	157	Access For Parents
	174	Time to notify certain circumstances to regulatory authority

Aim

Communications between family members and the Northern Nursery School are considered crucial for a child to reach their full development. Therefore, we aim to provide an environment where there is a strong emphasis on family/preschool communication to allow consistency and continuity between the home and the preschool environment. By encouraging family members to be involved in the preschool, we aim to provide a service that best meets the needs of our children and our community.

Implementation

Parent Communication

The relationship between families and educators form the basis of the strong foundations of NNS and parents are encouraged and included in all aspects of the preschool. These relationships/friendships are built over time from appreciation, respect and trust and enrich and strengthen the experiences of everyone involved, especially the children.

We view children as an integral part of their families. Parents are essential in increasing our understanding of their child(ren) and support us in the education and care for children. In turn, we can support parents if applicable to increase their competence and confidence in themselves, as well as their pleasure in and understanding of their child(ren).

Northern Nursery School aims to provide as many outlets as possible for family/service communication. These include:

- Face to face conversations every day.
- A take home sheet each week about the focus of children's learning.
- Regular communication through emails.

- Room Parents weekly and termly updates to their groups informing families of events within preschool and opportunities to catch up outside of preschool.
- A termly newsletter which will be emailed to all families and hard copies will be available at the preschool.
- End of Term pedagogical documentation about your child that will be kept in their portfolios that include their interests and development in the 5 key Learning Areas in the Early Years Learning Framework.
- Your child's portfolio will go home at the end of Term 1 and 2, so families can add to it. These must be returned at the beginning of the next term.
- A community notice board displaying upcoming events and notices.
- Two formal parent/teacher meetings a year, one in Term 1 and the other in Term 3.
- Regular informal meetings with parents and the opportunity to plan extra formal meetings if necessary.
- A Suggestions Box in the foyer where parents can anonymously (or give their names if desired) make suggestions to improve the service.
- Annual surveys regarding the preschool's philosophy and curriculum and you and your children feel about the preschool. This leads to affirmation of our approach and a quality improvement plan.
- Each family will be allocated a communication file where private correspondence between educators, the nominated supervisor or approved provider and the family can take place.

If necessary, staff have support and access to translation services to provide this information for non-English speaking families.

Parental and Family Involvement

We welcome parents to be a part of our daily program. This may be where you join the group your child is part of and spend time working with the educators to extend and challenge the children in following their interests and projects. It could also be where you share an activity or experience with the children, like cooking, singing, craft, reading stories, joining us on excursions and so much more. If you would like to be involved more formally, then the Management Committee or the Social Club or Room Parents roles may suit you.

- Families are welcome to visit at any time of the day and participate in the preschool's daily activities supporting their teachers and adding to the enrichment of the education of children.
- Families are encouraged to make suggestions and offer critique or positive thoughts about our program, philosophy, and management .
- Families are encouraged to share aspects of their culture and the work they do, and bring this into the learning experiences of children through reading, singing, cooking , discussions and creative experiences.
- We also have formal representation of parents on our Management Committee, Fundraising Social Committee and our Room Parents.
- Minutes of regular staff/parents meetings will be kept and available on request.

Management Committee

Parents volunteer to be on our Management Committee in a governance role, which is a regulatory requirement to operate the preschool. See Management Committee policy.

Fundraising Social Committee

At the beginning of each year parents volunteer to be on our Fundraising Social Committee, this is the spearhead for fundraising at the preschool. We rely on families to get involved in organising our main fundraiser, where we raise money to buy specific and special items, equipment or resources to increase our potential to extend on children learning and their environment. In getting involved, parents make long-term friendships as well as contribute enormously to the quality of our environment and resources that we can offer children and families.

Room Parents

At the beginning of each year parents nominate to be Room Parents. Usually each room will have 3 room parents.

Room parents play a pivotal role in bringing their families together within each room by organising social functions, play dates at the park, coffee mornings, dinners, encouraging other families to get more involved as in helping out with the morning tea, supporting their educators by spreading the word when help is needed and generally getting to know the NNS very well. Our success in the work we do with the children that attend NNS is enhanced by the close

relationships we have with our families. In getting involved, parents make long-term friendships as well as contribute enormously to the community feeling within NNS. It is a very rewarding and worthwhile endeavour.

All 3 groups above make an essential contribution to the wellbeing and ongoing viability of our preschool and in turn find it a very rewarding and worthwhile endeavour.

Sources

National Quality Standard

Education and Care Services National Regulations 2018

Review

- Management
- Employees
- Parents/Families

Reviewed: October 2018

Date for next review: 2020

Compliment and Complaint Handling

NQF

QA6	6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
	6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
	6.1.2	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
	6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
	6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
	6.2.1	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
	6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
	6.2.3	The service builds relationships and engages with its community.
QA7	7.1.2	Management systems are in place to manage risk and enable the effective management and operation of a quality service.
	7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.

National Regulations

Regs	157	Access For Parents
	174	Time to notify certain circumstances to regulatory authority

Aim

To ensure ongoing family and staff satisfaction, it is vital that compliments and especially complaints are dealt with professionally and can be discussed and resolved to everyone's satisfaction. .

To ensure that families and community are able to provide formal feedback including compliments and complaints regarding the preschool, there are procedures in place.

Procedures

Any person with a concern or complaint in relation to the running of our preschool either in administration or child interaction should do the following:

- Voice their complaint or concern with the Director (nominated supervisor) or email their complaint or concern addressing it to the Director (nominated supervisor). You will receive a personal response unless you have chosen to be anonymous.
- In the event a person has shared a complaint with a staff member, the staff member will immediately bring this to the attention of the Director. The Director will follow up with the person to resolve the issue.
- All matters are ideally dealt directly with the Director (nominated supervisor) and every effort will be made to solve the issue at this level. If the issue cannot be resolved at this level, the Management Committee can be approached in the following ways:
 - Any person may ask the Director (nominated supervisor) to take up the issue with the Chairperson of the Management Committee.
 - Any person may approach the Chairperson themselves and ask that a matter be taken to the Management Committee. The Chairperson will take the matter up with the Director (nominated supervisor) and then the Committee if appropriate.

- Any person can contact the Department Of Education and Community Services for advice on any issues that they may have about the preschool. 1800 619113
- If a preschool-wide problem has been brought to our attention, all families and staff will be informed of the contents of the complaint but not the person's name.
- The preschool will use the written documents from the person, plus any further documents from discussions, to ensure that the complaint is followed through and sufficiently investigated in a timely fashion. If resolved these notes will be kept in the complaints file and signed off by all concerned.
- If the complaint is not resolved, the Director will immediately inform the Chairperson in writing and arrange for a meeting which will include the Director, the Chairperson and the person to discuss the complaint and take action to resolve the matter. A written plan to resolve the issue will be formulated. Minutes of these discussions will be dated and signed by all present and kept in the Complaint file.
- At this point of the procedure if the situation is still not resolved, the following steps may be taken:
 - Discussion at MC level
 - Discussion at staff level
 - Meeting with the family/families
 - Referral to Department Of Education and Community Services
 - Amendment to policies and procedures if required

Serious Incident Report

- Any complaint alleging that a serious incident has occurred or is occurring at the service or the National Law has been contravened, the service is required to contact the Department Of Education and Community Services and notify them of the complaint.

Sources

National Quality Standard

Education and Care Services National Regulations 2018

Department of Education and Communities

Review

- Management
- Employees
- Families

Reviewed: October 2018

Date for next review: 2020

Policy and Procedure Review Policy

NQS

QA4	4.2	Management, educators and staff are collaborative, respectful and ethical.
	4.2.2	Professional standards guide practice, interactions and relationships.
QA6	6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
	6.1.2	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
QA7	7.1	Governance supports the operation of a quality service.
	7.1.1	A statement of philosophy guides all aspects of the service's operat
	7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
	7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.

National Regulations

Regs	31	Condition on service approval - quality improvement plan
	55-56	Quality improvement plans
	168	Education and care service must have policies and procedures
	170	Policies and procedures to be followed
	171	Policies and procedures to be kept available
	172	Notification of change to policies or procedures

Aim/Rationale

As a part of our commitment to the National Quality Framework (NQF), Northern Nursery School will regularly review our policies and procedures to ensure excellence and compliance. Our review processes also provides an important opportunity for families to offer their valuable input into the practices at the preschool and how best to meet the needs of each child being educated and cared for.

Our governing Acts and Regulations and the Philosophy of the Northern Nursery School guides it's policies, procedures and practices..

It is the responsibility of the Management Committee and Director (Nominated Supervisor) to ensure that all the relevant policies are in place, and that staff and families have the opportunity to be involved in their development and ongoing updating and evaluation.

Who is affected by this policy?

- Child
- Educators
- Families
- Management

Implementation

- All policies and procedures will be made available to families during the enrolment and orientation period for their child.
- Educators will notify families of how to access policies and procedures on the website and where they are located as a hard copy in the preschool.
- Our educators will ensure that all policies and procedures are reviewed as often as required. This gives both families and educators opportunities to suggest elements that need to be improved.
- For educators and management this will occur:
 - At educators meetings.
 - At the policy review points in the foyer
 - Overall review plan organised by the Management Committee and the Director, and as required.
 - In family meetings.
- For families this will occur:
 - Via newsletters.
 - At the policy review point.
 - At parent/educators meeting.
- However, at any time of the year educators and family members are invited to enquire and have input into the policies and procedures.
- All policies will be signed, sourced and dated at each review and educators will continuously seek out relevant information to provide the best possible environment.
- All stakeholders at the preschool must be informed of any changes to policies. This will occur in writing and be provided to families, educators, the Management Committee and any other relevant individuals.
- The preschool will ensure that parents of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have a significant impact on—
 - the preschool's provision of education and care to any child enrolled at the service; or
 - (b) the family's ability to utilise the service

Sources

Education and Care Services National Regulations 2018

National Quality Standard

Review

The review will be conducted by:

- Management
- Employees
- Families

Reviewed: October 2018

Date for next review: 2020

Privacy and Confidentiality Policy

NQS

QA4	4.2	Professionalism. Management, educators and staff are collaborative, respectful and ethical.
	4.2.2	Professional standards guide practice, interactions and relationships.
QA5	5.1.2	The dignity and the rights of every child are maintained at all times
QA6	6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
QA7	7.1	Governance supports the operation of a quality service.

Education and Care National Regulations 2018

Regs	177	Prescribed enrolment and other documents to be kept by approved provider
	181	Confidentiality of records kept by approved provider
	181-184	Confidentiality and storage of records

Aim

This policy is to address the issues of privacy and confidentiality of children, educators, volunteer workers and parents using Northern Nursery School. It aims to protect the privacy and confidentiality by ensuring that all records and information about individual children, families, educators and management are kept in a secure place and are only accessed by or disclosed to those people who need the information to fulfil their responsibilities at the service or have a legal right to know.

Who is affected by this policy?

- Child
- Families
- Educators / Casual Staff / Volunteers
- Management

Implementation

- Personal information will only be collected in so far as it relates to the preschool's activities and functions, and in line with relevant legislation.
- Collection of personal information will be lawful, fair, reasonable and unobtrusive.
- Individuals who provide personal information will be advised of:
 - 1. the name and contact details of the preschool
 - 2. the fact that they are able to gain access to their information
 - 3. why the information is collected; the organisations to which the information may be disclosed
 - 4. any law that requires the particular information to be collected
 - 5. the main consequences for not providing the required information.
- The use or disclosure of personal information will only be for its original collected purpose, unless the individual consents or unless it is needed to prevent a health threat, or is required or authorised under law.
- The preschool will take steps to ensure the personal information collected, used or disclosed, is accurate, complete and up to date. Parents will be required to update their enrolment details annually, or whenever

they experience a change in circumstances. Computer records will be updated as soon as new information is provided.

- Personal information will be kept in a secure and confidential way, and destroyed by shredding when no longer needed.
- Individuals will be provided with access to their personal information and may request that their information be up-dated or changed where it is not current or correct.
- Individuals wishing to access their personal information must make written application to the Director (Nominated Supervisor), who will arrange an appropriate time for this to occur. The Director will protect the security of the information by checking the identity of the applicant, and ensuring someone is with them while they access the information to ensure the information is not changed or removed without the Director's knowledge.
- The Director (Nominated Supervisor) will deal with privacy complaints promptly and in a consistent manner, following the preschool's Compliments and Complaints Handling Policy.
- All people will be informed of the following:
 - What information is to be kept confidential and why
 - What confidential information they may have access to in order to fulfil their responsibilities and how this information may be accessed.
 - Who has a legal right to know what information?
 - Where and how the confidential information should be stored.
- Every enrolling parent/guardian, staff member, potential staff, casual staff and volunteers, are provided with clear information about:
 - What personal information is kept, and why.
 - Any legal authority to collect personal information.
 - Third parties to whom the service discloses such information as a usual practice.
- Confidential conversations that the Director and / or educators have with parents, or the Director (Nominated Supervisor) has with educators will be conducted in a quiet area away from other children, parents and educators. Such conversations may be minuted and stored in a confidential folder.
- Personnel forms and employee information will be stored securely.
- Applicants for positions, students or volunteers will be informed that their personal information is being kept, and for what reason.
- Applicants will be asked for their consent before their references are checked
- Information about educators kept by the preschool will only be accessed by the Director (Nominated Supervisor) or with the permission of the Director (Nominated Supervisor).
- All matters discussed at Management Committee meetings will be treated as confidential. (Privacy Act 1988.)
- No educator may give information or evidence on matters relating to children, their families, other staff or matters concerning themselves that are confidential to anyone, unless prior written approval by the Director and the responsible parent/guardian, staff member is obtained. Exceptions may apply regarding information about children when subpoenaed to appear before a court of law. Notwithstanding these requirements, confidential information concerning day to day practice and children's health and development may be exchanged in the normal course of work with other educators at the preschool and may be given to the Director or Chair of the Management Committee, when this is reasonably needed for the proper operation of the preschool and the wellbeing of users and educators. (Privacy Act 1988).
- Reports, notes and observations about children must be accurate and free from biased comments and negative labelling of children.
- Educators will protect the privacy and confidentiality of other educators by not relating personal information about another educator to anyone either within or outside the preschool, unless it effects the wellbeing of children, families and the preschool, and then only to the Director.
- Students/people on work experience/volunteers will be told on induction that they must be confidential about any information they have regarding educators/children or families at the preschool, and must not make them an object for discussion outside of the preschool (e.g. college, school, home etc.). Nor will they at any time use family names in recorded or tutorial information.
- Students/people on work experience/volunteers will only use information gained from the preschool upon receiving written approval from the Director (Nominated Supervisor) to use and/or divulge such information, and will never use or divulge the names of persons.

Confidentiality Procedures

- All information about individuals at the preschool is kept confidential
- Access to written information, e.g. records of children's development and personal information, will be restricted and will only be available to the family, relevant educators and any person authorised by law to inspect the records.
- Any verbal information relating to the above will also be confidential. Educators are aware of their legal responsibilities in maintaining confidentiality.
- Educators will only talk to parents about their child and any relevant information concerning their child's development. They will not discuss confidential information about a specific child or their family with other families.
- All written, confidential information kept at the preschool will be stored in a dry, safe and secure/locked cupboard/storeroom.
- Archived files will be stored in a locked storeroom for the appropriate length of time (see *Retention of Records* policy).
- Educators will keep confidential all other educators' and parents' personal information and will not disclose this information to parents unless permission has been given.
- All educators will undergo the Working with Children Check under The Child Protection (Working with Children and Young Persons) Act 2012.
- In addition, the Management Committee will respect confidentiality of information regarding families and children at the preschool. Any matter regarding children of the preschool and their families that must be taken to a Management Committee meeting for discussion and resolution will contain the minimum of personal details and must be treated with the highest levels of confidentiality.
- Management Committee members will ensure that any discussions regarding other members of the Northern Nursery School or the staff of the Northern Nursery School will be treated with the utmost confidentiality.

Sources

National Quality Standard

Education and Care Services National Regulation 2018

Privacy Act 1988

Information Privacy Principles as stipulated in the Privacy Act 1988

United Nations Convention of the Rights of a Child

Government Information (Public Access) Act 2009 - GIPA Act

Review

The review will be conducted by:

- Management
- Employees
- Families

Reviewed: October 2018

Date for next review: 2020

Record Keeping and Retention Policy

NQS

QA4	4.2	Professionalism. Management, educators and staff are collaborative, respectful and ethical.
	4.2.2	Professional standards guide practice, interactions and relationships.
QA5	5.1.2	The dignity and the rights of every child are maintained at all times
QA6	6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
QA7	7.1	Governance supports the operation of a quality service.
	7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.

Education and Care National Regulations 2018

Regs	55	Quality improvement plans
	125	Application of Division 4
	126	Centre-based services - general educator qualifications
	146	Nominated Supervisor Records
	147	Staff records
	158	Children's attendance record is to be kept by approved provider
	161	Authorisations to be kept in enrolment record
	162	Health information to be kept in enrolment record
	167	Record of service's compliance
	173	Prescribed information to be displayed
	177	Prescribed enrolment and other documents to be kept by approved provider
	180	Evidence of prescribed insurance
	181	Confidentiality of records kept by approved provider
	183	Storage of records and other documents
	184	Storage of records after service approval transferred

Aim

To ensure that Northern Nursery School maintains appropriate records in line with our regulatory requirements.

Who is affected by this policy?

- Children
- Families
- Educators

Implementation

The Director (Nominated Supervisor) will ensure that all records are kept up to date and in a safe and secure place.

Records to be Kept in Relation to Staff

The following records must be kept in relation to the preschool's Director (Nominated Supervisor):

- The full name, address and date of birth.

- Evidence of any relevant qualifications held by the Director (Nominated Supervisor).
- If applicable, evidence that the Director (Nominated Supervisor) is actively working towards that qualification. If this is the case, the following must be recorded:
 - Proof of enrolment.
 - Documentary evidence that the Director (Nominated Supervisor) has commenced the course, is making satisfactory progress towards the completion of the course, is meeting the requirements of maintaining the enrolment.
- Evidence of any approved training (including first aid training) completed by the Director.
- The identifying number and expiry date of a Working with Children Check (WWCC).
- If the nominated supervisor is a registered teacher, they must provide proof of that registration, including number and expiry date.

The following records must be kept in relation to other staff members:

- The full name, address and date of birth.
- Evidence of any relevant qualifications.
- If applicable, evidence that the staff member is actively working towards that qualification. If this is the case, the following must be recorded:
 - Proof of enrolment.
 - Documentary evidence that the staff member has commenced the course, is making satisfactory progress towards the completion of the course, is meeting the requirements of maintaining the enrolment.
 - For staff members who are working towards the completion of a Diploma level education and care qualification, proof that they hold an approved Certificate III level education and care qualification or has completed the units of study in an approved Certificate III level education and care qualification determined by ACECQA.
- Evidence of any approved training (including first aid training) completed by the staff member.
- The identifying number and expiry date of a Working with Children Check (WWCC).
- If the staff member is a registered teacher, they must provide proof of that registration, including number and expiry date.

The following records must be kept in relation to the Educational Leader:

- The name of the educator who is designated at this role.

The following records must be kept in relation to students and volunteers:

- The full name, address and date of birth of each student or volunteer.
- The Director (Nominated supervisor) must also keep a record for each day on which the student or volunteer participates in the service, the date and hours of participation.

The following records must be kept in relation to the Responsible Person/Certified Supervisor:

- The staff record must include the name of the responsible person at the centre-based service for each time that children are being educated and cared for by the service.

The following records will be kept in relation to educators working directly with children:

- The name of each educator.
- The hours that each educator works directly with children- see time sheet and daily check records detailing when not working directly with children.

The following records will be kept in relation to access to early childhood teacher/s:

- The name of each early childhood teacher.
- The hours that each early childhood teacher works directly with children- see time sheet and daily check records detailing when not working directly with children.

Records Relating to Enrolled Children

The following records will be kept in relation to enrolled children:

- **Documentation relating to child assessments or evaluations for delivery of the education program, including:**
 - Assessments of the child's developmental needs, interests, experiences and participation in the education program.
 - Assessments of the child's progress against the outcomes of the educational program.
- **An Incident, Injury, Trauma and Illness Record** (within Incident, Injury, Trauma and Illness Policy), including:
 - Details of any incident in relation to a child or injury receive by a child or trauma to which a child has been subject while being educated and care for by the preschool. The following must be included:
 - The name and age of the child.
 - The circumstances leading to the incident, injury or trauma.
 - The time and date the incident occurred, the injury that was received or the child was subjected to the trauma.
 - Details of any illness which becomes apparent while the child is being educated and care for by the preschool. The following must be included:
 - The name and age of the child.
 - The relevant circumstances surrounding the child becoming ill and any apparent symptoms.
 - The time and date of the apparent onset of the illness.
 - Details of the action taken by the service in relation to any incident, injury, trauma or illness which a child has suffered while being educated and cared for by the service. The following must be included:
 - Any medication administered or first aid provided.
 - Any medical personnel contacted.
 - Details of any incident including
 - The person who witness the incident, injury or trauma
 - The name of any person who the preschool notified or attempted to notify of any incident, injury trauma or illness a child has suffered at the preschool and the time and date of the notification and notification attempts.
 - The name and signature of the person making an entry in the record and the time and date that the entry was made.
 - This record must be made as soon as is practicable, but not later than 24 hours after the incident, injury, trauma or onset of illness occurred.
 - Copy of the Serious Incident Report to DECS if applicable.
- **A medication record** which includes the following:
 - The name of the child
 - The authorisation to administer medication (including self-administration if applicable) signed by a parent or a person named in the child's enrolment record as authorised to content to administration of medication.
 - The name of the medication to be administered.
 - The time and date the medication was last administered.
 - The time and date or the circumstance under which the medication should be next administered.
 - The dosage of the medication to be administered.
 - The manner in which the medication is to be administered.
 - If the medication is administered to the child:
 - The dosage that was administered.
 - The manner in which the medication was administered.
 - The name and signature of the person who administered the medication.
 - If another individual is required to check the dosage, the name and signature of that person.
- A record of attendance for enrolled children, including:

- The full name of each child attending the service.
- The date and time each child arrives and departs.
- The signature of the person who delivers and collects the child when he or she arrives and departs or the nominated supervisor or educator if the person dropping off or picking up the child is unable to sign.
- Child enrolment records which include the following:
 - The full name, date of birth and address of the child.
 - The name, address and contact details of:
 - Each known parent of the child
 - Any person who is to be notified of any emergency involving the child if any parent of the child cannot be immediately contacted
 - Any person who is an authorised nominee
 - Any person who is authorised to consent to medical treatment of, or to authorise administration of medication to the child.
 - Any person who is authorised to authorise an educator to take the child outside the education and care service premises.
 - Details of any court orders, parenting orders or parenting plans provided to the approved provider relating to powers, duties, responsibilities or authorities of any person in relation to the child or access to the child.
 - Details of any other court orders provided to the approved provider relating to the child's residence or the child's contact with a parent or other person.
 - Gender of the child
 - Language used in the child's home
 - Cultural background of the child and parents (if applicable)
 - Any special considerations for the child (e.g. cultural, religious, dietary requirements or additional needs)
 - Authorisations signed by a parent or a person named in the enrolment record as authorised to consent to the medical treatment of the child, if the nominated supervisor needs to organise:
 - Medical treatment for the child from a registered medical practitioner, hospital or ambulance service.
 - Transportation of the child by any ambulance service.
 - Authorisation to take the child on local/regular outings.
 - The name, address and telephone number or the child's registered medical practitioner or medical service.
 - The child's Medicare number if available.
 - Details of any specific healthcare needs of the child including any medication conditions or allergies including whether the child has been diagnosed as at risk of anaphylaxis, including details of any medical management plan and hard copies of a child's health record or reports by health professionals if required.
 - Details of any dietary restrictions for the child
 - The immunisation status of the child
 - A copy of the child's birth certificate
- A record of the preschool's compliance with the law, including:
 - Details of any amendments of the preschool's approval made by the Regulatory Authority including:
 - The reason stated by the Regulatory Authority for the amendment.
 - The date on which the amendment took, or takes, effect
 - The date (if any) that the amendment ceases to have effect.
 - Details of any suspension of the preschool (other than a voluntary suspension) including:

- The reason stated by the Regulatory Authority for the suspension.
- The date on which the suspension took, or takes, effect.
- The date that the suspension ends.
- Details of any compliance direction or compliance notice issued to the Director (Nominated Supervisor) or Chair of the Management Committee in respect of the preschool, including:
 - The reason stated by the Regulatory Authority for issuing the direction or notice
 - The steps specified in the direction or notice.
 - The date by which the steps specified must be taken.
- This information must not include any information that identifies any person other than the approved provider.
- A record of certified supervisors placed in day to day charge of the education and care service.

The Director (Nominated Supervisor) or Chair of the Management Committee must ensure that the documents referred to above in relation to a child enrolled at the preschool are made available to a parent of the child on request. In line with this, if a parent's access to the kind of information referred to in this documentation is limited by an order of a court, the Chair of the Management Committee must refer to the court order in relation to the release of information concerning the child to that parent.

The record of compliance referred to above must be available for access on request by any person.

Note: Children's individual folders (non confidential) will be kept in a specific area in the child's room so the child's parent and the teachers can have access to it and are able to add information relevant to the child's progress and interests at any time during the day.

Length of Time Records must be Kept

Northern Nursery School will keep records for the following periods:

- If the record relates to an incident, illness, injury or trauma suffered by a child while being educated and cared for by the preschool, until the child is aged 25 years.
- If the record relates to an incident, illness, injury or trauma suffered by a child that may have occurred following an incident while being educated and cared for by the preschool, until the child is aged 25 years.
- If the record relates to the death of a child while being educated and cared for by the preschool or that may have occurred as a result of an incident while being educated and cared for, until the end of 7 years after the death.
- If the case of any other record relating to a child enrolled at the preschool, until 3 years after the last date on which the child was educated and cared for by the preschool.
- If the record relates to the Management Committee, until the end of 3 years after the last date on which the particular Management Committee operated the preschool.
- If the record relates to the Director (Nominated Supervisor) or staff member of the preschool, until the end of 3 years after the last date on which the Director (Nominated Supervisor) or staff member provided education and care on behalf of the preschool.
- In the case of any other record, 3 years after the date on which the record was made.

Confidentiality and Storage of Records

Records made by Northern Nursery School will be stored in a safe and secure location for the relevant time periods as set out above and only made accessible to relevant individuals.

If a service is transferred under the law, documents relating to a child must not be transferred without the express consent of the child's parents.

Non-current records will be archived and locked away, accessible only to the Management Committee, Director, specific educators and government officials.

The Management Committee and/or Director (Nominated Supervisor) will ensure that information kept in a record is not divulged or communicated through direct or indirect means to another person other than:

- The extent necessary for the education and care or medical treatment of the child to whom the information relates.
- A parent of the child to whom the information relates, except in the case of information kept in a staff record.
- The Regulatory Authority or an authorised officer.
- As expressly authorised, permitted or required to be given by or under any Act or law.
- With the written consent of the person who provided the information.
- Children’s individual portfolios will be kept in a specific area in the child’s room so the child, child’s parent and the educators can have access to it and are able to add information relevant to the child’s progress and interests at any time during the day.
- Non-current records will be archived, accessible only to the Management Committee, Director, specific educators and government officials.
- The number of years the preschool has to keep specific records are as follows:
 - Children’s medication records will be retained for 3 years after the child’s last attendance.
 - Children’s accident and illness records will be kept until the child is 25 years of age.
 - Details of a child’s death whilst at the preschool will be kept for 7 years.

Sources

Privacy Act 1988

Education and Care Services National Regulations 2018

National Quality Standard

NSW Office of the Children’s Guardian

Review

Review will be conducted by:

- Management
- Employees
- Families

Reviewed: October 2018

Date for next review: 2020

Social Networking Usage for Staff and Families Policy

NQS

QA4	4.2	Management, educators and staff are collaborative, respectful and ethical.
	4.2.2	Professional standards guide practice, interactions and relationships.
QA5	5.1.2	The dignity and the rights of every child are maintained at all times.
QA6	6.1	Respectful relationships with families are developed and maintained.
QA7	7.1.1	Governance supports the operation of a quality service.
	7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.

National Regulations

Regs	181	Confidentiality of records kept by approved provider
	181-184	Confidentiality and storage of records

Aim

To ensure that our preschool, children, educators or families are not compromised on any form of social networking or related website, now and in the future.

Who is affected by this policy?

- Child
- Educators
- Families
- Management

Implementation

A social networking website can be defined as a website used to socialise or communicate. These include but are not limited to Facebook, MySpace, WhatsApp, Instagram and Twitter (including usage on any device such as the internet, mobile telephone or tablet).

Guidance for educators:

- Our stance on social networking websites is that they are for personal use only and should not be accessed while the educator is at work.
- Educators who can access a social networking site via their mobile phones are not to do so during their work hours at the preschool and are not to use their iPads or video phones to take photos/pictures while at the preschool that are not for the purpose of their work.
- No information about what happens at the preschool should be posted on a social networking website, nor should any photos taken at the preschool or on an excursion, be put on a social networking website. If an educator does put photos of a child or children enrolled at the preschool on a social networking website, families will immediately be contacted. If possible, the social networking website will be contacted to delete the photos. The educator will face an inquiry into their actions and possibly face termination of employment.
- Please be aware that social networking websites are not a private means of communication but can be accessed by the public, therefore, it is important not to share private information about preschool families or other educators on social networking websites. Should you do so, the educator will face an inquiry into the situation by the Director (Nominated Supervisor) and any involved party and depending on the severity of the situation face possible termination of employment.
- Should harassment of any kind take place on a social networking site, such as, but not limited to, sexual or verbal harassment, educators will face an inquiry into their actions and depending on the severity of the situation face possible termination of employment.

- This policy also complies with state and national laws regarding social networking websites. Should an educator break the law on a social networking website, such as, but not limited to, defamation, the preschool will contact the police and other relevant authorities.

Guidance for parents:

- Social media is a medium for communication and comments and should be used responsibly.
- Please consider what you say, before you say it - it'll be on the web for a long time
- Please use your discretion and make sure you don't publish written information or photographic images that are connected with the preschool that shouldn't be made public. If you are not sure, ask the Director.
- No photos of the children taken inside the school boundaries may be posted on any Facebook that has been created for the purpose of communication within the 3 and 2 Day groups, this also applies to MySpace, Instagram, WhatsApp and Twitter, **without prior permission from all parents and the Director,**
- Email addresses and contacts of other parents in Northern Nursery School should only be used for internal school communications. They should not be used for commercial reasons or passed on to any third party without prior **approval from each parent and the Director.**

NNS Facebook

The preschool has it's own Facebook page that is used to promote the service, events and highlight aspects of the schools curriculum.

This is administered internally and is strictly controlled.

Sources

National Quality Standard

Education and Care Preschools National Regulations 2018

Review

The review will be conducted by:

- Management
- Employees
- Families

Last reviewed: October 2018 Date for next review: 2020

Staffing Arrangements Policy

NQS

QA4	4.1	Staffing arrangements enhance children's learning and development.
	4.1.1	The organisation of educators across the service supports children's learning and development.
	4.1.2	Every effort is made for children to experience continuity of educators at the service.
QA7	7.1	Governance supports the operation of a quality service.

Education and Care National Regulations 2018

Reg	117 A-C	Minimum requirements for persons in day to day charge and nominated supervisors
	118	Educational Leader
	122	Educators must be working directly with children to be included in ratios
	123	Educator to child ratios—centre-based services
	126	Centre-based services—general educator qualifications
	133	Requirement for early childhood teacher—centre-based services—60 to 80 children
	135	Early childhood teacher illness or absence
	136	First aid qualifications
	150	Responsible person
	173(2) (c)	Offence not to clearly display name of responsible person in the main entrance
	243	Persons taken to hold an approved diploma level education and care qualification
	244	Persons taken to hold an approved certificate III level education and care Qualification
	246	Anaphylaxis training
	247	Asthma management training

Aim

To ensure that our education and care service is at all times compliant in relation to staff/child ratios and qualified educators.

Who is affected by this policy?

- Children
- Families
- Educators
- Management

Implementation

The Northern Nursery School will:

- will nominate a qualified and experienced educator, co-ordinator or other individual as the service's Educational Leader. This person is responsible to lead the development and implementation of the preschool's educational programs.
- will only include educators in the educators to child ratio who are working directly with the children.

Our preschool will maintain compliance to the following in relation to the everyday practicalities of the preschool's operations:

- Educators' rostering and routines will at all times make sure enough educators are available for the adequate supervision of children.
- Supervising educators give their attention to the children and not to any other duties.
- At no time will students or volunteers be included in the ratio of adults supervising children.
- Students and volunteers will never be left alone with a child or a group of children.
- A nominated supervisor or responsible persons will be on the premises at all times when children are being educated or cared for.
- There will be more than one educator present when children are in attendance. No child will at any time be in the care of a sole educator.
- In any situation where adequate supervision of children is threatened, any educators on a meal-break must be prepared to return to duty to supply adequate supervision.
- The Chair of the Management Committee or the Director (Nominated Supervisor) will ensure that regulations in relation to the supervision of children are adhered to.
- Educators supervising outdoors should position themselves to see as much of the play area as possible.
- One educator should be positioned close to any climbing structures (monkey bars, log, rock wall).
- Any water activity should be closely supervised by an educator at all times.
- Except for necessary discussions or concerns regarding children or matters relating to the preschool, educators will not congregate together in a way that undermines the safety and supervision of children.
- When children are resting or sleeping they will be supervised.
- During hand washing and/or toilet times, children will be supervised in the bathroom area by a permanent educator.
- No child is to be left unattended when eating.
- Our preschool will, when possible and to the best of our ability, make use of a regular pool of relief educators.

Supervision of Preschool

The preschool must have at least one "responsible person" present at all times when caring for and educating children. A responsible person is:

- a nominated supervisor
- or a person who the approved provider or the nominated supervisor of the service, deems to be qualified and meets the minimum requirements to be the responsible person in charge of the daily running of the preschool whilst the nominated supervisor is not on the premises.

The name of the responsible person will be clearly displayed in the main entrance of the preschool.

Educator to Child Ratios

Our educator to child ratios will always meet the minimum requirements as stated below:

- For children aged over 36 months and less than 6 years the educator to child ratio will be 1 educator to 10 children.
- When an early childhood teacher (ECT) is required to be in attendance at the preschool as per the licensed places of our preschool, that teacher will be counted as an educator at the preschool for the purposes of this regulation.

- If the preschool is required to have access to an ECT for a period of time as per the licensed places, the ECT must be added to the minimum number of educators required for the preschool for that period.

Early Childhood Teacher (ECT)

Our preschool will always employ a qualified early childhood teacher (ECT) as per the following minimum requirements:

- Three ECTs must be in attendance at all times that the service is educating and caring for 60 children preschool aged 3 to school age.
- If the numbers are less than 60 children then the requirement will be 2 ECT's.

In the event of an ECT being sick or absent the preschool will meet the following requirements if the ECT is absent for periods under twelve weeks:

- A person with an approved Diploma level education and care service qualification may be taken as an ECT.
- A person who holds a qualification in primary teaching may be considered an ECT.
- If the period is over 12 weeks, the service will engage another ECT.

An Educator at our preschool is taken to hold an approved early childhood teaching qualification if they meet the following:

- The educator was recognised under the former education and care services law.
- The educator was recognised as an ECT for the purposes of a preschool funding program of any participating jurisdiction.
- An educator who has completed at least 50% of a relevant qualification that would enable them to be qualified as an ECT and is actively working towards the completion of the qualification and holds an approved diploma level education and care qualification can be counted as an ECT.

Other Educators Qualifications: Diploma, Cert III, Primary Qualification

Our Educators, other than Early Childhood Teachers, hold a Diploma qualification, Cert III or other qualifications.

Child Protection

The preschool's Nominated Supervisor and Responsible Persons will have successfully completed a course in child protection that is approved by the NSW Regulatory Authority.

First Aid Qualifications

All our educators hold current First Aid Qualifications.

Anaphylaxis Qualifications

All our educators hold current Anaphylaxis training.

Emergency Asthma Management Training

All our educators hold current Asthma training.

The Northern Nursery School Whole Centre Enterprise Agreement

The quality of any organisation is defined by the quality and commitment of its educators. The educators at the Northern Nursery School are of the highest calibre and are fundamental to our success. Together they are responsible for ensuring the preschool functions at a consistently high standard for the children and families that attend.

The Northern Nursery School has an enterprise agreement in place that applies to all staff. The Northern Nursery School Whole Centre Enterprise Agreement is renegotiated every 4 years.

Sources

National Quality Standard

Education and Care Preschools National Regulations 2018

Review

The review will be conducted by:

- Management
- Employees
- Families

Last reviewed: October 2018 Date for next review: 2020

Staffing Employment Policies and Procedures

NQS

QA4	4.1	Staffing arrangements enhance children’s learning and development.
	4.1.1	The organisation of educators across the service supports children's learning and development.
	4.1.2	Every effort is made for children to experience continuity of educators at the service.
QA7	7.1	Governance supports the operation of a quality service.

Education and Care National Regulations 2018

Reg	117 A-C	Minimum requirements for persons in day to day charge and nominated supervisors
	118	Educational Leader
	122	Educators must be working directly with children to be included in ratios
	123	Educator to child ratios—centre-based services
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	173(2) (c)	Offence not to clearly display name of responsible person in the main entrance
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	246	Anaphylaxis training
	247	Asthma management training

Aim

The quality of any organisation is defined by the quality and commitment of its educators. The educators at the Northern Nursery School are of the highest calibre and are fundamental to our success. Together they are responsible for ensuring the preschool functions at a consistently high standard for the children and families that attend. Director

The day-to-day running of the preschool will be the responsibility of the Director. See the Education and Care Services National Regulations 2018.

Director's (Nominated Supervisor) Responsibilities

The Director will be responsible for the ongoing day-to-day and financial management and program of the preschool. Responsibilities include: administration, finance, liaison with relevant government bodies and other professionals, mentoring and recruitment of educators, professional development, appraisals and supervision of all educators, educational and curriculum leadership, parent liaison, children's wellbeing and education, policy and procedure and resource development. The Director is expected to inform the Management Committee of any relevant matters either through the Chair, or at management committee meetings twice a term or as they arise. The Director is required to submit a written report at the management committee meeting highlighting all aspects of the management of the preschool. The Director reports directly to the Chair of the Management Committee.

Assistant Director

In the absence of the Director, the Assistant Director (Certified Supervisor) will be responsible for the preschool.

The Assistant Director is responsible for supporting and working in collaboration with the Director to ensure we are providing a quality early learning education and care program. In the absence of the Director the Assistant Director will assume the responsibility of the management of the preschool on a day to day basis. Assistant Director is required to attend Management Committee meetings and be involved in the holistic wellbeing of the preschool community.

If a situation arises where the Director is not able to act in the role for an extended period, the Chair of the Management Committee will contact the Department of Education and Community to inform them of the situation and the Assistant Director will be placed in the role until the Director returns to work, or the position is advertised and a new Director has been appointed.

Educational Leader

The Educational Leader is responsible for leading the team of educators in the development and implementation of a quality educational program within the preschool; ensuring that the preschool meets and works within the requirement of the National Quality Framework. They will lead and participate in whole team reflective discussions about the program and the EFLF and guide educators in documenting children's learning and development. They will mentor educators by leading quality practice through observing interactions between educators and children and providing feedback. They will involve the community in the program by working with external professionals and families.

Job Descriptions

These are formulated for each position and reviewed regularly by the relevant educators and the Director (Nominated Supervisor). Educators are expected to be familiar with their job descriptions. This means understanding your role and responsibilities so that you are able to complete all expected tasks. All educators work equally together assuming the responsibilities relevant to their job descriptions. All educators are expected to know and follow the Educator and Management Policy, which includes a Code of Ethics (ECA).

Employment Agreement

All employees enter into an Employment Agreement with the School. The Employment Agreement clearly states the position being accepted, duties and responsibilities and conditions of employment.

It is the responsibility of both the employee and the employer to understand the salaries and conditions detailed in The Northern Nursery School Whole Centre Employment Agreement 2016.

Employment of Educators

All prospective staff will be interviewed by a panel comprising the Director, educators and a member of the Management Committee (parent representatives).

If successful, the staff member will be provided with a contract, a job description, the Code of Ethics ECA, The Staff Handbook, The Welcome Handbook for parents and referred to the website to look at the philosophy and policies of the preschool. The successful candidate will be required to hold a current Working with Children.

All staff are employed after a satisfactory 6-month probationary period has been completed.

Contractors will be employed in a cleaner, handyman, gardener etc. Work, health and safety policies for contractors apply and they will be informed of the Environmental Management Plan and Asbestos Mananegment Plan in place before they commence work at the preschool.

Staff Induction

Before a new employee commences their job, the Director will go through a staff induction process that includes the following:

- Introduce the staff member to other staff members, children and families.
- Highlight relevant policies including the philosophy.
- Highlight the expected standards of behavior under relevant legislation including Child Safety, Work Health and Safety, Equal Opportunity, Confidentiality, Records, and Anti-Discrimination.
- Instruct new staff in relation to the sign out and sign in protocols for children.
- Show new staff members where the Policy and Procedures Manual is along with a copy of the Whole Centre Agreement and advise that they are available at all times.
- Induct and show the new staff member techniques and relevant legislation in regards to Work Health and Safety.
- Provide the new staff member with necessary forms in regards to taxation, superannuation and payment of salary.
- Advise the new staff member about the preschool's management structure.
- Provide the new staff member with a copy of their Job Description and go through it with them.
- Clarify any questions the new staff member has.
- Allow the staff member to spend some time in their designated room so they can be introduced to other staff members, children and families.

At the end of the new staff member's first week the Director will meet with the new staff member to further clarify any questions or the job role.

Working Hours

All educators work from 8:00am to 3:30pm, except when staff meetings or professional development meetings are held and documentation, filing and room displays need to be completed (educators are responsible for ensuring this happens).

All staff are required to be punctual so that this does not put an unnecessary burden on the others. Part-time educators work the agreed hours stated in their letter of employment.

All staff must sign in and out daily in the sign-in folder kept in the Office. Failure to do so can affect regular processing of your pay.

Professional Development

The preschool aims to have a workplace that will attract educators, encourage them to stay, gain benefits from their skills and experience and provide appropriate compensation for their work.

All educators will support and build on the philosophy of the preschool. Under the philosophy educators collaborate and make decisions that support and mentor each other using their experience, training and skills to grow, experiment and be themselves, in line with the philosophy of the Northern Nursery School.

The preschool is committed to providing a quality service and recognises the need for all educators to have access to continuing education to keep fresh and absorb new developments within early childhood education.

The educators will be supported by the preschool in enrolment to approved in-service programs, seminars and conferences. Selections of courses are made in relation to each educator's staff appraisal or interests and are made in consultation with the team leader and/or the Director. Reasonable travel, accommodation and registration expenses will be met by the School if the relevant courses are considered appropriate having regard to budgetary constraints and expected benefits to the preschool. The personal gains and enrichment derived by the educator attending should be kept in mind and feedback at educators' meetings is expected.

The School will budget annually for staff and management development and training. No payment of salary will be made or time in lieu granted for attendance at in-service courses outside working hours.

Educators' visits to other services are organised annually as part of our educators' professional development program.

Mentoring and Support

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

The Management Committee and the Director will ensure that all educators have:

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

New educators will undergo an appraisal process, as will all educators. They will be introduced to this process during orientation. During the first 6 months probationary period, informal and formal appraisals will be undertaken by the Director and staff member. At the end of the 6 month probationary period the educator will undergo a formal appraisal to assess whether they have successfully completed this period. They will be made aware of their duties and responsibilities and from then on they will have an appraisal every 12 months.

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

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

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

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

- Shared experiences by all educators.
- An outside presenter runs a workshop.
- Educators attend external workshops, seminars etc.
- Educators complete short TAFE, college or university courses.
- Educators learn through changes in their position at the preschool.
- Educator mentor each other.
- Appropriate resources so educators develop professionally and personally.

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

First Aid Qualifications and Anaphylaxis and Asthma Training.

All educators must possess a current First Aid Certificate and Anaphylaxis and Asthma Training. The preschool will pay for the training but educators must arrange it in their own time.

Child Protection Training

All educators must possess a current Child Protection Certificate.

Recognising the Diverse Skills of Educators

- The preschool will actively celebrate the diverse skills and achievements of our educators using the following methods
 - The Director (Nominated Supervisor) will use Educator Meetings as an opportunity to provide verbal feedback to all educators.
 - Regular verbal communication will occur from the Director and Room Leaders with all educators.
 - Positive reinforcement of the achievements of educators will be shared with families and the preschool community through notices and newsletters.
 - The preschool will inform the preschool community about the professional development, training and qualifications of educators throughout their time at the service.

Overpayments

Employees are expected to repay any agreed overpayment should this situation occur and to provide written authority for deductions of the overpayment. Please see The Northern Nursery School Whole Centre Enterprise Agreement 2016 for further details.

Breaks

Educators are entitled to a 30 minute break away from the children. Educators are paid for their break and as such are required to stay on the premises for the duration. The Director (Nominated Supervisor) may use their discretion to allow educators to leave from time to time only when adult/child ratios are maintained. Educators are expected to take their breaks in the staff room or garden away from the children. Staffing across the preschool is carefully organised and breaks are staggered so that children are supervised during these times.

Leave Without Pay

Leave without pay is not an entitlement at the Northern Nursery School. Educators are asked to plan their holidays and activities during the closedown and holiday periods.

Staff may request up to 2 days' unpaid leave each year, subject to the Director's approval.

Any request for more than 2 days' unpaid leave during term time must be made in writing to the Director and the Management Committee, and will be subject to their approval.

Supervision

Careful supervision of the children must be maintained at all times. To avoid accidents and ensure safety, the educators must ensure that proper educator/child ratios are maintained inside and outside and that close and safe supervision is a priority. Educators may only leave the outdoor playground to attend to other duties when adult/child ratios of 1:10 are maintained.

Salaries

The salaries are paid every fortnight by way of direct deposit into the bank account nominated by the employee. Staff are provided with pay slips each fortnight and these document normal pay, sick pay, changes to normal pay and superannuation.

Personal Leave

As stated in The Northern Nursery School Whole Centre Enterprise Agreement 2016. Records are kept in the office and are available for your perusal. Personal leave taken before or after a weekend, or periods of sick leave in excess of one day, requires a doctor's certificate. A report on sick leave is provided to the Management Committee on request.

Superannuation

As stated in the Northern Nursery School Whole Centre Employment Agreement 2016 and in each employee's wages pay slip each fortnight.

Staff can nominate their own superfund otherwise the preschool will use HESTA.

Closedown, Holidays and Holiday Pay

The preschool follows the NSW Government school terms and, therefore, is closed during the school closedown periods between each term. Each employee will be paid during this time and will be required during the closedown periods between Term 1 and Term 4 to prepare their rooms for the following term, or attend training during these periods. The closedown period over December and January is taken as annual leave and there will be two set up days before the start of Term1 each year. The entitlement to annual leave and obligations during closedown are set out in the Northern Nursery School Whole Centre Enterprise Agreement 2016. Annual Leave Loading is paid in December.

Parental Leave

Please see details of parental leave in The Northern Nursery School Whole Centre Enterprise Agreement 2016.

Reward Bonus for Long Service

Northern Nursery School operates a reward structure for long-serving staff. Gross ex-gratia payments of \$500, \$1000 and \$1500 will be paid at thresholds of 5, 10 and 15 years respectively (pro-rata if part-time). This policy was adopted on 20 February 2008 and applies to all thresholds met from that date onwards.

Emergency Leave

Emergency leave, with pay, will be granted in the event of bushfire, flood or other natural disaster and at the discretion of the Director and Management Committee.

Staff Meetings

All staff are expected to attend the professional development staff meetings which are held fortnightly. Topics for discussion are outlined in the agenda and all staff are expected to contribute to discussions. Topics include such things as our focus on inspiration and approaches from Reggio Emilia, pedagogical documentation, anti-bias and social justice education, issues about children, our environment and Work Health and Safety. Minutes will be taken and part-time staff are expected to take responsibility in reading these and finding out what happened at the meetings. All staff are encouraged to add items for discussion on the agenda by informing the Director before the meeting.

Housekeeping meetings also occur when necessary from 8.15am to 8.45am. Minutes will be taken and part-time staff are expected to take responsibility in reading these and finding out what happened at the meetings. All staff are encouraged to add items for discussion on the agenda by informing the Director before the meeting. Examples of topics are: excursions, events, cleaning, outdoor supervision etc.

Each meeting has a chairperson and minutes are taken. These are kept in the staff meeting folder in the Staffroom.

Staff who are absent from a meeting need to read the minutes. Staff are expected to be proactive in talking with, supporting and mentoring other staff and the Director.

Staff Communication

Respectful, thoughtful communication is the key to a healthy team. Staff are expected to comply with the Code of Ethics (ECA) in their relationships with other staff, children and families. Each staff member has a pocket in the staff room via which other staff members may communicate. Other means of communication are during staff meetings, informal talks and daily discussions. If a staff member has a concern about another staff member they should seek the support of the Director in supporting the other staff member.

Staff Interaction

Educators must comply with the Code of Conduct, the Staffing Arrangements Policy and the Early Childhood Australia Code of Ethics, Job Descriptions and the Preschool's Philosophy and policies. These provide guidelines, principles and professional practices in building a nurturing, stable and secure environment by:

- Working in a collaborative, valuing and respectful way as part of a team
- Being warm and gentle, kind and caring

- Mentoring other staff
- Respecting and valuing children as individuals
- Providing one-on-one attention and positive physical interactions throughout the day
- Modeling appropriate behaviours
- Being consistent and following through
- Clearly communicating with children and staff and taking the time to listen
- Responding to individual children's needs and staff needs
- Providing appropriate play experiences that encourage growth and independence
- Ensuring the environment is physically safe and also challenging
- Forming positive relationships with parents and other staff
- Sharing information with parents and other staff about the child on a daily basis
- Being professional at all times

Attendance at Management Committee Meetings

The Director (Nominated Supervisor) and the Assistant Director are required to attend Management Committee meetings. Other staff members who wish to attend the meetings are encouraged to come along. Any issues you may need to add to the agenda need to be discussed with the Director at least 14 days prior to the meeting, who will then report to the Committee, adding it to the agenda. Due to sensitive issues that may arise, and as confidentiality may need to be maintained, the staff members may be asked to leave the meeting.

Telephone Calls

Staff are permitted to make personal local phone calls on their break.

Educators are not to take phone calls or carry mobile phones outside while supervising children, unless it is an emergency.

Educators are encouraged to ask friends and family to call them during their break or non-contact hours, unless it is an emergency.

Educators are to use the phones in their rooms to contact families.

Educators are to inform the other educators in their rooms of their whereabouts at all times, e.g. to the toilet, kitchen, phone etc., when they leave the playground, the room and the preschool.

Safety

All employees have the responsibility to draw their employer's attention to health hazards at the workplace by filling out a Hazard form. The employer has the responsibility, once the problem is raised, to take steps to prevent this hazard from continuing. Risk and hazard identification forms are located in the Office. Work Health and Safety issues are raised as an agenda item during each staff and Management Committee meeting. Termly audits and daily safety check lists are carried out and issues raised need to be reported. Evaluation of policies is conducted regularly and as required in accordance with Work Health and Safety regulations.

General Jobs

All educators have specific jobs to perform around the preschool, in addition to their other duties. It is expected that educators will use their own initiative when walking around the preschool, as there are always jobs to be done.

Programming and Development Records

This ultimately is the responsibility of each team leader to oversee; however, all educators contribute to the documentation process via the children's learning journal, investigations, pedagogical documentation and children's portfolios. The preschool implements a co- construction approach that sees educators and children learning and making meaning together. Our teacher's journal, children's learning journal and children's portfolios are evidence of our program and children's individual developmental. In Term 1 and Term 3, teachers will use a basic skills checklist to see what areas children will need more support in to prepare them for school. This information is shared during the

parent teacher meetings in Term 1 and Term 3, so together with parents goals and plans can be made to support the child at home and at preschool.

The educators are required to meet regularly with their room team and other educators (written notes are kept in the teachers reflective journal) to reflect on their documentation, their environment and relationships within the preschool. See www.northernnursery.nsw.edu.au for more information on our approach and other policies.

Confidentiality

Refer to *Privacy and Confidentiality* policy. Diplomacy and tact are necessary when talking to a parent. If you are unsure of how to approach a situation, discuss it at an educators' meeting or with the Director.

Resolution of Disputes between Staff Members and/or the Director (Nominated Supervisor)

Aim/Rationale

A healthy team is essential to the effective and harmonious functioning of the preschool. However, given that our work is largely based on interactions with each other it is not uncommon for issues or conflict to arise from time to time. When handled professionally issues and or conflict can be minimised and resolution can result in better relationships between staff and, therefore, better outcomes for the preschool. Make sure you have open communication in your workplace.

Effective leadership is the key driver on a positive workplace culture. It helps increase staff engagement, retention and performance. You can minimise and resolve conflict in your workplace by:

- encouraging open and professional expression of opinions
- recognising the importance of emotions in conflicts
- listening to what people have to say
- focusing on interests rather than positions and personalities
- using mediation processes, where possible
- ensuring you have clear discipline and dispute handling procedures.

Procedure for Dispute Resolution

Staff members are expected to conduct themselves professionally when dealing with differences of opinion or a dispute and seek direction from the Code of Ethics about appropriate behaviour. All are to be familiar with the expectations of their role and job description within the preschool. The following points outline the steps staff members are required to take to resolve the dispute.

Consider the interaction or series of interactions you have had. Is this an issue that you feel you need to address? Is it possible to empathise with the other person's position? Is this something that you can let go of or learn to live with? Is the issue or dispute to do with a difference that could be better understood by yourself? How does it relate to your job description and role at the preschool? If it is to do with your required work, it may not be an issue of resolution rather than one of compliance, e.g. you may not like sweeping the floor or wearing a hat outside but you are required to do so according to a specific policy or your job description.

The following steps will be taken if a staff member wishes to make a complaint or raise a dispute:

1. If you are unsure, talk to your team leader or the Director. Remember that all conversations must be respectful and focus on the issue at hand rather than the person.
2. If you decide to raise the issue, and you feel comfortable doing so, talk directly to the person involved to resolve the issue between you. Be careful to listen to the other person's point of view as well as stating your own.
3. If you are unable to resolve the issue then you should take it to the Director. If the matter can be resolved informally, the Director will then mediate between the staff members. If the conflict is between the Director and the staff member or if the Director is otherwise involved in the conflict, then the Staff Liaison Officer or the Chair of the Management Committee will mediate. It is hoped that a solution will be able to be reached at this stage.

All those involved must keep all discussions confidential. Discussion of the issue at hand with individuals not directly involved, will result in disciplinary action.

If the matter has not been resolved by the above process, and you wish to continue with your complaint, or if at any stage you wish to make a formal complaint, then you should do so in writing. If appropriate, the School will investigate your complaint and notify you in writing whether or not it has been substantiated. If it is substantiated, then appropriate action will be taken against the person about whom the complaint was made, which could include informal counselling or disciplinary action.

Managing Unsatisfactory Performance or Conduct: Discipline and Possible Dismissal

The Northern Nursery School has an expectation that all staff members will demonstrate competence, care, good faith and comply with instructions, policies and procedures in the performance of their duties at work. This includes at all times respecting the rights and welfare of others.

When a staff member's work performance or conduct does not meet a satisfactory standard, appropriate action will be taken in a timely manner. The action taken will take the form of a performance management process, details of which are described below. The overall aim of the counselling and management procedures is to provide a framework for improved work performance.

Decisions resulting from the performance management process will be made without reference to any unlawful criteria, such as the employee's sex, national origin, race, religion, marital status, sexual orientation, pregnancy or political conviction or other protected attribute.

There are many types of behaviour or conduct that may constitute unsatisfactory performance or conduct. They can include, but not be limited to –

- Unsatisfactory work performance
- Breach of contracts of employment, workplace policies, procedures and/or rules
- Unacceptable behaviour or attitude
- Unsatisfactory attendance and/or absenteeism
- Non-compliance with health and safety standards
- Dishonesty

Managing Work Performance or Conduct – Disciplinary Procedures

The Procedure set out below does not form part of an employee's contract of employment. It is for guidance only and the School has the discretion to follow a different process, or to start the process at any of the stages set out below if it considers that the circumstances warrant it. That is, for example, in the case of serious performance or conduct issues, the School can start the disciplinary process with a final written warning or termination of employment.

In managing unsatisfactory performance, the Director and Management Committee must ensure that there is a justifiable reason to take action, and have appropriate evidence regarding the issue. The employee must be made fully aware of the standards of conduct and performance required.

In cases where an employee's performance or conduct does not meet satisfactory standards, corrective action will be taken by the Director. The School will endeavor to ensure that

- All employees have the right to be judged without bias
- All issues will be investigated fairly, thoroughly and justly
- The standards of conduct and job performance required will be made clear to the employee
- The employee will be given the opportunity to state their case in full
- The employee must be made fully aware of the procedures involved, and of the likely next step in the event that satisfactory performance or conduct is not reached and/or maintained
- The employee involved has the right to representation by a union delegate or other support person who can provide moral and emotional support during the interview, but not act as advocate.

An employee must not be terminated for any of the following reasons:

- Temporary absence from work because of illness or injury (as defined in the Fair Work Regulations)
- Union membership or participation in union activities outside working hours

- Seeking office as, or having acted in the capacity of, a representative of employees
- The filing of a complaint, or participation in proceedings against the preschool involving alleged violations of laws or regulations
- Race, age, sex, religion, marital status, physical or intellectual disability (unless such disability means that the employee cannot perform the inherent requirements of their role and no reasonable adjustments can be made to their role to enable them to perform it), or sexual orientation, or any other protected attribute.

STEP ONE – informal counselling and verbal warning by the Director

The first step will usually involve early and informal action. The Director will discuss the issue/s with the employee concerned, with the aim of reaching agreement on what the problem is, and identifying reasons why the problem exists. Strategies to solve the problem will be devised.

Although informal, this step is confidential, and the Director should keep a written record of the counselling session, in the employee's confidential file. The employee will be informed of this.

STEP TWO- counselling, formal action and issue of first official written warning

- The Director will place the Chair of the Management Committee on notice when a disciplinary procedure is to commence with any staff member. The Chair (or their nominee from the Management Committee) will be involved in every meeting during the following processes.
- This step should be followed in cases where an employee's performance or conduct is still considered unsatisfactory following informal counselling, or the matter is such that informal counseling is not considered appropriate.
- The Director will arrange an interview with the employee concerned. A support person may accompany the employee at this meeting. The support person must not act as an advocate.
- At the start of the meeting, the employee must be informed that this is a formal meeting to address work performance issues, and that the procedure is there to ensure they understand the requirements of their job and to find a way forward to improvement. However, if improvement fails to happen, further warnings may be issued, and in a worst case scenario their job may be at risk. During the interview, the Director must explain the work performance or conduct issue to the employee, together with examples, and allow them to respond. The Director will, after discussion with the employee determine what must happen to improve the employee's performance and inform the employee of this. The preschool will endeavor to provide the employee with resources or training to support their change, where appropriate, and it is expected the employee will do all they can to improve their performance or conduct. The School will give the employee a reasonable time frame for change, having regard to all of the circumstances.
- A written record of the interview is to be made and signed by the Director and the employee will be asked to sign it to and this will be kept in the employee's confidential file. Although it is preferable if the employee signs an acknowledgement of the summary, it is not a requirement that they do so. Items in the summary of the meeting need not be changed just because the employee does not agree with them. A First Warning Letter will be issued to the employee, indicating what is expected of the employee and advising of the potential consequences if the agreed improvement does not occur. This letter is also kept in the confidential file.

STEP 3 – counselling, formal action and issue of second official written warning

- Where the employee's work performance or conduct is still unsatisfactory after the review period, or if the conduct or performance is particularly serious, the next step will be a follow up interview between the Director, Chairperson (or their nominee) and the employee. The aim is again to determine the cause(s) of lack of improvement and whether there are any extenuating circumstances. The employee is entitled to have a support person or union delegate present again.
- If there are no extenuating circumstances, the Director will reinforce the standard of behavior required and provide details of where the employee is failing to meet the standards and provide the employee with a reasonable timeframe to improve their performance or conduct. The Director is to advise the employee of the severity of the situation and of what is likely to happen if the employee's work performance or conduct fails to improve.
- The details of the interview will again be summarised in a written confidential record and signed by the Director. A second and final Official Warning Letter will be issued to the employee, and both documents kept in the employee's confidential file.

STEP 4– disciplinary action – dismissal

Where the employee's performance or conduct does not improve immediately after the final warning, disciplinary action will be taken which could include termination of employment.

The Director must obtain the approval of the Chair of the Management Committee before any action is taken in this regard.

In contemplating termination of employment, consideration must be given to the following:

- The reason for dismissal and whether procedural fairness has been exercised
- The individual's employment history and record
- Whether there is a valid reason for dismissal
- Whether the employee has had adequate opportunity to prepare a defense or provide an explanation prior to dismissal and that the defense does not alter the circumstances or the reasons for the termination.
- Whether the employee has had the opportunity to bring a support person to the meetings.

If dismissal is the appropriate action, the Chair of the Management Committee (or their nominee) and the Director will together terminate the services of the employee verbally, and with a confirming letter.

Misconduct and Summary Dismissal

The Northern Nursery School will endeavor to ensure that employees are treated with fairness and consistency in cases involving termination of employment for reasons of misconduct. Decisions concerning involuntary terminations will be made without reference to the employee's sex, national origin, race, religion, marital status, sexual orientation, pregnancy or political conviction.

Summary dismissal can occur where an employee committing an act of serious and willful misconduct that is inconsistent with the faithful discharge of their obligations at work and duty of care. It involves the immediate termination of employment without the necessity of the preschool having to give notice or make a payment in lieu of notice. Payment of wages will be made up to the time of dismissal only.

GROUNDINGS FOR SUMMARY DISMISSAL

The following list provides example of offences which are normally regarded as misconduct. They are intended to serve as a guide only:

- Theft, fraud, or deliberate falsification of records
- Deliberate damage to preschool property
- Assault on another person, whether child or adult
- Being under the influence of alcohol or illegal drugs
- Serious negligence which causes unacceptable loss, damage or injury
- Serious or persistent breach of contract of employment or policies
- Serious act of insubordination
- Disclosure of confidential information
- Proven harassment of any employee whether sexual, racial or in any other form

LEGAL REQUIREMENTS

Should conduct occur that gives cause to consider summary dismissal, before a final decision is made, the Director must ensure that:

- There is good reason with clear evidence
- It is fair and consistent with previous actions in similar circumstances
- Employees have been made aware of the standards and rules with which they must comply
- That employees are given procedural fairness, an opportunity to state their case in full, and a proper hearing in an objective atmosphere

An employee must not be terminated for any of the following reasons:

- Temporary absence from work because of illness or injury (as defined in the Fair Work Regulations)

- Union membership or participation in union activities outside working hours
- Seeking office as, or having acted in the capacity of, a representative of employees
- The filing of a complaint, or participation in proceedings against the preschool involving alleged violations of laws or regulations
- Race, age, sex, religion, marital status, physical or intellectual disability (unless such disability means that the employee cannot perform the inherent requirements of their role and no reasonable adjustments can be made to their role to enable them to perform it), or sexual orientation, or other protected attribute.

Procedures

The following procedures will apply in managing a case of serious misconduct:

On becoming aware of an employee committing an act of serious misconduct, the Director must immediately advise the employee that such conduct is unacceptable, that it should cease and an opportunity given for an explanation to be provided. The employee is entitled to bring a support person to the meeting at which they are given the opportunity to respond to the allegations. The employee may be suspended from work whilst an investigation is conducted into the allegations.

In an extraordinary case where instant dismissal is considered appropriate, the Director must get the approval at least two members of the Management Committee. All actions must be recorded in writing and appropriate written notification given

Dress Code

All Staff - Professional Dress Code

Staff are professionals that are employed at the preschool and are required to maintain that professional image to the parents and employer, therefore a code of appropriate dress is expected.

Northern Nursery School staff are required to wear clothing that presents in a professional, smart manner, which is safe and easy to work in, suitable for a preschool setting and the occupation and tasks performed.

'Safe and easy' refers to clothing and adornments which are not hazardous to staff or children, and which do not impair a staff's ability to perform their duties in being involved in all ranges of activities (sitting on the floor with children, bending over, lifting, reaching up, or being involved in physical activities outside). With sun protection we expect staff to always wear sun screen when outside and cover their shoulders or wear tops with thick straps.

Staff are to appear clean and tidy at all times. Their clothing should not be offensive to others. Staff need to be aware of the wording and logos on all articles of clothing to ensure that they are appropriate to wear.

It is an expectation of all staff to support each other in complying with this policy by kindly pointing out to another staff member if they feel they are in breach of this policy.

Pants

Tailored jeans, pants and the like are preferred. Clean tidy jeans are acceptable however torn jeans and track suits are not considered acceptable. Leggings and Jeggings are allowed but the length of the top/skirt/dress must comply with the minimum length of the skirt/dress code below, (on top of knee cap).

Shorts and Skirts

A minimum length for shorts and skirts is considered to be on the top of the knee cap. Clothing shorter than this is not considered to be acceptable. If wearing leggings or jeggings under a dress or skirt, the above length is still to be adhered to.

Tops

In maintaining a professional image, staff need to consider the suitability of tops when deciding what to wear. Wide strap singlet tops are acceptable, where underwear is not visible, however spaghetti straps and strapless tops will not be accepted in the work environment, as are low and revealing tops or short tops that expose the midriff.

Footwear

Staff must wear footwear that supports the foot and keeps it safe from harm. Footwear can enclose the foot or fully encase the foot. Shoes can have a flat sole with or without a small heel. Sandals must have a back strap. Thongs and crocs are not allowed. Staff may take their shoes off outdoors to immerse themselves, along with the children, in sensory experiences, but shoes must be worn indoors and when lifting heavy objects. If in doubt a risk assessment must be carried out.

Hats

All staff are to wear hats when outdoors as an example to children and for their own protection – see Sun Policy as in the months of June and July hats are optional due to low UV levels. Staff must provide their own hats to wear at the preschool.

Sun protection

NNS will provide sunscreen for staff use. Staff may wear sunglasses in the outdoor environment however sunglasses with mirrored lens are not permitted. The reason for this is that the children are not able to see your eyes and this can be very 'off-putting' to children and other people that staff come in contact with, in the course of their duties.

In the event that any aspect of an educator's presentation is regarded as a risk to the safe performance of the job, a risk assessment shall be carried out.

Non-compliance of this policy can lead to disciplinary procedures being implemented.

Staff Resignation

Resignations shall be made in accordance with The Northern Nursery School Whole Centre Enterprise Agreement 2016. Notice in writing to the Director and the Management Committee must be made.

Staff Appraisal

The Director will be responsible for conducting appraisals with all staff on an annual basis. The Director will also provide informal feedback to staff at regular intervals throughout the year. Staff are encouraged to seek advice whenever the need arises and establish regular communication with the Director on the work they are doing.

Change of Address / Telephone

As it is necessary for services to maintain accurate records, the Director/Office Administrator must be immediately notified of any changes of address or telephone number – this means both staff, parents and children attending the preschool.

Staff Absence

Personal (including sick leave) entitlements are as stated in the Northern Nursery School Limited Whole Centre Enterprise Agreement 2016.

The employee shall, as soon as is reasonably practicable, inform the Director of an inability to attend work and the reasons why this is the case. The employee is requested to ring the Director the night before (if possible) or at 6:45am-7:00am at home, to allow reasonable time to contact relief educators.

The employee is then to inform the Director, as far as possible, of the estimated duration of the absence at some time during the preschool's hours on the day of absence, so that relief educators can be organised for the duration.

If the leave of absence is on a Friday or a Monday, or after a long weekend or for two days or more, a medical certificate will be required.

Preschool Files

All preschool files are confidential and must remain on the premises at all times. If files are required for court action, prior written permission must be obtained from the Director. Information contained in a file is of a confidential nature and must not be disclosed.

Staff Health

All employees have a responsibility to care for themselves and to ensure a healthy lifestyle.

All employees will be given written and verbal information on the proper techniques for lifting and bending at the initial induction meeting and at staff meetings when required and are expected to consistently use these techniques.

Staff should adhere to preventative health policies and procedures which reduce the incidence of infection, e.g. washing hands, disposable gloves, etc.

Educators should be encouraged to be fully immunised against:

- Diphtheria
- Tetanus
- Mumps
- Measles
- Polio
- Rubella
- Whooping cough
- Hepatitis B
- Hepatitis A

Educators should refrain from attending work when they are feeling unwell to reduce the risk of spreading infection, or when stress levels reduce their ability to carry out their responsibilities fully.

Staff Pregnancy

Female employees who are contemplating pregnancy should be aware of the associated risks of working with young children in a group setting and should discuss these with their doctor.

It is especially important for women of childbearing age to be protected against rubella. Because it is difficult to diagnose, a past history of rubella is unreliable as a guide to immunity, unless proven by a blood test. (Overall, a history of any childhood disease is not always reliable without a blood test.)

Staff Recruitment Procedures

Aim/Rationale

The Northern Nursery School is an equal opportunity employer. Northern Nursery school seeks to ensure that a successful applicant:

- is an advocate for children
- is committed to the welfare of children
- is adequately qualified, knowledgeable and experienced in meeting the needs of children and their families.
- is skilled in providing care, education and a safe, supervised environment for children
- is of suitable age, maturity, health and personality and is a fit and proper person to care for children
- meets the selection criteria
- is able to promote NNS philosophy

Procedure

The vacant positions will be advertised in a variety of ways depending on what is appropriate at the time, these include online, local paper or state newspapers, or researched through agencies as determined by the Director and in accordance with DECS regulations.

The selection criteria are listed in the advertisement.

Applications must be received by the due date, addressing the selection criteria and accompanied by two current professional phone referees.

The Selection Panel (SP) consists of the Director, the Staff Liaison Officer representing the Management Committee and an educator. The Director organises the Selection Panel and will collaborate on the questions to be asked.

The Selection Panel represents the staff, parents and Management Committee throughout the process, and maintains confidentiality at all times.

The Selection Panel culls the applications in relation to the selection criteria.

Anyone on the Selection Panel is required to declare any association with a given applicant.

The SP interviews the short listed applicants.

The SP asks a list of common questions reflecting the selection criteria.

The SP makes notes through the interview.

At the end of all the interviews the applicants are discussed and a decision is made to offer the position or readvertise.

Two referee checks are made and, if appropriate, the applicant is offered the position pending successful clearance of criminal record check form.

All applicants are treated equally and without discrimination as in accordance with NNS philosophy and EEO principles.

Applicants are rung to offer them the position and if applicant accepts the position a written offer of employment is sent in the form of a contract, plus the job description, ECA's Code of Ethics, NNS Philosophy and any other relevant material.

The Management Committee is notified of the outcome.

In the case of employing the Director or any case deemed appropriate, the Management Committee can be involved in the entire process.

All staff teachers are employed under The Northern Nursery School Whole Centre Employment Agreement 2016. There is a copy of this in the office and is available on the NNS website.

Employment of Casual Teachers

The Director is responsible for interviewing and employing casual staff, which includes using agency casual staff. Long-term placements are discussed with the Management Committee. It is preferable that casual educators spend time in the preschool before they are employed, to give permanent and casual staff time to get to know each other and the routines of the preschool. It is also necessary for the casual educators to provide resumes and references and a current 'Working with Children' check.

Working with Children checks are verified before casual staff employment.

Staff Protection

As a result of the changes to the Child Protection Legislation and Amendment Act the following policy has been developed.

These best practice inclusions have been developed to protect staff against allegations from a child/parent/ other staff.

- An induction process for all new staff.
- Ongoing training opportunities for staff in child protection.
- Guidelines re the disclosure of notification to the Director and parents.
- Procedure for children left after hours – see Children Left at Preschool after 3.00pm policy.

Other practical guidelines to follow are:

- Two staff being present for viewing and attending to an injury to any area normally covered by a child's clothing.
- Teachers sitting on the floor or on chairs throughout the day (i.e. not lying on the floor at rest time).
- Always maintaining correct educator/child ratios with at least two staff within sight or sound of each other at all times when caring for children.

Staff members Returning From Extended Leave

The Northern Nursery School will work with both the staff member who has been on leave and staff members at the preschool to ensure a smooth return to work. This will be carried out in the following way:

- The returning staff member will, if possible, come in a few days beforehand to reacquaint themselves with the environment and take in any changes.
- The returning staff member will be notified of any policy changes.
- Parents will be notified of the staff member's return.
- If necessary, the staff member will be offered training.
- If the period is due to an illness, the staff member must produce medical certificates stating they are well enough to return to work.
- If special conditions or considerations are needed, these will be discussed with the Director (Nominated Supervisor) and appropriate plans commenced before the staff member returns to work.

Volunteers / TAFE / University and High School Students

The NNS supports and values students and volunteers being part of the program to gain experience and knowledge about early childhood education. There is a benefit in the reciprocal sharing of knowledge and also we believe we have a community responsibility in supporting the education of students and others within a high quality early childhood service.

Students and volunteers are not able to be left alone with children and must never be left unsupervised by permanent educators.

Accident and Injury

If an employee has an accident or is injured at work they must report this to the Director and fill out a Staff Injury and Incident Form in the office. The Admin staff member will complete a first report for Workers Compensation within 24 hours of the injury or incident happening.

Study Leave

Each application for study leave must be for an approved and relevant tertiary course and will be considered on an individual basis and will take into account the needs of the preschool at that time. The maximum time for each application will be 3 days and leave without pay will be granted.

Equal Opportunity

While the NNS reserves the right to appoint staff according to current needs. The preschool believes that a balance of male and female staff is preferable to impart the nurturing environment we strive to achieve. Accordingly, where two applicants for a position are deemed to be equally qualified, the balance of male/female employees may determine selection at the time.

References

The Director or Management Committee will give written references or statement of service on the NNS letterhead.

Staff Stress Management Guidelines

If an employee feels stressed in any way they should firstly -

- Approach the Director (Nominated Supervisor) and talk together to see if the situation can be remedied in any way.
- If the staff member feels they are unable to approach the Director, then the employee can approach the Assistant Director or the Chair of Management Committee.
- Accept guidance in how to alleviate the stress.
- Accept opportunities for counselling if recommended.
- With the Director, put in place a stress management plan appropriate for the circumstances

In relation to staff stress management, the Director (Nominated Supervisor) should -

- The Director will inform the Chair of the Management Committee and WorkCover (if appropriate) about the situation
- Refer employee to counselling as required.
- Monitor and review the effectiveness of stress management plan agreed with the employee.
- Monitor workloads to ensure staff are not overloaded or overwhelmed where possible
- Ensure that bullying and harassment is not taking place.
- Be vigilant for staff suffering personal stress, e.g. a death in the family or separation, and offer additional support.
- Raise any issues in a sensitive manner if they suspect an educator is suffering stress.
- Support the staff member so they are able to return to normal work duties
- If this situation continues, WorkCover and the CCSA's input will be sought.

In relation to stress leave management the following should occur -

- When a staff member takes stress leave, a medical certificate must be provided (see sick leave policy). The Director (Nominated Supervisor) will identify the cause of this stress and discuss viable options with the staff member and WorkCover and CCSA
- The Director will work with the staff member and other bodies to set up a return to work plan.
- After the staff member returns to work, the Director will continue to monitor and discuss with the staff member their recovery.

Occupational Rehabilitation Program

Aim/Rationale

- To prevent injury and illness by providing a safe and healthy working environment.
- To provide an early safe return to work for workers suffering from work-related injury or illness by using the workplace itself as a vital part of the rehabilitation process.
- Ensuring no dismissal within six months of injury, solely or principally because of that injury, unless permanently unfit to return to work or able to carry out original duties.
- Informing workers of their rights in relation to a Workers' Compensation Claim.
- Advising employees that participation in rehabilitation is voluntary but non participation may result in reduced weekly benefits.
- Confidentiality of rehabilitation records will be maintained.

Procedure

- Work-related injury or illness will be reported to the Director, an accident form completed and a first report sent to Worker's Compensation.
- The Director will notify the Chairperson of the Management Committee if the injury is serious where treatment is necessary.
- The Director will arrange for the injured worker to be given advice (by Work Cover advisory officers or insurance company) on filling out the workers' compensation forms, on their rights, obligations, benefits and rehabilitation procedures. The Director will consult with workers and union representatives to ensure that the rehabilitation program operates effectively.
- The Director will ensure that the worker is offered the help of an accredited rehabilitation provider who will be given access to the workplace and, if appropriate, arrange return to work on the advice of the

accredited rehabilitation officer or treating doctor. (A list of accredited rehabilitation providers is available from the Work Cover Authority and the injured employee may select one of these).

- When the injured/ill worker is, according to medical opinion, ready to return to work the Director will, in consultation with the rehabilitation provider or treating doctor discuss the duties and responsibilities of the position and provide suitable duties of employment if possible.
- The Director must consult with the injured employee and other workers on the rehabilitation process.
- Rehabilitation disputes that cannot be resolved by mediation in the workplace may be referred to a rehabilitation mediation officer at the Work Cover Authority.

Sources

Education and Care Services National Regulations 2018

National Quality Standard

Work Cover

NNS Policies and Procedures

Review

Review will be conducted by:

- Management
- Employees
- Families

Reviewed: October 2018

Date for next review: 2020

Students and Volunteers

NQS

QA2	2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
QA4	4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
QA6	6.2.3	The service builds relationships and engages with its community.
QA7	7.2	Effective leadership builds and promotes a positive organisational culture and professional learning community.

Regs	149	Volunteers and Students
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Education and Care National Regulations 2018

Aim

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

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

Staff members will -

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

Work experience students and volunteers will -

- Engage warmly and respectfully with the children
- Learn about the children through observation and practical experience
- Develop skills and abilities needed to care for and educate children
- Learn about working as part of a team in the early childhood profession
- Learn strategies employed when working in a team environment
- Learn skills already acquired by qualified staff members in the preschool
- Become familiar with families and children at the preschool
- Keep staff members aware of all written work required of the student, volunteers and work experience people

Families will be informed of when work experience students and volunteers are present at the preschool and their role and the time frame they will be spending at the preschool.

The Director will induct the student / volunteer and this person will be required to arrange time to visit the preschool for a pre placement visit. During this visit the following will occur -

- The student/ volunteer will discuss times/hours and dates of the placement

- Inform the Director of what will be expected of them by their training body, University or School, or any other training organisation, and provide written documentation of all written work or goals they are required to do and provide them with the time sheets and evaluation forms.
- The student/ volunteer will be given appropriate information about the service and their responsibilities whilst at the preschool
- The student/volunteer will have a tour of the preschool and be introduced to the other staff

Work Experience Students and Volunteers will -

- Bring in a photo and a short statement addressing the following:
 - Name
 - Time they will be at the preschool
 - What it is they are studying or wanting to achieve
- Discuss any issues they may have or be experiencing with the Director.

The Team Leader will -

- Communicate with the student and discuss progress of their written work and performance.
- Discuss any issues raised by the student with the student supervisor.

Fail Procedure -

If educators feel that the student is at risk of failing their practicum, the following steps are to be taken:

- Team Leader is to alert the Director of any concerns with the student.
- Both the Director and the Team Leader are to discuss these issues with the Student.
- The Director is to arrange with the student's teacher/academic advisor to visit the preschool and discuss those issues that have arisen.
- The student's education institution will ultimately determine the outcome of the practicum.

Termination of Practicum -

Termination of student's placement will occur if:

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

Sources

Education and Care Services National Regulations 2018

National Quality Standard

Early Years Learning Framework

Review

The review will be conducted by:

- Management
- Employees
- Families

Last reviewed: October 2018

Date for next review: 2020

4. WORK, HEALTH AND SAFETY

Work Health and Safety Policies in Physical Environment

NQS

QA2	2.1	Each child's health is promoted.
	2.1.3	Healthy eating and physical activity are promoted and appropriate for each child.
	2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard
QA3	3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
	3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
	3.2.3	The service cares for the environment and supports children to become environmentally responsible.
QA6	6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
	6.2.3	The service builds relationships and engages with its community.
QA7	7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.

National Regulations

Regs	82	Tobacco, drug and alcohol free environment
	156	Relationships in groups
	103	Premises, furniture and equipment to be safe, clean and in good repair
	104	Fencing and security
	105	Furniture, materials and equipment
	106	Laundry and hygiene facilities
	107	Space requirements—indoor
	108	Space requirements—outdoor space
	109	Toilet and hygiene facilities
	110	Ventilation and natural light
	111	Administrative space
	112	Nappy change facilities
	113	Outdoor space—natural environment
	114	Outdoor space—shade
	115	Premises designed to facilitate supervision
	117	Glass (additional requirement for family day care)
	73	Educational programs
	74	Documenting of child assessments or evaluations for delivery of educational program
	75	Information about the educational program to be kept available
	76	Information about educational program to be given to parents
	86	Notification to parents of incident, injury, trauma and illness
	99	Children leaving the education and care preschool premises

102	Authorisation for excursions
111	Administrative space (centre-based preschools)
168(2)(k)	Policies and procedures are required in relation to enrolment and orientation
171	Policies and procedures to be kept available

EYLF

LO2	Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
	Children respond to diversity with respect
	Children become socially responsible and show respect for the environment
LO4	Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
	Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating
	Children transfer and adapt what they have learned from one context to another
	Children resource their own learning through connecting with people, place, technologies and natural and processed materials

Aim

To provide an environment that has procedures in place to ensure it is safe, inspiring, appealing, well-maintained and welcoming to all individuals who use it. Systems are in place to manage risk and enable the effective management and operation of a quality service.

Who is affected by this policy?

- Children
- Families
- Educators
- Management

General Physical environment, the preschool will:

- Provide an environment that fosters children's learning, development and safety and the safety of others in the environment by:
 - Providing appropriately sized furniture and equipment in both the indoor and outdoor settings for the age ranges represented in the preschool.
 - Providing challenges in relation to indoor and outdoor elements in the environment to encourage appropriate challenges and risk taking as per each child's developmental level.
 - Providing an environment that is well organised so children, educators and others in the environment can generally move around without having to disrupt other children's activities.
 - Incorporating any specific requirements of children with additional needs as seamlessly as possible.
 - Incorporating soft fall material into the environment and placing any climbing play equipment on soft fall materials.
 - Undertaking daily and termly risk assessments of the preschool's environment to ensure that risk is minimised at all times.
 - Providing an environment that allows children in various moods to exist in the same space (e.g. quiet play areas and loud play areas)

- Providing experiences for children to interact with nature by including natural elements (e.g. plants, trees, gardens, rock, mud or water) in our outdoor environment.
- Providing adequate and ongoing training for new and existing educators and volunteers in relation to the children's learning and relevant safety considerations.
- As part of our sun protection strategy, providing adequate shading as per the recommendations of recognised authorities.
- Establishing the environment to allow children to be appropriately supervised at all times.
- Fencing the area in order to provide safety.
- Engaging the children in a wide variety of indoor and outdoor experiences.
- Enabling the children to access appropriate furniture, resources, materials, toys and equipment.
- Providing an environment where children can be creative and explore, solve problems, create, construct and engage in critical thinking that is developmentally appropriate for the ages represented in the preschool.
- Providing an environment that allows children to engage in activities independently or work in small groups and access resources independently.
- Providing an environment that encourages large and small groups and independent activities.
- Providing an environment that incorporates commercial, natural, recycled, home-made and real resources that can be used in a variety of ways to encourage children's learning.
- Providing adequate and accessible hand-washing, toileting, eating and sleeping facilities as per the amount of children attending our preschool. In relation to toileting and hand-washing, these will be accessible from both our indoor and outdoor environments.
- Providing adequate and appropriate hygienic facilities for nappy changing in exceptional circumstances where children are not toilet trained. Children are expected to be toilet trained to attend the preschool.
- Establishing an environment that incorporates natural and artificial lighting, appropriate ventilation, heating and cooling and fresh air.
- Provide quiet areas where children can sleep or rest.
- Providing a space for administrative functions, consultation with children's parents and for private conversations to take place.
- Ensuring children's safety by ensuring that power points not in use have safety caps, all double adaptors and power-boards are out of reach of children and all electrical cords are secured.
- Discussing with children the safety aspects of using equipment and resources and involving the children in creating a risk assessment plan.
- Compiling details of daily checklists, audits and maintenance logs and records of building works.

Playground Safety

Aim/Rationale

The outside play environments for children need to be carefully planned and regularly inspected (daily, first thing every morning) to ensure they are safe and the equipment in good repair. In setting up the environment teachers will ensure it is safe, providing a diversity of activities that are challenging to children, reflecting attention to aesthetics as well as being functional, acknowledging the children's need to be alone or in small groups, and giving children space.

Procedure

- Before children enter the playground educators inspect the grounds using daily checklist for anything that may cause injury (sharp objects, poisonous insects and plants).
- Remove potentially dangerous equipment from the play space and document. If fixed equipment is dangerous, notify the Director.
- Unlock the main side gates at ALL times. We ask parents not to allow their children to open the gates as this could encourage them to do this when they are not there.
- Checking and preparing the playground at 8.00am allows teachers to set up the equipment before children arrive to avoid accidents and disruptions during supervision times.

- Rake the sandpit each morning to filter out unwanted debris and hose down with water if cat faeces are found.
- Set up portable climbing equipment on our soft fall areas, use gym mats if necessary and set back 2 metres from hard surfaces or fixed equipment.
- Keep storage areas closed at all times especially in the main playground to ensure children don't enter without an adult or get locked in.
- Keep the impact area clear of all toys and portable equipment that may cause injury in a fall from equipment.
- Construction equipment is to be played with in a zoned space to avoid injury to children, loss and damage of equipment.
- Supervise children in the playground and maintain the correct ratios.
- In supervising morning tea, ensure children have washed their hands thoroughly with soap.
- Model how to use the equipment appropriately.
- Encourage parents to provide children with appropriate clothing for play e.g. a hat, non-slip shoes, appropriate clothing to climb and run around in and nothing with a pull cord around the neck.
- Ensure children wear a hat while outdoors and have sunscreen on.
- Communicate with other educators if it is necessary for you to leave the playground for any particular reason.
- Educators must not carry mobile phones while supervising children and only work-related or emergency calls can be taken. All personal calls must be restricted to the educators lunch break.
- Children need to wash their hands with soap after outdoor play and before eating or returning to indoor play.
- After use, empty any water containers and store so they do not collect or retain water.
- The safety Officers will maintain the outdoor first aid kit.
- Water and maintain gardens and pot plants.
- Roll water hose up when not in use.
- Replace sand in sandpit twice yearly.
- A thorough playground safety audit will be conducted each term by the Safety Officers and Management Committee.

Environmental Management Plan

The site of the Northern Nursery School is currently under an Environmental Management Plan (EMP) managed by the preschool and overseen by Mosman Council (Director, Environment and Planning).

The site has been audited and is deemed to be a safe environment for children, staff, families and visitors.

Background

Environmental investigations at the site during 2006 and 2007 (the Northern Nursery School put a development application into Council accompanied by a soil report) identified polycyclic aromatic hydrocarbon (PAH) impacted fill, and to a lesser extent, metal impacted fill over the site, all under the surface.

Management of the site contamination was implemented immediately by Mosman Council , the Director (Nominated Supervisor) and the Management Committee of the Northern Nursery School, under the direction of the Auditors, through a number of control mechanisms, the primary control method being restricted access to certain portions of the site. In January 2008 Mosman Council carried out full remediation of these restricted areas to allow full use of the site again as a preschool.

The current Environmental Management Plan (EMP) is required to ensure that sufficient site controls are in place, and is designed to manage the risks associated with the identified contamination at the site under the current occupancy and access arrangements as a preschool.

Procedure

The Northern Nursery School site is under an Environmental Management Plan managed by Mosman Council and the Northern Nursery School. The Northern Nursery School is responsible for implementing the EMP, conducting daily site inspections on surface coverings, reporting back to Mosman Council on a monthly basis about these inspections.

Northern Nursery School will inform all new families about the EMP through the website, brochures, letters of offer and orientation evenings. A sign is also attached to the front and side gates alerting visitors entering the preschool that it is under an EMP. Northern Nursery School will also inform new staff, members of the Management Committee and subcontractors about the EMP, and will conduct site inductions and ask contractors to provide a risk assessment plan if carrying out any work that involves disturbing the contaminated areas.

For more information, please refer to the Northern Nursery School website, or talk to the Director (Nominated Supervisor) or contact Mosman Council.

Water Safety at preschool

To ensure children are safe when playing with water.

Procedures:

- At all times children near water are closely supervised. A child will never be left unattended near any water, and an educator must supervise if children are using the creek or water trough.
- The use of rainwater in our creek will be used under the direct supervision of educators. The rainwater will be turned off when the educator is not present.
- Any water play will be supervised by an educator and the container emptied after use and the container will be washed down and cleaned.
- Storage should prevent the collection of water e.g. upright/inverted, also check grounds after rain or watering and empty water that has collected in holes or containers.
- Educators will ensure that a risk assessment will be completed before committing to an excursion to check for water hazards.

Resources and Equipment

- The Director (Nominated Supervisor) and the educators will be responsible for any purchases of equipment.
- Educators will compile a list for the Director (Nominated Supervisor) of equipment which needs maintenance, if they cannot fix it themselves.
- Resources and equipment will be chosen to reflect the cultural diversity of the preschool's community and the cultural diversity of contemporary Australia, including the incorporation of the Aboriginal and Torres Strait Islander community.
- Children will be carefully introduced to new equipment and taught how to use and care for them appropriately.
- Equipment that should only be used under supervision will be stored in a safe place.
- The use of rainwater in our creek will be used under the direct supervision of educators. The rainwater will be turned off when the educator is not present.
- Any water play will be supervised by an educator and the container emptied after use.
- Children will only use a trampoline whilst under the direct supervision of an adult educator.
- Equipment will be checked regularly by the educators to ensure it is in a clean and safe condition.

On-going Maintenance

- The preschool will monitor the environment to ensure that it continuously reflects our ideology of providing an environment that is safe, stimulating and engaging for all who interact with it.

- It is the responsibility of the Director (Nominated Supervisor) to complete a Audit Safety Checklist of the preschool and its grounds bi-annually and ensure any work deemed necessary is done to Australian standards. The Director will also ensure that the preschool and its grounds comply with Local Government and BCA regulations in regards to fire ventilation, natural and artificial lighting and safety glass.
- Should the preschool undertake major renovations, it will consult with Mosman Council, who are the owners of the land, and put in place development plans that comply with our Environmental Management Plan (EMP), so that the safety of educators, children, families and others at the preschool is not compromised.

Safety Check Lists

At beginning and end of every day for the indoor environment, and the beginning of every day for the outdoor environment, an inspection of the premises will be undertaken before children begin to arrive. This inspection will include the:

- Perimeters
- Ground cover
- Fences
- Trees for overhanging, dead or dangerous looking branches as well as checked for any infestations or nests.
- Gates
- Paths
- Buildings
- All rooms accessible by children
- Fixed equipment.
- Powerpoints
- Sharp or dangerous objects, for example a syringe. Educators will wear gloves and use tongs to pick up the object and dispose of it appropriately in the syringe container.

The Indoor and Outdoor Daily Safety Checklists will be used as the procedure to conduct these safety checks. A record of these will be kept by the preschool in a compliance folder in each room. Any required maintenance will immediately be reported to the Director (Nominated Supervisor) who will make the appropriate arrangements to have repairs carried out. This must to be done in order to minimise the possibility of the presence of any potential hazards in the environment.

Pest and Termite Inspections

The Northern Nursery School will also regularly have pest inspections carried out by an accredited pest control company. Documentation of these inspections will be kept and any findings from the pest control check will be carried out in line with the recommendation of the pest control company.

General Cleaning

The preschool will use structured cleaning schedules to ensure that all cleaning is carried out regularly and thoroughly. We have a contract cleaner who cleans the preschool at the end of each day. Throughout the day staff will keep the environment clean as the need arises. Accidents and spills will be cleaned up as quickly as possible to ensure that the preschool always maintains a high level of cleanliness and hygiene.

When purchasing, storing and/or using any dangerous chemicals, substances, medicines or equipment, our preschool will:

- Select and make use of the least hazardous substance or equipment.
- Only purchase and make use of substances which have child resistant lids or caps. Educators will ensure that such lids or caps are properly fixed at all times.

- Store all dangerous chemicals, substances and medicines in their original containers provided by the manufacturer. All labels and/or use by dates should be kept intact at all times. Any substance found to be stored in a different container than originally provided, or with destroyed labels and/or unknown use by dates where appropriate will not be used under any circumstances. Containers should be disposed of correctly following local council guidelines, and not reused under any circumstances.
- All dangerous chemicals, substances and equipment must be stored in a locked place or facility which is labelled, secure and inaccessible to children. These materials may include, but are not limited to, all cleaning materials, detergents, poisonous or dangerous substances, dangerous tools and equipment including those with sharp and razor edges and toiletries.
- Educators should follow the instructions of manufacturers, particularly of any product which may need to be stored in a refrigerated environment pursuant to the aforementioned directives.
- Any medication that needs to be refrigerated must be stored in a labelled, child resistant container, preferably in a separate compartment or in a part of the refrigerator inaccessible to children.
- All hazardous chemicals must be supplied with a Safety Data Sheet (SDS) formerly called a Material Data Safety Sheet. The preschool will adhere to the manufacturer's instructions for use, storage, and first aid instructions recorded on the SDS.
- A register of all hazardous chemicals, substances and equipment used at the preschool will be kept. Information recorded should include where they are stored, their use, any risks, and first aid instructions and the current SDS. The register will be readily accessible.
- Seek medical advice immediately if poisoning or potentially hazardous ingestion, inhaled, skin or eye exposure has occurred, or call the Poisons Information Line on 131126, or call an Ambulance on 000.
- In the case of any child or educator becoming injured by a chemical, substance or equipment, the preschool will initiate the emergency, medical and first aid procedures, notify the appropriate authority that administers workplace health and safety immediately and any other person or authority as required by regulations or guidelines.
- In any major emergency involving a hazardous chemical or equipment, a hazardous gas or a fire or explosion hazard, call the emergency services, dial 000 and notify the appropriate authority that administers workplace health and safety and any other person or authority as required by regulations or guidelines.

Equipment Cleaning

Due to the age of the children at the preschool, equipment will be cleaned as and when necessary, and at the end of each term. Educators will wash the equipment immediately if it has been sneezed on, mouthed, soiled or if it has been discarded after play by a child who has been unwell.

- Most equipment can be washed with normal dishwashing liquid, rinsing with clean water and dry well.
- Leaving items such as LEGO and construction blocks to drain on a clean tea-towel overnight is ideal.
- Wooden equipment and toys should be wiped over with a damp cloth – please do not immerse in water.
- Wooden puzzles as per 'Wooden Toys' above.
- Cardboard should be wiped over with a slightly damp cloth.
- Dress-up and play clothes should be washed once a term.

Minimising Potentially Dangerous Substances

Our service also implements the concept of minimising the use of potentially dangerous substances. Ordinary detergents or vinegar will be used to help remove dirt from surfaces. Colour-coded sponges (e.g., green for the kitchen, yellow, blue and pink for the rooms) will be used in order to not cross-contaminate areas. Before returning to the children educators will wash and dry hands.

Proper cleaning with detergent and warm water, followed by rinsing then drying kills most germs from surfaces as they are unable to multiply in a clean environment. Cleaning equipment will be stored and taken care of so it can dry between uses and not multiply germs itself. Disinfectant is used only to clean the toilet areas.

Children must not gain access to any harmful substance, equipment or amenity. The kitchen has a door to prevent unsupervised entry by children into the kitchen and all cupboards containing chemicals are locked and clearly marked.

Inspection and testing of electrical equipment

The Northern Nursery School will ensure that electrical equipment is inspected and tested every year by a competent person if the electrical equipment is supplied with electricity through an electrical socket and used in conditions where it could be damaged, including exposure to moisture, heat, vibration, mechanical damage, corrosive chemicals or dust. A record of the testing, which may be a tag attached to the equipment tested, will be kept until the equipment is next tested or disposed of and must specify:

- the name of the tester
- the date and outcome of the testing
- the date on which the next testing must be carried out.

Maintenance of Fire Equipment

All fire equipment at the preschool will be maintained as per the legal standards, every 6 months. Our equipment will be checked as required and a record of maintenance will be kept and the equipment will be tagged with the date of inspection. External agencies are employed to assist the preschool with this maintenance.

Sources

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

Education and Care Services National Regulations 2018

Work Health and Safety Act 2011

Work Health and Safety Regulation 2017

National Quality Standard

Review

Review will be conducted by:

- Management
- Employees
- Families

Reviewed: October 2018

Date for next review: 2020

Emergency Service Contact Policy

NQS

QA2	2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
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National Regulations

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

Aim

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

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

Implementation

When you call Triple Zero (000)



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

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



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

How to call Triple Zero (000)

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

Assess the situation

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

Make your call

- Stay calm and call Triple Zero from a safe place
- When your call is answered you will be asked if you need Police, Fire or Ambulance
- If requested by the operator, state your town and location

- Your call will be directed to the service you asked for
- When connected to the emergency service, stay on the line, speak clearly and answer the questions
- Don't hang up until the operator tells you to do so.

Providing location information

- You will be asked where you are
- 41 Wyong Road Mosman, on the corner of Congewoi Road.
- If calling from a mobile, the operator may ask you for other location information

Instructions from the operator

- The operator may ask you to wait at a pre-arranged meeting point to assist emergency services to locate the incident. It is likely to be our evacuation point, the grass verge on Congewoi Road or the park on Congewoi Rd depending on the emergency.

Other languages and text based services

- People with a speech or hearing impairment can use the One Zero Six (106) text based service

Other things you can do

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

Sources

Education and Care Services National Regulations 2018

National Quality Standard

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

Review

The review will be conducted by:

- Management
- Employees
- Families

Last reviewed: October 2018

Date for next review: 2020

Chemical Spills Policy

NQS

QA2	2.2	Each child is protected.
	2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard
	2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
QA3	3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
	3.2.3	The service cares for the environment and supports children to become environmentally responsible.

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

Education and Care National Regulations 2018

Aim

To ensure that the preschool does not stock hazardous chemicals on site unless absolutely necessary and all chemicals must have MSDS with the chemicals. Should a chemical be spilled in the preschool, it is cleaned up immediately in a safe manner.

Who is affected by this policy?

- Child
- Parents
- Family
- Educators
- Management
- Visitors
- Volunteers

PROCEDURE

- In our termly work, health and safety audits, make sure all chemicals are kept in a locked cupboard, with a sign highlighting that Hazardous Chemicals are kept in there.
- Remove all unnecessary chemicals and dispose of safely.
- If there is a chemical spill, remove children from the area.
- Contain the spill. Ensure that it is cleaned up thoroughly and promptly.
- Approach with care when cleaning. Some chemicals may lack colour or odours, but may still be dangerous. Never assume a chemical is harmless
- Identify chemicals and potential hazards by using the appropriate Material Safety Data Sheet.
- Use the manufacturer's recommendations to clean up the spill appropriately.
- Decontaminate any equipment or clothing associated with the spill.
- Dispose of any equipment should the spill have made it unsafe for further use.
- Reflect on procedures to analyse how this incident occurred and how the incident could be prevented in the future.

Source

Education and Care Services National Regulations 2018

National Quality Standard

Work, Health and Safety Act 2011

Work, Health and Safety Regulations 20171

Review

A review will be conducted by:

- Management
- Employees
- Families

Last reviewed: October 2018

Date for next review: 2020

Emergency Management and Evacuation Policy

NQS

QA2	2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
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National Regulations

Regs	168(2)(e)	Policies and procedures in relation to emergency and evacuation
	97	Emergency and evacuation procedures
	98	Telephone or other communication equipment
	99	Children leaving the education and care preschool premises
	102	Authorisation for excursions

Aim

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

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

Emergency Evacuation Procedures and Drills

- Emergency evacuation procedures that are based on the preschool's floor plans will be prominently displayed in the following locations that are near each exit in every room. –
- The preschool will maintain an up-to-date and compact register of parent emergency telephone numbers that must be taken in an emergency or evacuation that is to be located in the following location –
 - In the office
- Emergency telephone numbers will be displayed prominently throughout the preschool in the following locations, including near telephones or available near mobile phones –
 - In each room
 - In the office
- The educators will be alerted about where the fire extinguishers, fire blankets and other emergency equipment is kept, which is in the following locations –
 - In the kitchen
 - Outside the office
 - In each room
- Fire extinguishers, fire blankets and other emergency equipment will be tested as recommended by the manufacturer by recognised authorities every 6 months. All tests must be documented.
- Emergency procedures will be discussed with families and information will be provided to families within the policy and procedures manual in the Office or on line.
- The Director (Nominated Supervisor) is responsible for ensuring that all staff, including relief educators and staff members, are aware of the preschool's policies and procedures relating to Emergency Management and Evacuation.
- Discussions with children about the evacuation and emergency procedures and regular drills each term will be held.

Rehearsal Emergency Evacuation Drill (Every Term)

- The preschool will add to each child's sense of security, predictability and safety by conducting rehearsal evacuation drills every term. All people present at the preschool during the evacuation drill must participate accordingly.
- Rehearsal emergency evacuation drills must be documented.
- Our preschool's emergency and evacuation safe area is located outside **28 Congewoi Road**.
- Evacuation procedures (below) will be followed

Evacuation Procedures

Role of Educators

- Remain calm
- Delegate someone to raise the fire alarm by continuously blowing a whistle in 3 short blasts.
- Whistles to alert each other to evacuate are situated in each room near the phones.
- Immediately when the alarm sounds, educators will return to the group with which they are working if it is safe to do so. Educators will then assist with the evacuation.
- Educators are to ensure that the roll, sign in sheets, special medication and emergency evacuation back packs containing contact details are in the vicinity of that particular group of children at all times and if evacuation is required that an educator collects the evacuation backpack and the roll in the process of evacuating children.
- After the alarm has been raised, group children and evacuate through the nearest designated fire exit and go to the allocated area for roll call of that group.

The Director or Admin Officer will check the staff room, kitchen, resource room and both adult & children's toilets, take the staff sign in roll and the emergency contacts for families, plus NNS emergency epipen and Ventolin and their mobile phone. They must close the doors when leaving

Work Health and Safety Officers will return to main exit gates 1) Wyong Road and 2) Congewoi Road to monitor and ensure only emergency services personnel enter.

Assembly

Office staff to assist all rooms where necessary and open the large exit gate in garden.

Any parents on the premises to assist with rooms being evacuated

Gather all children quickly and calmly

- **Melaluca** –leave by their side fire exit door & assemble in side garden area for roll call*
- **Grevillea** – leave by main fire exit door, go down the ramp & assemble near the log for call roll*
- **Lilly Pilly** – leave by main fire exit & go down the stairs and assemble near the Melaleuca Tree for roll call *
- * Do roll call against sign in and roll book & check time

Points to remember

- React immediately and quickly to the alarm system
- If smoke is present, keep LOW to the ground
- Keep calm. Give clear instructions and reassure the children that they will be safe if they follow the evacuation procedures
- Each staff member will be aware of their responsibilities and job description, which are required during an evacuation
- In the case of an evacuation due to an emergency such as a severe storm or natural disaster, educators will follow the evacuation procedures, or lockdown if this is necessary

Evacuation Point 1

Melaluca, Lilly Pilly & then Grevillea proceed out of 'main EXIT side gate' and assemble outside 28 Congewoi Road

Do second roll call and check time

Keep children safe and calm and wait for further instructions

Keep children calm and safe and wait for further instructions for Director or WH&S Officers.

Once all is clear, return to preschool and designated areas and do a third roll call.

Educators will fill out the Lock Down Procedure Form at the back of the Roll Book in the same manner as they would in Lockdown drills.

Director (Nominated Supervisor)'s Role:

- Collect educator sign in book, a phone, emergency contact box and backpack.
- Check toilet, kitchen, playrooms and cot rooms.
- **Ring 000 as soon as possible.**
- Follow children and other educators to designated area.
- Oversee and check attendances of children, educators, volunteers, families and visitors.
- Supervise and reassure children.
- Report to emergency services team leader any details of evacuation, and if anyone is missing
- Notify the Department of Education and Communities, and the police
- Once the situation is resolved, and/or as soon as it is safe to do so, the Director will communicate via email to all parents, to inform them of the circumstances of the evacuation. Room parents will be contacted, and asked to alert all their families regarding the Director's email, so they will all have direction on what do to next.
- If the Director is not able to send emails, they will contact Room Parents and ask them to inform parents of the situation, to stay calm, and where to pick up their children.
- Parents and staff will be asked not to contact media regarding the emergency.

Emergency Communication Plan

- At all times, the preschool will have access to a fixed-line telephone, a mobile telephone and internet connectivity via a mobile device such as smart phone, iPad or laptop
- The preschool has a main telephone available at the following location to be used during an emergency –
 - The office
 - Or mobile
- If there is a complete loss of electricity and the telephones at the service are not available, a mobile phone will be provided and ready to use at all times to ensure educators can use it to make emergency contact.

Maintenance of Fire Equipment

All fire equipment at our centre will be maintained as per the legal standards. Our equipment will be checked as required as per the timeframes below.

Key	
6 Monthly Inspection Procedure of Fire Safety Installations (F.S.I)	1. Staff to regularly inspect for obvious visual faults. 2. Inspect for faults and witness test of F.S.I by a competent person
Required Record of Keeping Fire Safety Installations (F.S.I)	R = record of maintenance required, kept in WH&S Compliance Folder in Office T = Metal tag on F.S.I 6 monthly service label

Sources

Education and Care Services National Regulations 2018

National Quality Standard

Work, Health and Safety Act 2011

Review

The review will be conducted by:

- Management
- Employees
- Families

Last reviewed: October 2018

Date for next review: 2020

Lockdown Policy

NQS

QA2	2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
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National Regulations

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

Aim

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

Implementation

Examples of such critical incidents are:

- Death of a child at the service or on an excursion.
- Children/educators being taken hostage.
- A siege of service property.
- A disaster in the local community.
- Storms and extreme weather
- Aggressive trespassers.
- Chemicals, smoke and toxic substances in the air

Initial Notification

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

- The educator who witnesses the event or issue must try to raise an alarm by **blowing the whistle in long continuous blows**. Other educators will also take up their whistle to alert children and staff in other areas.
- 000 must be called immediately if the event or issue requires the police, ambulance or fire service to respond.

This will trigger staff to go into LOCKDOWN PROCEDURES.

Movement of Children and Educators

- All persons will remain in their rooms on their mat.
- Roll call will be done immediately.
- Educators will pull down blinds and lock classroom doors and windows.
- Children should remain down low and out of sight during the lockdown period.
- If children are outside, they will go straight to their educators who will get them inside as quickly as possible. Roll call will be done immediately.
- A Roll call must be quietly completed to make sure all children are accounted for. If a child is not in their rooms staff must immediately let the Director, or most senior person know .
- Staff may need to use the internal phone system to communicate information.

Educators Responsibilities:

- Director or WH&S Officer to contact Emergency Services and follow their instructions. Dial 000
- Educators not involved in the lockdown or without children to supervise are to go to the front of the preschool to liaise with Emergency Services if it is safe to do so.
- Educators must check the sign-in sheet and check all signed-in children are present. Any absences must be reported to the Director (Nominated Supervisor) or most senior person as soon as it is safe.
- Educators are to close and lock all doors and windows, pull down blinds, turn the lights off and ensure children are kept below the window level.
- All educators, children and anyone else present will remain in the locked room until the “All Clear Signal” is given by the person in charge.

All Clear Signal

The All Clear Signal is as follows:

- The most senior person in charge will go to each area and calmly say to staff and children “Lock Down has now ended”.
- Educators will gather their children to make sure they are okay, discuss any concerns and resume normal activities.
- Educators will fill out the Lock Down Procedure Form at the back of the Roll Book in the same manner as they would in Emergency Evacuation drills.
- Once the situation is resolved, and/or as soon as it is safe to do so, the Director (Nominated Supervisor) will communicate via email to all parents, to inform them of the circumstances of the evacuation. Room parents will be contacted, and asked to alert all their families regarding the Director’s email, so they will all have direction on what do to next.
- Parents and staff will be asked not to contact media regarding the emergency.

Rehearsal Lockdown Drill (Every Term)

- The preschool will add to each child’s sense of security, predictability and safety by conducting rehearsal lockdown drills every term. All people present at the preschool during the evacuation drill must participate accordingly.
- Rehearsal lockdown drills must be documented.
- Our preschool’s lockdown drill safe area is located in each room on the children’s mat away from windows and the door.
- Lockdown procedures above will be followed

Sources

National Quality Standard

Education and Care Services National Regulations 2018

Review

Review will be conducted by

- Management
- Employees
- Parents/Families

Ratified: October 2018

Date for next review: 2020

Work Health and Safety Management Procedures

NQS

QA2	2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.
	2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
	2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented
QA7	7.1	Governance supports the operation of a quality service.
	7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
	7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.

National Regulations

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

Northern Nursery School aims to do everything possible to protect the health, safety and welfare of all educators and other people who may be affected by our operation, including our children and their families.

The Northern Nursery School's objectives for implementing this Work Health and Safety management system are to ensure the safety and wellbeing of all persons whilst at the preschool. This policy is underpinned by the preschool's policies found in the Philosophy and Policy Handbook. The preschool will be proactive in implementing the work health and safety policies, procedures and practices for all people to abide by whilst at the preschool, thereby promoting health and safety and reducing the:

- number of hazards and therefore the consequences of physical, psychological and environmental risks present in our preschool environment
- number of accidents, injuries and reportable incidents
- cost of workers' compensation claims by our preschool.

Implementation

Duty of Care

The Northern Nursery School Work, Health and Safety Policy covers and applies to all persons employed, visiting and/or contracted by our preschool:

That is, full time, part time, and/or casually employed staff as well as all persons on the preschool's property, for example children, families, contractors, maintenance workers, visitors, volunteers and students. All permanent staff and families should ensure they have read and understood the preschool's policies, and visitors, volunteers, students and contractors need to adhere to the following procedures.

We expect visitors, contractors and volunteers to:

- Sign in on arrival and out on departure in the visitor's book located in the foyer.
- Take care of your own safety and health at the Northern Nursery School by being observant of any risks or hazards in the work place and taking steps that will safeguard your wellbeing at all times
- Be responsible for your own behaviour and actions in order to avoid harming the wellbeing and safety of other persons at the service.

We expect students to:

- Show proof of identification.
- Sign in on arrival and out on departure in the staff / student sign in and out forms located in the office and wear an identification tag at all times while on the premises.
- Take care of your own safety and health at the Northern Nursery School by being observant of any risks or hazards in the work place and taking steps that will safe guard your wellbeing at all times
- Be responsible for your own behaviour and actions in order to avoid harming the wellbeing and safety of other persons at the service.

The Management Committee will ensure that all reasonable steps are taken to protect the health and safety of all educators, staff, volunteers, children, their families and any other people impacted by the preschool operations. This includes identifying and eliminating or reducing all reasonably foreseeable hazards and providing appropriate training and instruction for its staff. Our educators, staff and volunteers will also ensure they take reasonable care for their own health and safety and that their conduct does not adversely affect the health and safety of other people.

The preschool's Work Health and Safety Management System conform to and take into account the requirements of relevant legislation, regulations, and codes of practice, advisory standards and Australian Standards where they apply.

The preschool consults with government agencies, regulatory authorities, the unions and other peak industry bodies, to ensure its Work Health and Safety Management System meets the requirements of the relevant bodies and the Work Health and Safety Act.

The Northern Nursery School applies 'due diligence' at all times to maintain a safe and healthy work environment and thereby protect all those involved in the preschool from any potentially adverse health and safety effects. To ensure best practice teachers will abide by their job descriptions and conduct daily Work Health and Safety inspections.

The Director (Nominated Supervisor) will ensure that all relevant people will have read and understood their responsibilities under the Work Health and Safety Policy whilst at the preschool.

The Northern Nursery School Work Health and Safety policy is available to all families on enrolment and is issued to, and discussed with, all employees on induction. The policy will be displayed in public areas (for example in the foyer, on parent and/or employee notice boards and/or included in the parent handbook).

It will also be available to all contractors, students, visitors and volunteers to the service, who must sign in/out if spending extended periods of time at the preschool.

Consultation, Cooperation and Coordination

Northern Nursery School will share information about health and safety matters with educators, staff, contractors and volunteers and encourage them to express their views or raise issues. Our Health and Safety Representatives will be involved in the consultations.

The preschool will consult with educators, staff, contractors and volunteers when:

- identifying hazards and assessing risks arising from work
- proposing changes that may affect the health and safety of workers
- carrying out activities prescribed by the Work Health and Safety Regulation.

The preschool will also consult with educators, staff, and volunteers when making decisions about:

- ways to eliminate or minimise risks
- the adequacy of their facilities
- consultation procedures
- resolving health and safety issues
- monitoring their health and safety or the safety of workplace conditions
- how to provide health and safety information and training.
- How to provide environmental management and asbestos training.

The Northern Nursery School consults with, and involves all staff and Management Committee in implementing our risk management approach to Work Health and Safety by:

- effective WH&S information and instruction.
- providing training and supervision to all employees, to increase their personal understanding of workplace hazards and the need to follow safe work practices.
- providing training about our Environmental Management Plan and the Asbestos Register to all employees and Management Committee to increase their personal understanding of workplace hazards and the need to follow safe work practices.
- facilitating the identification of unsafe workplace practices.
- including agenda items on Management Committee and educators' meetings.
- regular inspections and hazard checks.
- analysis of accident/injury reports.
- implementing risk management in practice.
- regular Work Health and Safety meetings.
- adhering to all preschool WH&S policies and procedures.

Consultation with our educators, staff, volunteers and health and safety representatives means:

- relevant work health and safety information is shared
- everyone has a reasonable chance to express their views
- everyone is given a reasonable opportunity to contribute to the decision making process
- all views are taken into account
- everyone is advised of the outcome of the consultation in a timely manner.

Our educators, staff, and volunteers are entitled to:

- elect a health and safety representative
- request the formation of a health and safety committee
- cease unsafe work
- have health and safety issues resolved in accordance with an agreed issue resolution procedure
- not be discriminated against for raising health and safety issues.

The Northern Nursery School provides a safe and healthy preschool environment by developing documented procedures for:

- employer and employee Work Health and Safety roles and responsibilities
- workplace consultation
- risk management (as it applies to Work Health and Safety)
- audit and review procedures
- record-keeping and document control
- appropriate work practices
- the use of equipment (as required)
- the provision of first aid
- emergency procedures
- the reporting and investigating of accidents, incidents and hazards

The Northern Nursery School is committed to providing injured employees with effective rehabilitation programs to ensure their full recovery and return to work at pre-injury capacity as soon as possible (refer to our *Occupational Rehabilitation Program Policy*).

Work, Health and safety representatives

Our educators and staff can elect Health and Safety Representatives (HSRs). If a request is made for a HSR, the Director (Nominated Supervisor) will:

- commence negotiations with workers about the number of HSRs and any deputy HSRs, and which workers will be represented by the HSRs (in groups called work groups) within 14 days.
- give all educators and staff the chance to nominate as a HSR and to vote in an election if there is more than 1 candidate.
- notify workers of the outcome of the negotiations as soon as possible.

The Director (Nominated Supervisor) must keep a current list of all HSRs and deputy HSRs and display a copy at the workplace.

A HSR can:

- inspect the workplace of their work group
- accompany a workplace health and safety inspector during an inspection
- be present at an interview with a worker that the HSR represents (with their consent) and the Director (Nominated Supervisor) or an inspector about health and safety issues
- request a health and safety committee be established
- monitor compliance measures by the Director
- represent the work group in health and safety matters
- investigate complaints from members of the work group
- inquire into any risk to the health or safety of workers in the work group
- request the assistance of any person, including a union, whenever necessary
- issue Provisional Improvement Notices in the form and manner prescribed in the legislation (these Notices must be adhered to and displayed)
- direct workers to cease unsafe work where the HSR considers there is a serious health and safety risk if consultations with the Director (Nominated Supervisor) and Management Committee do not resolve the issue.

Northern Nursery School will ensure HSRs and deputy HSRs:

- are never prevented from carrying out any of their duties
- are able to give people assisting them access to the workplace
- can take paid leave to attend to their health and safety duties
- can take paid leave to attend an initial work health and safety course or annual refresher training approved by the regulator within 3 months of their request to attend. We will pay the course costs and reasonable expenses
- can access any resources, facilities and assistance that they reasonably require to undertake their duties

HSRs or Deputy HSRs are elected for 3 years unless they leave the work group, are disqualified, resign or the majority of workers they represent agree they should not represent them. They are not personally liable for anything done, or not done, in good faith while carrying out their role.

Health and Safety Committees

A Health and Safety Committee (HSC) can facilitate cooperation between the Management Committee and staff in developing and implementing measures to ensure health and safety at our service.

A Health and Safety Committee can be requested if at least 5 or more of our staff would like to establish one. If requested we will establish a HSC within 2 months of this request. We can also establish a HSC without a request. At least half the members of a HSC won't have been nominated by the Approved Provider /Nominated Supervisor. A HSR can consent to be a member of the committee.

Our service will ensure:

- an HSC has access to any information related to workplace hazards and the health and safety of workers, except for personal or medical information which would identify individual workers.
- an HSC meets at least once every term or at any reasonable time at the request of at least half of the committee members
- HSC members are able to take paid leave to comply with their health and safety duties

Work Health and Safety Integration

Families and visitors recognise that the preschool has Work Health and Safety policies and procedures and that when visiting the preschool they are complied with.

Families and visitors accept direction from preschool management and educators and comply with those directions.

Work Health and Safety Communication and Consultation

Families support and take part in Work Health and Safety consultation and promote and encourage commitment to Work Health and Safety issues at the preschool.

Families consult with educators about Work Health and Safety concerns and issues and ensure these are responded to promptly. These will be recorded and dated.

Work Health and Safety Actions and Obligations

Families and visitors participate as required by the preschool in any Work Health and Safety policies, training and programs

Hazards and incidents are identified, recorded, dated and reported to the Director (Nominated Supervisor) promptly.

Work Health and Safety Review

Work Health and Safety audits and reviews are participated as required.

Storage of Hazardous Chemicals

All hazardous chemicals are either kept in a locked storage room or in a childproof cupboard. Cupboards are clearly labelled with "Potentially Dangerous Products" and safety data sheets are available for each product. The chemicals are kept in their original containers or in bottles that have original labels.

Arrangements for sending soiled clothing home

Children's soiled clothing will have the soiling removed, and then will be enclosed in a waterproof bag and tied and then placed in the child's locker. Wet clothing will also be enclosed in a waterproof bag and tied and then placed in the child's locker.

Notification of Death, Serious Injury or Illness

The Director (Nominated Supervisor) must notify the Work Health and Safety Regulator, Work Cover as soon as they become aware of a death, or a serious injury or illness that results in:

- immediate treatment as an in-patient in a hospital, or
- immediate treatment for:
 - the amputation of any part of the body
 - a serious head injury
 - a serious eye injury
 - a serious burn
 - the separation of skin from an underlying tissue (such as degloving or scalping)
 - a spinal injury
 - the loss of a bodily function
 - serious lacerations or
- medical treatment within 48 hours of exposure to a substance.

A serious illness is:

- any infection to which the carrying out of work is a significant contributing factor, including any infection that is reliably attributable to carrying out work:
 - with micro-organisms
 - that involves providing treatment to a person
 - that involves contact with human blood or body substances, or
 - involves handling or contact with animals, animal hides, skins, wool or hair, animal carcasses or animal waste products.

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

- an uncontrolled escape, spillage or leakage of a substance
- an uncontrolled implosion, explosion or fire
- an uncontrolled escape of gas or steam
- an uncontrolled escape of a pressurised substance
- electric shock
- the fall or release from a height of any plant, substance or thing
- the collapse, overturning, failure or malfunction of, or damage to, any plant that is required to be authorised for use in accordance with the regulations
- the collapse or partial collapse of a structure
- the collapse or failure of an excavation or of any shoring supporting an excavation
- the inrush of water, mud or gas in workings, in an underground excavation or tunnel

The Director (Nominated Supervisor) or Chair of the Management Committee must notify the regulator DEC, ACECQA, Work Cover and Mosman Council by telephone or in writing (including by facsimile or email) as soon as possible after the injury, illness or incident. If notified by telephone, the regulator may require a written notice of the incident within 48 hours. Records of the incident must be kept for at least 5 years from the date that the incident is notified. The Director (Nominated Supervisor) must ensure the site where the incident occurred is left undisturbed as much as possible until an inspector arrives or as directed by the regulator.

Back Care and Manual Handling

Remember:

- Manual handling means any activity requiring the use of force exerted by the person to lift, lower, push, pull, carry or otherwise move, hold or restrain any person or object.
- Manual handling injuries may be caused by the above activities listed above. Injuries can include back strains, similar strains and sprains in parts of the body such as the neck, arm, shoulder and knee.
- Manual handling injuries also encompass overuse injuries or, as a result of falling during manual handling, bruising or laceration.

To help prevent injuries, there are legal requirements for manual handling in the workplace.

The employer, in consultation with staff/educators will:

- Display in the staff room written information regarding manual handling and any updates as required.
- Make sure that equipment and containers are designed and maintained to be, as far as workable, safe and without risk to health and safety when manually handled.
- Make sure that the work practices involving manual handling and the work environment are designed to be, as far as workable, consistent with safe manual handling activities.
- Identify, assess and control all risks associated with manual handling in each workplace.

Principles of Preventing Manual Handling Injuries

- Eliminate or reduce the amount of manual handling.
- Reduce the amount of bending, forward reaching, and twisting, in all tasks.
- Reduce worker fatigue.
- Keep all equipment in good working order.
- Keep the workplace environment safe.

To help prevent manual handling injuries:

- Kneel down rather than bend down.
 - For example, helping a child to put their shoes on.
- Sit down rather than bend.

- For example, if a child needs comforting, sit down on the floor and encourage the child to sit on your lap.
- Sit in an appropriate sized chair or on the floor.
 - A suitable chair allows an adult to sit with upper legs horizontal to hips and feet flat on the floor.
- Carry children only when necessary.
 - The correct way to carry a child is with one arm under the child's buttocks and the other arm supporting the child's back. At the same time, hold the child facing you, as close to your body as possible.
 - *Adults should try to avoid carrying a child on their hip because this can strain the back.*
- When lifting awkward loads, be careful to lift with a balanced and comfortable posture.
- Minimise the need to reach above shoulder level.
 - If necessary use a step ladder.
- Avoid extended reaching forward,
 - For example, leaning into low equipment boxes.
- Share the load if the equipment is heavy, long or awkward.
- When sliding, pulling or pushing equipment that is not easy to move, e.g. trestles or gym mats, ask for help and organise a team lift.
- Where possible, rearrange surroundings to meet the needs of both children and adults.

Remember these needs when buying furniture and equipment or upgrading facilities.

- Use equipment and furniture that can be moved around as safely and easily as possible.
- To complete lengthy writing tasks, e.g. program planning, sit at an appropriate adult sized chair at an adult sized table.

Avoid Twisting when Lifting

Many injuries result from twisting while lifting. To avoid this:

- Move equipment when children are not around.
- Rearrange storage so that it is easier and safer to replace and remove items.
- Lift only within the limits of your strength.
- Use beds and equipment that are easy to move.
- Make sure you can see where you are going when carrying equipment or children.
- Be especially careful when lifting a child with special needs.

Avoid Accidents with Careful Housekeeping

Good housekeeping means fewer accidents. Check that:

- The floors and other walking surfaces are uncluttered, even and non-slippery.
- The workplace is tidy.
- There is adequate space to perform each task.
- Equipment is maintained regularly.
- Lighting is adequate.

How to Lift Safely

- Place your feet in a stride position.
- Keep your breastbone as elevated as possible.
- Bend your knees.
- Brace your stomach muscles.
- Hold the object close to your centre of gravity, i.e. around your navel.
- Move your feet not your spine.
- Prepare to move in a forward-facing direction

- Ask for help when it is not possible to lift on your own.

How to Organise a Team Lift.

- Ask a colleague who is willing and able to help.
- *Ideally the colleague should be fairly well matched with you in size and strength.*
- Agree on a plan of action.
- A coordinated movement during a lift is important.
- Timing is important for co-ordination.
- One person should act as a team leader and 'call' the lift.

How to Assess the Correct Storage and Shelving Height

Correct storage and shelving height is important to prevent slips, falls and strains:

To check the height at which it is safest for each individual to work, stand with feet together and hands by sides:

- The best height range for handling loads is around waist level.
- The acceptable height for lifting is any point between the individual's knuckle and shoulder.
- **Seldom-used objects** can be stored at the shoulder-to-raised arm height (use ladders to avoid stretching).
- **Avoid storing objects** at a level between an individual's knuckles and the floor.
- **Mechanical aids such as ladders and trolleys should be used where possible** to avoid lifting.
- The WorkCover Authority of NSW administers the Work Health and Safety legislation, and has several codes of practice on specific work safety issues which are available online at <http://www.workcover.nsw.gov.au/lawpolicy/codesofPractice/Pages/default.aspx>

Source

Education and Care Services National Regulations 2018

National Quality Standard

Work Health and Safety Act 2011

Work Health and Safety Regulation 2017

Review

The review will be conducted by:

- Management
- Employees
- Families

Last reviewed: October 2018

Date for next review: 2020

Animals and Pets

NQS

QA 2	22.1	Safety - Each child is protected. At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
QA3	3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.
	3.3	The service takes an active role in caring for its environment and contributes to a sustainable future.
	3.3.2	Children are supported to become environmentally responsible and show respect for the environment.

National Regulations

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

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

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

Implementation

- Children must be closely supervised when accessing any animal or pet at the preschool.
- Animals or pets will not be allowed in the sandpit. In event that this happens, educators will refer to the Sand Pit Policy.
- Animal or pets will never be taken into the food preparation area nor will they be allowed near the eating or sleeping area.
- Anyone who has handled the animal or pet will immediately wash their hands after they have finished handling the animal or pet.
- Children's animal or pets will only be allowed in the preschool when permission has been granted by the Director (nominated supervisor). If an animal is brought to the preschool when families are collecting children it must be left at the gate, far enough way so children cannot touch the animal through the fence.
- When appropriate, the program will cover the care and proper treatment of animals and pets.

Source

Education and Care Services National Regulations 2018

National Quality Standard

Early Years Learning Framework

Review

The review will be conducted by:

- Management
- Employees
- Families

Last reviewed: 2017

Date for next review: 2020

Tobacco, Drug and Alcohol Policy

NQS

QA2	2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
QA7	7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.

Education and Care National Regulations 2018

Reg	82	Tobacco, drug and alcohol free environment
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Aim

To ensure children are not subjected to the dangers associated with tobacco, drugs and alcohol, we will maintain a harm and smoke free environment where no individual staff member or other adult is affected by alcohol or drugs.

Implementation

Our preschool is strictly tobacco and drug free.

Consumption of alcohol and being effected by alcohol is strictly forbidden during preschool hours.

The preschool has some out-of –hours functions during the year, where adults may bring and consume alcohol on the premises.

In order to keep children, staff, families and visitors free from the dangers of drugs, alcohol, tobacco smoke and other smoke, including illegal substances, the following rules apply -

The consumption of tobacco and drugs and alcohol is prohibited in all areas of the preschool including -

- Inside.
- Outside in the playground.

Smoking is also prohibited -

- On excursions at any point during the event.
- While travelling with a child.
- At staff meetings.
- At parent meetings.
- At any social activity, whether in work hours or not, where the children and staff are involved.

The consumption of alcohol is also prohibited –

- On excursions at any point during the event.
- While travelling with a child.
- At staff meetings.

Under no circumstances will any person attend the preschool if they are affected by alcohol or drugs, including prescription medication, if in any way the consumption of these items impairs an individual's capacity to supervise, educate or care for children.

Parents/Guardians Affected by Alcohol when Collecting Children

- If a staff member is concerned that an adult collecting a child from the preschool by car is affected by alcohol or drugs, they will immediately alert the Director.
- The Director will counsel the adult concerned, and arrange for an alternative means for the child to be safely taken home.
- Should the adult refuse guidance, then the police may be called.

Sources

Education and Care Services National Regulations 2018

Early Years Learning Framework

Work, Health and Safety Act 2011

Work, Health and Safety Regulations 2017

Review

The review will be conducted by:

- Management
- Employees
- Families

Last reviewed: October 2018

Date for next review: 2020