

# INDEX

	Attachments	National Quality Standards	Regulations
Philosophy	6	7.1.1	55
1. Accident/Incident Policy	2	2.1/2.2	12; 85; 86; 87; 175; 176; 183; 168(2)(f);
2. Child Protection Policy	8	2.1/2.2/2.3	84; 123; 124;
3. Child Supervision and Safety Policy		2.1/2.2/7.1	101; 115; 264; 358; 168(2)(h); 104;107;108;113
4. Communication Policy		1.1/1.3/6.1/6.2	98
5. Confidentiality and Custody Policy	1	2.2/6.1/6.2/6.3	181; 168; 223
6. Emergency Management Policy	1	2.3	97; 168(2)(e)
7. Enrolment Policy		2.1/6.1	168(2)(k); 92; 93; 99; 160;161;162;177
8. Excursion Policy	1	2.1/4.1	99-102;168(2)(g)
9. Fees Policy	2	2.3/3.5/7.3	168(2)(n)
10. Grievances and Complaints Policy	1	7.3	168(2)(o)
11. Health Policy	4	2.1	94; 95; 96; 90; 91; 123; 160; 162; 168(2)(a)
12. Inclusion Policy		5:1/5.2/6.3	155
13. Infection Control		2.1	168(2)(c); 88;
14. Governance and Management		5.1/5.2/6.3	All Regulations
15. Nutrition Policy		2.2	168 (2)(a)
16. Work Health and Safety Policy		3.1/2.1/2.2	
17. Physical Activity		1.1/2.1/2.2	<u>155;</u>
18. Positive Behaviour Guidance Policy		1.1/2.3/5.2/7.1	168(2)(h)(j); 155-56
19. Program Policy		1.1/5.1/5.2	73;74; 155- 56(interaction)
20. Road Safety		1.2/2.1	
21. Sleep and Rest Policy		2.1	81(1) 168(2)
22. Staff Policy	4	4.2/7.3	168(2)(l)
23. Student/Volunteer Policy		4.2	168(2)(l)
24. Sun safety		1.1/2.1/2.2/3.1/3.2/5.1/6. 2/6.3/7.1/7.3	168(2)(a)
25. Sustainability and Environmental Policy		3.3	
26. Transition of Children to School Policy		1.3/6.3	
27. Waiting List Policy	1	6.1	168(2)(k)
Guide For Writing Policies			

## Note:

Job description: code of conduct; Principle statement	4.3
Relationship to children. Special needs	5.1

## PHILOSOPHY

Our Philosophy is based on the belief that we value the uniqueness of each child in our care. In accordance with the vision of the Early Years Learning Framework (EYLF) we recognise that:

- **Self-worth:** is a child's pride in **belonging** to family, community, culture and their linguistic heritage. The pre-school believe that families are a child's first educator and have much to contribute to the educational process.
- **Self-esteem and identity** is connected to your child's ability to **be** themselves (**being**). This is essential to a child's present and future happiness and success.
- **Play** is a child's way to grow and learn about the world we live in and support **becoming** their own identity.

The Management, Teachers and Educators recognise and value the EYLF and embrace the 5 principles; 8 practices and 5 outcomes, whilst ensuring a theory-based age appropriate program and practice is used to suit the needs of our families and community.

### **Attachments:**

1. Fundamental Vision
2. General Aims - Principals
3. Practice
4. Outcomes of the National Quality Standard
5. Long Term Objectives
6. Theory underpinning practice

**Attachment: 1**

Fundamental to the Framework is a view of children's lives as characterised by belonging, being and becoming. From before birth children are connected to family, community, culture and place. Their earliest development and learning takes place through these relationships, particularly within families, who are children's first and most influential educators. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world.

**BELONGING** Experiencing belonging - knowing where and with whom you belong - is integral to human existence. Children belong first to a family, a cultural group, a neighbourhood and a wider community. Belonging acknowledges children's interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, relationships are crucial to a sense of belonging. Belonging is central to being and becoming in that it shapes who children are and who they can become.

**BEING** Childhood is a time to be, to seek and make meaning of the world. Being recognises the significance of the here and now in children's lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also about the present.

**BECOMING** Children's identities, knowledge, understandings, capacities, skills and relationships change during childhood. They are shaped by many different events and circumstances. Becoming reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasises learning to participate fully and actively in society

RETRIEVED FROM: [http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging\\_being\\_and\\_becoming\\_the\\_early\\_years\\_learning\\_framework\\_for\\_australia.pdf](http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf)

## Attachment 2:

GENERAL AIMS and interpretations

Identifying the vision of the belonging, being and becoming and recognize the learning framework.

**Pedagogy Principles: -**

**1: Secure, respect and reciprocal relationships**

Help children feel they are of value by listening to them and seeking their views.

Provide a sense of belonging.

Give each child positive feelings of self-worth and personal identity.

Help each child achieve self-control, responsibility and autonomy.

Allow each child time to develop at his or her own pace.

**2: Partnerships**

Families are welcomed at the preschool to share an experience with their child's group when organized with the group leader.

Provide opportunities for experiencing the local environment. Encourage consideration and respect feelings, customs and property of others. Engage family members to support open communication about their ideas and expectations re their child's

learning.

**3: High expectations for every child and equity**

Provide an educationally sound program based on activities and experiences that are appropriate to the child's developmental stage.

Provide new experiences in a stimulating environment.

Help children develop an understanding of the natural environment and the part they can play in its protection.

**4: respect for diversity and difference**

Acknowledge the richness and diversity of the various cultural groups in our society. Provide an anti-discriminatory, cross cultural perspective to the curriculum.

Encouraging positive attitudes towards gender equality and the provision of equal opportunity for all.

**5: Ongoing learning and reflective practice**

Provide ongoing staff education.

Analyze and reflect current practices from different perspectives

## Attachment 3:

The program is based on the interest of the child and the developmental areas

### 8 pedagogy practice.

1. **Holistic approach** -pay attention to the child's physical, personal, social, emotional, and spiritual wellbeing as well as cognitive aspects of learning.
2. **Responsiveness to children-** (scaffold) The educators' decisions & actions that build on the children's existing knowledge & skills to enhance their learning
3. **Learning through play-**Play provides an environment where children can ask questions, solve problems, and engage in critical thinking and enhance their desire to know and to learn
4. **Intentional teaching-** Being deliberate and thoughtful in their decisions and actions to promote challenging experiences and interaction that fosters thinking skills.
5. **Learning environments-** Welcoming space that reflect the interest and needs of the families and children Outdoor natural spaces, allow open-ended interaction, spontaneity, risk-taking, exploration, discovery and connection with nature.
6. **Cultural competence-** The ability to understand communicates with and effectively interacts with people across cultures.
7. **Continuity of learning and transitions-** by building on the experiences the children bring to the centre, educators help the children to feel safe, confident and included, and to experience continuity in how to be and how to learn.)
8. **Assessment of learning:** -Process of gathering and analyzing information as evidence to what the child know, can do and understand. The ongoing cycle that includes planning, documenting, and evaluating children's learning

**Attachment 4:**

Learning outcomes as defined in the EYLF "as a skill" that educators can actively promote in the setting and collaborate with children and families as well as colleagues (as a team) to guide observations, record keeping and informed transition activities.

**Outcome 1: Children have a strong sense of identity.****Accept children as people in their own right.**

Vary expectations from one child to another.

Emphasize positive attributes of each child.

Value the contribution of each child.

Listen with genuine interest.

Check children's response to set tasks

**Developing a realistic self esteem**

Accept children as they are.

Let the children know that what they think and feel really matters,

Help children find strengths they didn't know they had.

Help children realise that people have different abilities and accept this.

Encourage children to feel positive about themselves, an atmosphere of acceptance and tolerance.

Help children to understand their feelings.

Encourage children to express their feelings in appropriate ways.

Develop tolerance and understanding.

Use positive reinforcement.

Encourage children to accept responsibility for their actions.

Support children in unfamiliar situations so they will develop confidence in facing new experiences.

**Children should be encouraged to understand why others feel & act as they do.**

Develop a climate of openness and sincerity.

Be genuinely interested.

Encourage communication from all children.

Use naturally occurring incidents to explore aspects of social living.

Encourage children to share feelings and emotions in situations.

**Outcome 2: Children are connected with and contribute to their world.****Children's diverse backgrounds reflect different values and opinions.**

Know children's cultural and socio-economic backgrounds.

Adapt curriculum to reflect interests and experiences.

Learn about local community, explore environment.

**Parental involvement**

Seek positive relationships with children's family group.

Encourage parents to inform staff of any significant developments that occur at home by using the service format for information sharing.

Be accountable to parents for the learning situations provided.

**Outcome 3: Children will have a strong sense of wellbeing:****Individual**

Differing needs of each child to be recognised and provided for when possible.

Determine children's levels of development.

**Group activities** - cater for various abilities, interests and friendships. Children encouraged working individually as well as in groups.

Engage children in a variety of activities.

**Outcome 4: Children are confident and involved learners:**

**Aspects of development** (social, emotional, physical and intellectual)

Accept differing levels of achievement from each child.

Plan around the individual learning needs.

Provide a wide range of materials and activities for all levels of development.

View the child's present learning as a foundation for future learning. **Learning:** Children should be actively involved in their learning.

Foster each child's eagerness and curiosity.

Encourage and support children in their creative learning.

Encourage children to become independent learners.

Encourage children to interact with their environment (natural/man made)

**Outcome 5: Children are effective communicators: Communication:** Use a variety of media to express ideas.

Use a variety of aids to facilitate communication e.g. Puppets, phones etc. Ask questions which stimulate thought and language.

Encourage listening with sensitivity.

Encourage non-violent conflict resolution .

**Children should develop communication skills through interaction with others.**

Encourage children to develop their ability to work within a group.

**Attachment 5:****LONG TERM OBJECTIVES**

Using the 8 EYLF practices supported by the principles, the staff will ensure a positive relationship with each child, while providing them with the support and opportunity to become actively involved in their community, in a safe and secure environment.

**PHYSICAL SKILLS**

Extend children's large and fine motor skills.

Extend children's eye/hand coordination.

Develop children physically through body awareness and sensory perception.

**MUSIC**

Develop an awareness of the basic musical concepts e.g. pitch, rhythm etc.

Develop an understanding of various musical instruments and their sound.

Develop spatial awareness.

**SOCIAL LEARNING**

Develop a positive self-concept with an understanding and knowledge of the world around them.

Develop increasing emotional maturity in order to meet new situations, cope with frustrations and feel secure within their environment

Increase social awareness in the children by helping the children recognize their own positions as an individual and within a group.

Develop a sense of responsibility towards the care of books, & equipment

Gradually develop self-discipline.

Extend children's desire to want to help adults, each other, and to see the need to share equipment, take turns etc.

Develop a cooperative attitude.

Develop non-violent conflict resolution skills.

**SOCIAL STUDIES**

Provide an awareness of workers in our community, particularly those associated with the children (e.g. police, doctors, shopkeepers etc.)

Develop children's awareness of what other people feel and think.

Develop children's awareness of other cultures.

**PHYSICAL AND NATURAL SCIENCE**

Increase children's awareness of and interest in and knowledge of the world around them, including the natural environment and elementary physics (growing things, parts of plants, insects, animals, rain, magnets, volume etc.)

**CREATIVE EXPERIENCES**

By providing a wide range of creative experiences we

Help children to express themselves and their feelings using a variety of mediums such as language, craft materials, painting, block building, music and games. etc.

Provide opportunities for manipulative experiences with a variety of mediums and materials.

**COGNITIVE SKILLS**

Extend concentration span.

Develop a greater awareness of the complexity of apparently simple, everyday things.

Develop an awareness of things around them, which we tend to take for granted.

Develop the ability to follow instructions.

Develop problem solving skills and reasoning skills.

Develop colour recognition.

(Reviewed annually with NQF appraisal) Date amended \_\_\_\_\_ President's signature \_\_\_\_\_



**MATHEMATICS**

Develop awareness of the elementary concepts e.g. heavy and light. Develop the concepts of matching and sorting.  
Introduce basic counting.  
Develop shape recognition.

**LANGUAGE EXPERIENCES**

Increase the ability of each child to express themselves  
Increase their confidence to feel able to talk and extend their language ability.  
Create good listening skills through the use of picture talks, listening games etc.  
Give pre-reading experiences.  
Extend children's vocabulary and understanding of spoken language.  
Develop children's confidence in expressing themselves.  
Develop an awareness of the association between the spoken and written word.

**Attachment 6:****CHILD DEVELOPMENT THEORIES**

Child development theory underpins all programming and planning. Educators use this knowledge to support the analysis and reflection of child observations. Supporting future planning and programming for each individual child.

<b>Theoretical Approach</b>	<b>Principles of the theory</b>	<b>Theorist</b>
Maturation	Growth and development occur in orderly stages and sequence. The individual genetic timetable affects rate of maturation.	Arnold Gesell (1880-1961)
Psychodynamic	Behaviour is controlled by unconscious urges. Three components of the mind are id, ego and super ego.	Sigmund Freud (1856-1939)
Psychosocial	Personality develops in 8 stages throughout a lifetime. Development is influenced through interactions with family, friends and culture.	Jean Piaget (1896-1980) Lev Vygotsky (1896-1934)
Cognitive	Qualitative changes in the way children think. The child is considered an active learner going through stages	Erik Erikson (1902-1994)
Behaviourist	Learning is gradual and continuous. Development is a sequence of specific conditional behaviours. Main emphasis is on the environment, not heredity. Observable behaviours are considered most important.	John Watson (1878-1958) BF Skinner (1904-1990) Albert Bandura (1925)
Ecological	Balance between nature and nurture. Child is placed in the middle of concentric factors which all influence the child. Emphasis is placed both on environment and heredity.	Uri Bronfenbrenner (1917-2005)
Information Processing Theory	We all have an innate learning ability. Children are born with specialised information processing abilities that enable them to figure out structure of development.	Noam Chomsky (1928-

Areas of development	Theorists	Stages of development
<u>Emotional and Psychological</u>	Erik Erikson John Bowlby	<ul style="list-style-type: none"> <li>- 8 stages based on positive or negative responses</li> <li>- Attachment theory. The relationship between carer/child</li> </ul>
<u>Cognitive</u>	Jean Piaget  Lev Vygotsky	<ul style="list-style-type: none"> <li>- Emphasis on the importance of maturation and the provision of a stimulating environment. Piaget identified children as active participants in their learning. (Four main stages of development).</li> <li>- Children's cognitive understanding were enriched and deepened when they were 'scaffolded' by parent, teachers or peers. (Zone of Proximal Development)</li> </ul>
<u>Language</u>	Lev Vygotsky  BF Skinner John Watson & Albert Bandura	<ul style="list-style-type: none"> <li>- Children's cognitive understandings were enriched and deepened when they were scaffolded by parents or teachers. (Zone of proximal development)</li> <li>- Behaviourist or learning theorists - one main premise of behaviourists is that if behaviours are rewarded they will be repeated, if behaviours are ignored, they will decrease.</li> </ul>
<u>Social</u>	Bronfenbrenner  Lev Vygotsky	<ul style="list-style-type: none"> <li>- Ecological systems theory - a balance between nature and nurture. 4 sections of a child's innermost and outermost influential factors</li> <li>- The importance of relationships between children and more knowledgeable peers and adults.</li> </ul>
<u>Social Play</u>	Piaget and Smilansky  Mildred Parten  Jerome Singer	<ul style="list-style-type: none"> <li>- Developed categories of play - sensory motor play, symbolic play and games with rules.</li> <li>- Smilansky extended this further with the additions of functional play, constructive play and dramatic play.</li> <li>- The different stages of social play: unoccupied play, solitary play, onlooker play, parallel play, associative play and co-operative play</li> <li>- The importance of children's imagination and curiosity developed through dramatic and socio-dramatic play</li> </ul>
<u>Autonomy and Independence</u>		<ul style="list-style-type: none"> <li>- Four of Erik Eriksons stages - trust vs mistrust; autonomy vs shame and doubt; initiative vs guilt; industry vs inferiority</li> </ul>
<u>Nature vs Nurture</u>		The Nature vs nurture debate is one of the oldest issues in psychology. The debate centres on the relative contributions of genetic inheritance and environmental factors of human development.

The NSW office of Child Care (Department of Community Services, D. (2002). *Developmental perspectives*. Retrieved from Department of Education and Training:

[http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/LRRView/7401/documents/theories\\_outline.pdf](http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/LRRView/7401/documents/theories_outline.pdf)

# ACCIDENT/INCIDENT POLICY

## AIM

The staff in the preschool will organise the appropriate response to any accidents and /or emergencies.

## PROCEDURE

- All primary contact staff will hold a current First Aid, Asthma and Anaphylaxis Certificates.
- Parents/Guardian will sign an authority at time of enrolment to obtain emergency medical attention if needed.

Following a sudden accident or illness the subsequent action will be taken:

- If the incident is minor, the staff will apply appropriate first aid procedures complying with the preschool's policy for handling spills of bodily fluids.
- When an accident/illness is serious, staff will contact the child's parent/guardians or emergency contact prior to action being taken. When contact cannot be made the child will be referred to medical care.
- If the incident/illness requires medical attention, an ambulance will be called immediately on 000. Trained staff will apply their first aid training until the ambulance arrives. Staff will contact the child's parent/guardian or emergency contact.
- Ambulance Travel- Parents/ Guardians contacted of incident and staff travelling with the child and destination. Staff member to travel with the child and stay until parents/guardians arrive. Replacement staff to be implemented, and taxi fare to transport staff member from the hospital to be paid for by the pre-school. (See Attachment appendix 1b.)
- The Nominated Supervisor must notify management, the parents/guardians and authorities of all serious/illness/ accidents that require medical or dental treatment.
- The staff and Nominated Supervisor must notify management, authorities, parents/guardians and the police in case of a death at the Pre-school.

## IN ALL CASES

- During the incident/illness staff not involved in the emergency will care for other children in the preschool.
- An accident report is to be filled out for all accidents/illness that require any First Aid within the preschool and is to be signed by both staff and parent/guardian. A copy of the report is offered to parent/guardian.
- Parents/guardians signing report sign that they will notify the preschool if medical attention is required
- All accidents/illness will be recorded on the accident register.
- Where appropriate insurers will be notified of the incident.

## Attachments

1 a & b ACCIDENT/Illness FORMS

2 AMBULANCE Transfer

3 Dept. accident notification form

Ambulance transfer - attachment:

This form is to accompany the child to the hospital where an Ambulance has been called or the pre-school has recommended a family member is to take the child to the hospital. When an Ambulance is called the enrolment information form is to be copied and the accident /incident form and sent with attending staff member.

The personal and health information contained on this form is confidential and is given to facilitate the assessment of the child by the hospital.

Child's Details : Child's name \_\_\_\_\_ DOB: \_\_\_\_\_

Parent/Guardian: 1. Name \_\_\_\_\_ Phone: \_\_\_\_\_ contacted Y / N

2. Name: \_\_\_\_\_ Phone: \_\_\_\_\_ contacted Y / N

Emergency Contact Person: \_\_\_\_\_ Phone: \_\_\_\_\_ contacted Y / N

Family Doctor: \_\_\_\_\_ Phone: \_\_\_\_\_ contacted Y/ N

Family Dentist: \_\_\_\_\_ Phone: \_\_\_\_\_ contacted Y /N

Allergies: \_\_\_\_\_

Is the child on any medication, have any special needs or medical condition: \_\_\_\_\_

Incident report: (from Acc/Inc. Form attached) \_\_\_\_\_

Date \_\_\_\_\_ Time of incident \_\_\_\_\_

Brief description of injury/illness \_\_\_\_\_

First Aid Administered \_\_\_\_\_

Name of Person completing the form \_\_\_\_\_ Signature \_\_\_\_\_

(Reviewed annually with NQF appraisal) Date amended \_\_\_\_\_ President's signature \_\_\_\_\_

# CHILD PROTECTION POLICY

## AIM

All staff members at the Lennox Head Community Preschool Inc. are mandatory reporters under the child protection legislation (( the Child Protection(*Prohibited Employment*) Act 1998, the *Children and Young Persons (Care and Protection) Act 1998* the *commission for Children and young People Act 1998* and Part 3A of the *Ombudsman's Act 1974*)). As such we have a responsibility to stop child abuse and neglect and will report significant risk of harm to the Department of Family and Community Services (FACS) on 133627, which is the agency with the authority and mandate to respond to reports of significant risk of harm. The staff will use the *Mandatory Reporters Guide (MRG)* tree to guide their recording of concerns.

Reports that do not meet the threshold will be recorded and monitored on a concern sheet, and/or will be referred to the regional Intake and referral service

## PROCEDURE

The Lennox Head Community Preschool Inc.'s Child Protection policy is based on the *Children and Young persons (Care and Protection) Act 1998* which states:

- the safety, welfare and well-being of the child or young person are paramount
- children and young people must be given the opportunity to participate at a level appropriate to their age and development in decisions which significantly impact on their lives
- child protection decisions must take account of the culture, disability, language, religion and sexuality of the child or young person, family and carers
- families must be given an opportunity to participate in decisions which affect the safety, welfare and well-being of a child or young person
- acting to protect a child or young person, practitioners or agencies should maintain the child's or the young person's relationships and sense of identity and should intervene only as far as is required to secure their safety, welfare and well-being
- children and young people who are unable to live with their families will be provided with an environment which meets their care, support, education and health needs
- government agencies will work in partnership with each other, with non-government organisations and with the child or young person and their family to secure and sustain their safety, welfare and well-being
- government and non-government agencies policies and practices will be followed that staff are qualified, trained and supervised in these matters and the *Working With Children Check* will be conducted

All staff members at the Lennox Head Community Preschool Inc. are bound by this policy and must act in the best interests of the child and take all reasonable steps to ensure the child's safety.

## **Role and Responsibility in Child Protection as an Approved Provider.**

### **As management will:**

- ensure that all staff are aware of the format to report significant risk of harm of abuse and neglect and procedures recording concerns, ensuring all staff are aware of indicators of child abuse and neglect and how to use the *MRG* guideline to each type of abuse
- provide training and development for staff in recognition and reporting of significant risk of harm
- provide reporting procedures and professional standards for care and protection work generally, and for staff relationships with children, young people and families
- Ensure all staff have a *WWCC* approval number
- report to the Ombudsman any child abuse allegations and conviction made against an employee and ensure they are investigated and appropriate action taken in relation to the finding

**The staff will:**

- recognize and report significant risk of harm using the **MRG**
- offer continuing support and assistance to children, young people and families where there has been abuse and neglect by reducing the risk of harm and assist other agencies in providing specialist crisis intervention, counselling and care
- inform children and young people of their rights to be protected from abuse or neglect and of the avenues for support available to them
- provide care and support services to children, young people and their families
- promote the safety, welfare and well-being of children and young people in our preschool

**Implications for staff**

The staff will provide a supportive, caring and responsive environment that fosters children's skills in

- developing their social competence and feeling of self-worth
- expressing their emotions in a socially acceptable manner
- communicating with others, both as an active listener and an effective talker
- responding sensitively to the needs of others
- acknowledging and learning how to deal with frustration
- learn how to negotiate and solve problems in non-threatening ways
- respect gender equity, cultural background and ability levels
- model the above behaviour in all their daily interactions with the children, themselves, their families and fellow staff members.

**As interagency partners the management and staff will:-**

- work with other agencies within agreed, coordinated procedures, to plan and provide services for the care and protection of children and young people, and to strengthen and support the family
- liaise with the (FACS) about requests for services

**Children's disclosure of abuse**

**Staff will**

- listen actively to the child
- use a calm reassuring tone
- position oneself at the child's level
- believe the child, letting him/her know that it is not his/her fault
- not ask the child leading or probing questions
- not to make promises that cannot be kept - instead the adult should tell the child it will be necessary to talk to other people, whose job it is to help children
- comfort the child, reassuring him/her that it was right to tell
- tell the child that it is never all right for adults to harm children

A report is made to (FACS) 133627(M.R.) when there are 'reasonable' grounds of significant risk of harm. Reasonable grounds relate to the facts of the concern, the nature and the seriousness of the risk of harm, being mindful of the child's or young person's age and circumstances, using the MRG to guide the reporting and recording format to be used

A staff member who is uncertain about whether to report the matter is advised to consult colleagues and commence a concerns sheet complete an MRG and/or contact an intake officer with the (FACS) Helpline. It is not necessary to identify the child concerned. Staff members will use the MRG to guide the decision.

(Reviewed annually with NQF appraisal) Date amended \_\_\_\_\_ President's signature \_\_\_\_\_

**(Child Protection Policy cont.)**

Using keeping them safe decision tree as a guide to a report path to be taken, (more than one path can apply- other concerns)

**Safeguards for Reporters**

Reports to (FACS) are confidential. Any person who makes a report is afforded the following protection by law if they make a report in good faith

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

If as a result of making a report, to (FACS), a person is threatened or fears personal violence, this should be reported to the police, who may apply for and pursue on their behalf an apprehended violence order.

No staff member may disclose to a parent, alleged perpetrator, employer or other person the identity of a person who makes a report of child abuse or neglect.

**Child Abuse Allegations against Employees & Volunteers at the Lennox Head Community Preschool Inc**

It is essential for employees and volunteers to adopt and adhere to work practices that not only ensure the safety of children, but also minimize the possibility of allegations of child abuse and neglect being made against them. All prospective employees and volunteers at the Lennox Head Community Preschool will be required to complete the Working with Children Check prior to commencing duties at the preschool. All primary contact employees will adhere to the Australian Early Childhood Association Code of Ethics and the Preschool's Supervision of Children Policy as part of their work practices.

Any allegations and convictions of child abuse or neglect made against an employee or volunteer at the preschool must be immediately referred to the designated Head of Agency at the Lennox Head Community Preschool (Approved Provider and/or Nominated Supervisor) who will then report to The (FACS) Children's Services Advisor (CSA) will then liaise with the Head of Agency about the development and implementation of a management plan to address the issue. Either CSA or Head of Agency will inform the employee or volunteer of the allegation.

Investigations into the allegation will be managed by the Head of Agency, (CSA), the police (if applicable) and the NSW Ombudsman. During the investigation the Head of Agency will -

- Assess the risk posed by the employee if the allegation were to be sustained and take appropriate action to minimize these risks. This may include the removal of the employee from primary contact with children until the investigation is completed.
- liaise and coordinate with (FACS) and the police regarding responsibilities
- Once FACS has made a finding, determine what other evidence needs to be collated so that a decision regarding the employee can be made. Decisions will not be based solely on decisions made by or any other investigative body
- put the allegation to the employee and give them (FACS) the opportunity to respond and take this evidence into consideration
- make a determination regarding the employee at the conclusion of the formal disciplinary process

(Reviewed annually with NQF appraisal) Date amended \_\_\_\_\_ President's signature \_\_\_\_\_



**( Child Protection Policy cont.)**

- Report all allegations to the Ombudsman within 30 days of the receipt of the allegation in accordance with the *NSW Ombudsman Child Protection Act*, Staff to remain impartial on the issue
- ensure that procedural fairness is afforded to any person who is the subject of an investigation

Detailed information regarding allegations of child abuse against employees can be found in the *NSW Interagency Guidelines for Child Protection Intervention 2000 edition* and the *NSW Ombudsman Child Protection* information package.

**Attachments**

Reporting process for children at significant risk (copy or avail on web site)

Reporting process for allegations against staff (copy or avail on web site)

Information sheets and decision trees re-

- 1 Neglect
- 2 Physical Abuse
- 3 Emotional Abuse
- 4 Sexual Abuse
- 5 Domestic Violence
- 6 Conditions That May Be Mistaken for Abuse and Neglect
- 7 The Vulnerability of Children with Disabilities
- 8 Cultural Diversity and Child Protection

# CHILD SUPERVISION AND SAFETY POLICY

## AIM

The staff are committed that the children play, learn and be cared for inside and outside the Lennox Head Community Preschool.

## PROCEDURE

- i. All visiting volunteers and students must complete the child protection document prior to attending the service
- ii. All visitors must sign in on the volunteer/visitors register, with time and sign out.  
The staff will:
  - Adhere to the child/adult ratios as set out in licensing requirements.
  - Inform and encourage parents/guardians and visitors to use the side gate entrance at all times.
  - Signs and notification of office hours will be displayed for parents/guardians.
  - Have a minimum of two staff on the premises whenever children are in attendance.
  - Lock the front glass doors (office and Whales entry) from 9.30 – 2.30 and/or while at outside play and when there is no inside supervision. Any visitors or late arrivals will be directed to the dolphins entry.
  - Be present whenever children are playing outside.
  - actively supervise play outside.
  - Be sensitive to the balance between need to intervene in children's play and the children's desire to play independently.
  - Involve the children in the formulation of rules for safe play.
  - Program to include topics on safety and help children understand the need for rules.
  - Be required to have a current First Aid, Asthma and Anaphylaxis Training
  - Help the children learn which areas are off limits unless an adult is in attendance. Children will not be allowed into the sheds without adult supervision.
  - Not be in attendance at all times while the children go into the bathroom, however they will be supervised during routine times e.g. hand washing before meals.
  - Promote and maintain good hygiene practices throughout the preschool.
  - Mop the floor in the bathroom if wet and clean the toilets and floor with disinfectant mid-way through each day, when required, and at the days end.
  - Lock away all chemicals and hazardous substances either in a labelled childproof cupboard or out of reach of the children on a labelled shelf.
  - Report to the Nominated Supervisor any area of the preschool considered unsafe e.g. broken equipment, slippery surface, gate not closing.
  - Not have hot drinks inside or outside where children are present.
  - Not permit the children to leave the preschool with persons not authorised by their parents/guardians.
  - Ensure parents sign children in and out of the pre-school and deliver the child to a staff member on arrival. (procedure is as outlined in the information book)
  - All variations to collection must be authorised by the parent/guardian.
  - Not permit children to be collected by persons under the age of sixteen years (excluding parents).

# COMMUNICATION POLICY

## AIM

The parents/guardians, management and staff will be provided with methods of information sharing, to help increase each other's understanding of the child's needs, interests and capabilities and thus support each other in the care of each child.

## PROCEDURE

### STAFF/PARENT/GUARDIAN COMMUNICATION

Parents/guardians will be provided with a variety of methods to be kept informed with the preschool happenings:

- VERBAL INTERACTIONS - Staff will develop collaborative relationships with parents/guardians and exchange positive relevant information.
- DAILY INFORMATION - Information sheets are displayed for parents/guardians to read. What did we do today will be on display informing families of the children's day. Day Sheets are available to families via the website and SchoolStream App.
- PROGRAM – The Program is on display, with links to the Early Years Learning Framework (EYLF), for parents/guardians to view, discuss and input.
- NEWSLETTER - A newsletter will be produced regularly to keep parents/guardians informed, to request parents/guardians support and invite parent input. The newsletter is available on the website and the School Stream App.
- NOTEBOOKS - Notebooks are used for communication between staff and families. Staff complete note and send home through the mail box or lunch box
- INTERVIEWS - Interviews are available to parents after week 4 Term 1. One week notice, with the child attending, is required.
- RESOURCE LIBRARY - Staff will refer parents/guardians to information available on a wide range of topics. Information is available from both books and a large range of information sheets. Community Business Cards are displayed for parents/guardians in the locker area.
- MANAGEMENT MEETINGS - Parents/guardians are invited to attend Management meetings. Parent/guardian input, questions or queries for discussion are to be submitted to the secretary, president or office one week prior to the meeting for inclusion on the meeting agenda.
- PARENTS/GUARDIANS ATTENDING PRESCHOOL - Parents/guardians are invited to attend the preschool in a voluntary capacity to share skills, interests and cultures with children and educators. This must be organised through the room leader.
- WEBSITE and E-MAIL - available for reference or contact with the preschool. Response time may vary depending on the allocated office time of the Educational leader and Nominated Supervisor
- MOBILE PHONE – Used as a text message service to share information

### PARENT/GUARDIAN/STAFF COMMUNICATION

- NOTEBOOKS – Notebooks are used for communication between staff and families. These are available at the sign in area for parents/guardians to share information. Parents/guardians place a note in the sharing box at the sign in area.
- VERBAL INTERACTIONS – Parents/guardians are free to communicate information with a staff member.
- TELEPHONE CONTACT - Parents/guardians are encouraged to phone the preschool in regards to sick and/or non-attending children prior to 9.00am and after 3.00pm to minimise the impact on the attending children. Staff will respond, if necessary, within 24 hours to set up meetings or advise pathway to follow.
- FORMAL (WRITTEN) – refer to Grievance Policy.
- PORTFOLIOS - are sent home midterm for input and feedback about the service and their child. Parents/guardians to sign for portfolios at the end of their child's attendance at preschool.
- WEBSITE and E-MAIL available for reference or contact with the preschool. Educators will respond within Seven days to emails to organise meetings or advise the pathway to follow.
- MOBILE PHONE – Used as a text message service to share information

**STAFF/STAFF COMMUNICATION**

The staff will keep informed with other staff members and the Nominated Supervisor by:

- Holding daily team & weekly staff meetings with all permanent primary contact staff. When staff are requested to meet outside work hours, they will be paid to attend.
- Using meetings to keep staff up to date with preschool issues.
- Discussing and plan the program for the following week with individual children's needs being used as a basis for planning.
- Staff and volunteers are oriented to the Centre prior to commencement signing checklist re: orientation points.
- Staff appraisals are completed annually to guide support, in-service and development of individuals and the team.
- In house in-service, planning and setting up the centre last day of each term break.

**MANAGEMENT/STAFF COMMUNICATION**

- The Nominated Supervisor is responsible for the day-to-day running of the preschool and other duties outlined in the ' Education and Care Service National law & Regulations' including supervision of staff.
- Staff communication to the committee and vice versa will be through the Nominated Supervisor.
- The Nominated Supervisor will keep the Management advised of relevant information so that informed decisions can be made, and will seek Management advice and approval where appropriate.
- The Nominated Supervisor will attend all Management meetings. All other staff members are welcome to attend.
- Staff are not to approach the Management, nor are the Management to approach staff, on any preschool matter without the Nominated Supervisor knowledge.
- Job description issued to each preschool staff and Management
- Wage agreements have been established and review in line with the budget every 2<sup>nd</sup> year

**MANAGEMENT/PARENTS/GUARDIANS COMMUNICATION**

- MINUTES – This will be displayed at the preschool after each monthly meeting.
- NEWSLETTER – Parents/Guardians will be informed via the newsletter any pertinent information after the monthly meeting.
- Web site and E-mail link re information sharing.

**DAILY COMMUNICATION WITHIN THE PRESCHOOL**

- STAFF DAY BOOK - Everyday items are recorded by staff in the Day Book. All staff are to read the Day Book twice daily; once on arrival.
- PROGRAM –All staff maintain a written program and individual developmental records.
- MEDICATION BOOK - If a child requires medication whilst at preschool, the medication book must be completed and signed by the parent/Guardian.
- ACCIDENTS - All accidents (staff and children) are recorded in the Accident Register. Accident Reports are completed when any first aid is applied.
- MAINTENANCE - Items for repair are to be reported to the Nominated Supervisor.
- SUPPLIES - Staff report to the Nominated Supervisor when supplies are needed.
- Safety Checklist for daily guide to open and close the Centre
- WEBSITE – Available for parents/Guardians to gain information about children's day, calendar for upcoming events, Newsletters, community contacts and developmental information. Parents/Guardians are provided with a universal access code which is to remain confidential within the group.
- SCHOOLSTREAM – This service will be utilised to share Day Sheets, Newsletters, Reminders and Urgent Alerts.
- EMAIL - mail available for reference or contact re the preschool. Educators will respond within Seven days to emails to organise meetings or advise the pathway to follow.
- MOBILE PHONE – Used as a text message service to share information

# CONFIDENTIALITY AND CUSTODY POLICY

## AIM

Management members, parent/guardian volunteers and staff members are aware that confidentiality of all matters concerning the preschool and its users must be maintained AT ALL TIMES. The staff will respect and endeavour to administer any court order custody papers requirements

## PROCEDURE:

- The staff will make the children's records available only to the parents/legal guardians, or any such person nominated in writing by the parents/legal guardians.
- Each child's personal file (containing enrolment form, developmental records etc.), computer discs and passwords are to be kept in a secured cabinet at all times.
- No person other than the Nominated Supervisor, Educational Leader and the Administration Officer are to use the office without prior arrangement with the Nominated Supervisor.
- Password for files on computer that are confidential e.g. Child records, financial records etc.
- Parents/GUARDIANS are to respect the confidentiality of all children and are not to discuss other children with the staff and/or other parents/guardians.
- The names of children who may have caused injury to other children while at the preschool are not to be disclosed to parents/guardians, or anyone other than the staff members at the preschool.
- Staff members are not to discuss any financial details of preschool families with persons other than those directly responsible for paying the child's fees.
- Verbal messages regarding financial situations are not to be given to neighbours, friends or relatives.
- Confirmation of a child's enrolment at the preschool is not to be given to anyone without the consent of the child's parent/guardian.
- The director may allow limited access to children's information for students attending the preschool on work experience.
- Permission will be sought from the parents/guardians before any other information is passed on to the student.
- Signed permission will be sought from parents/guardians with children who have medical concerns before displaying photo and medical details of the child. This will be included in enrolment procedures.
- All health records will be kept for a minimum of 6 years or in the case of a child until the child turns 24 years old, and dispose of information securely when no longer required to be kept.
- Matters raised at management meetings must remain confidential. No management business is to be discussed outside the preschool except by those nominated by the management to take action on a particular issue.
- All records will be kept in conjunction with regulation 181 (outlined on page 117 guide to regulations.)
- When a court order is in place denying access to a parent the following will apply:
  - A copy of the court order will be kept with the child's enrolment form.
  - A parent/guardian who has been denied access will be asked to leave the preschool.
  - If such parent/guardian refuses to leave the preschool, the Police will be called.
- If a non-custodial parent/guardian who is not subject to a court order denying access wishes to have access to his/her child during preschool hours, every effort will be made to accommodate such a request. To be organised via the primary contact person.
- Primary contact staff will also ensure that an exchange of information about the child is available to the non-custodial parent/guardian when so required and agreed by all parties.

(Confidentiality Policy cont.)

- When there is a shared parenting order the primary contact parent/guardian is to be indicated on the enrolment form for contact in regards to day to day issues.

**Attachment**

1 Negotiation Form

# EMERGENCY MANAGEMENT POLICY

## AIM

In the event of an emergency the staff and management will conduct emergency procedures in a rehearsed, timely, calm and safe manner to secure the safety of each person using the service. The safety and wellbeing of each child, educator and person using the 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.

## PROCEDURE

- Our preschool will conduct a risk assessment to identify potential emergencies that could affect our service and use this to prepare emergency and evacuation procedures.
- Evacuation plan is displayed at "the exits"
- List of phone numbers of- Doctors, Ambulance, Public health, and fire department on the phone.
- Emergency contact list will be maintained and kept up-to-date. This will be kept at the back of the roll.
- The Nominated Supervisor will ensure there is a working mobile phone available in case the phone is not working and for excursions-
- The staff will ensure there is a portable first aid kit in both the inside and outside first aid locations
- Person discovering the emergency is to inform the senior staff member and follow the Emergency Risk Assessment Plan
- Fire extinguishers, fire blankets and other emergency equipment will be tested as recommended by the manufacturer by recognised authorities. All tests are documented.
- Emergency and evacuation procedures will be discussed with families and regular information will be provided to families. Families will also receive written notification from the preschool in the event of an emergency
- Staff and children will practise the relevant procedures as guided by the regulations and laws
- Staff will incorporate games with drill to decrease panic (stop drop and roll, Get down low and go, go, go)
- Record the practise with numbers and time on the day sheet, roll and emergency drill sheet.
- Staff will have knowledge of Fire Extinguisher use.

## Evacuation Procedure

- To be followed in accordance with identified risk assessment
- An allocated staff member will blow the whistle continually. (whistles are located at the exits of the building)
- All children move to room leader at the exit. The room leader will marshal the children at the sandpit (assembly point)
- Second staff member checks all children, staff, visitors and volunteers are out of the building and collects the rolls, evacuation pack, children's medications and emergency phone
- When children are assembled, the room leader will check the roll and make sure all children and staff are accounted for.
- When the emergency services arrive liaise with key personnel regarding any children or staff not accounted for.
- No one is to re-enter the building unless advised by the emergency service staff.
- No one is to take any child away from the assembly area unless advised by senior fire brigade staff.
- At the completion of a practice/drill. The staff member who blew the whistle must complete the emergency drill sheet

(Reviewed annually with NQF appraisal) Date amended \_\_\_\_\_ President's signature \_\_\_\_\_

## Invacuation Procedure

- To be followed in accordance with identified risk assessment
- An allocated staff member will blow the whistle continually. (whistles are located with the first aid kit)
- All children move to room leader. The room leader will marshal the children to the inside mat area (assembly point)
- Second staff member checks all children, staff, visitors and volunteers are in the building and collects the rolls, emergency pack and emergency phone
- On the way inside the second staff member must lock all doors, ensure all windows are closed, all curtains closed and dial 000
- When children are assembled, the room leader will check the roll and make sure all children and staff are accounted for.
- When the emergency services arrive liaise with key personnel regarding any children or staff not accounted for.
- No one is to exit the building unless advised by the emergency service staff
- No one is to take any child away from the assembly area unless advised by the attending emergency services.
- At the completion of a practice/drill. The staff member who blew the whistle must complete the emergency drill sheet.



# ENROLMENT POLICY

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

**PROCEDURE:**

- Currently enrolled families are provided with a "Request for Preschool Enrolment Form". To complete and return to the office for allocation of days to continue their enrolment.
- The children will fill vacant positions as they become available or be placed in a group at the commencement of the year based on waiting list policy.
- Order of placement and initial enrolment procedures can be found in the waiting list policy.
- Details requested upon enrolment are: intended primary school attendance; Eligibility of Equity fees; proof of address; Proof of Immunisation\* and Additional Needs of the Child with supporting documents (documentation needed for funding applications).
- Enrolment Forms including: Information sheets, registration payment and forms relating to Low Income Health Care Cards are posted to each family. Attached to this package is an information letter indicating a date documents must be returned by with outlined supporting documentation and payment receipt.
- Families who fail to return their documentation within the given timeframe will forfeit their place.
- Contact is made with families that have not yet received placement informing them of their child's position on the list and enquiring as to their intention to remain on the list.
- Upon completion of enrolment (as above) families are issued with: an Information Booklet; Healthy Food Guide (including peanut free centre note); NSW Foundation Handwriting guide; and an Orientation letter.
- Orientation evening: families are informed of the preschool procedures. Families are encouraged to ask questions of how the preschool is operated, governed, funded and regulated within the National Quality standards and Early Years Learning Framework (This is hosted before the commencement of the year and therefore unavailable to families who enrol after this date. This information will be provided to them through the information booklet.).
- Orientation visits - Organised to allow families the opportunity to walk through the service with their child and ask any questions pertaining to the preschool. This supports children to become familiar with their new surroundings and begin to develop attachments with their teachers and educators.
- Cancelling enrolment - two weeks notice of intention to withdraw children from the preschool must be given in writing to the Nominated Supervisor during term time. The two weeks notice does not include the period when the preschool is closed. All cancellations during term 4 will mean forfeiting the fees for the remainder of the term.

\*All children must be immunised to be considered for enrolment.

# EXCURSION POLICY

## AIM

Excursions are an important part of the preschool program and will be organised throughout the year. Permission forms will be completed and signed by parents/guardians prior to any excursion progressing past the perimeter of the town library and Williams reserve to the east & the public school to the west.

## PROCEDURE

Parents/guardians give permission on the Enrolment Form for their child to attend routine excursions carried out within

ROUTINE EXCURSIONS (being an excursion within 50m of the preschool on a termly basis)

- All parents will be informed of the outing by means of the day sheet or formal notification before or after the outing (to assemblies, concerts, readers, library, or class visits)
- Parents who have not given permission for their child to attend the excursion will be contacted prior to leaving the preschool.

## ORGANISED EXCURSIONS

- An information sheet will be prepared for parents stating: (*according to regulation 102*)
  - Date and destination of the excursion.
  - Time of departure and return.
  - Method of travel.
  - Number of supervising adults.
  - Name of attending staff with First Aid Qualifications.
- A map of the route will be included where possible.
- No child will be allowed to attend the excursion without written or verbal consent from a parent or guardian. (When verbal consent is given, the parent/guardian is required to sign the excursion form before collecting their child.)
- First aid kit will be taken on all excursions
- Mobile phone will be taken on all excursions with the preschool phone call forwarded

## ALL EXCURSIONS

Staff will:

- Ensure that two primary contact staff attends all excursions.
- Ensure that the ratios and regulations regarding excursions are maintained.
- Ensure that all children with medical and/or special need requirements are considered with all excursions.
- Revise the checklist with each excursion

## Attachment

1 Travel and excursion checklist

2 Pre Excursion safety checklist

## Travel/Excursion Safety Checklist (attachment)

Things to do in preparation for an excursion:

### BEFORE:

- Check the area of visit for hazards, before and again on arrival.
- First Aid kit approved, maintained and checked, separate from pre-school kit.
- Heavy, loose and sharp objects should be removed from vehicles used for the travel
- Written Permission from the parents/guardians: to inform of times, destination, date, type of transport, name of staff and supervising adults, name of first aid staff member.
- Road safety Education: Using Early Childhood Road Safety program to educate the children of road and travel safety prior to going out. When walking on the outing there would be a running commentary to help children to begin to understand the life skills of keeping safe.
- Suitable excursion locations and routes need to be planned to provide the safest possible outing for the age group.
- When walking plan the safest route.
- Vehicles used need to provide proof of insurance.
- Smoke free zone to be assured with the vehicle and location of visit.
- **Risk assessment** completed prior to excursion

### Supervision:

- Riding horses, ponies or other animals: Children must be supervised and wear helmets.
- Adult/child ratios must be adhered to at all times in accordance to the regulation (CS).
- Farm visits: Ensure the children do not have access to Machinery, dangerous animals, chemicals, firearms and water hazards.

### GOING:

- Emergency: contact details and emergency procedures and forms to be taken on every excursion.
- Mobile phone: to be in working order and taken on all outings.
- Passenger Safety: Where seat belts are available, ensure all children are securely put into each seatbelt. Checking throughout the trip.
- Pedestrian safety: When on an outing ensure a child is attached to an adult even if not directly.
- Sun protection: Ensure the children wear appropriate clothing, hats sunscreen, sunglasses and take water.
- Animals (dogs): be aware of in parks and on roads and take the time to teach the children appropriate behaviour.
- Review and report as a staff and group about each excursion and keep for future planning.

# FEES POLICY

## AIM:

The staff and management will endeavour to ensure all fees are received as specified by the parents/guardians preferred payment option as indicated on the enrolment form and as guided by the start strong funding guideline

## PROCEDURE:

- Parents are offered four options of payments: **All fees MUST be paid two weeks in advance**
  - o **Term Payment** - Full fee amount to be paid within the **first week** of the Term.
  - o **Half-Term Payments** - The first instalment, to be paid within the **first-week**, and the balance to be by the **fifth week** of the term.
  - o **Fortnightly Payments** - Payments must be received at the **start** of each fortnight
  - o **Weekly Payments** - Payments must be received at the start of each week with a double payment in the first week. Finalising term payment in the 2<sup>nd</sup> last week of term, for paper work to be completed.
- **Parents are required to pay fees before the last week of term to allow the banking and finalising of accounts**
- **TERM 4 Fee Payments MUST be finalised by Week 7** as our accountant requires all relevant records prior to the end of term so as to complete an annual Audit and prepare the Financial Statements to be presented at the A.G.M. in February.
- It is expected that parents adhere to their agreed payment schedule. Failure to pay fees on time may result in payments being requested weekly in advance and/or subsequent cancellation of the child's position at preschool.
- If families are experiencing genuine hardship please discuss this with the Nominated Supervisor and suitable arrangements can be made.
- Fees are paid for the period your child is enrolled, whether they attend or not and include Public Holidays, Natural disasters, situations where the children's safety would be compromised (up to a period of 2 weeks) and pupil free days at the beginning of Term 1 and the end of Term 4.
- Notification to the Nominated Supervisor will be appreciated if your child is to be absent for any period of time. If your child is absent without prior notice for a period exceeding two weeks, your child will be removed from the roll. If you wish to withdraw your child from Preschool for any reason two weeks' notice needs to be given or two weeks fees are to be paid in lieu of notice.
- The two weeks' notice of termination of enrolment **does not apply** to Term 4. It will be presumed that if your child commences Term 4 that the enrolment is for the whole of Term 4 and fees must be paid accordingly. Fee income is vital for the survival of the preschool and it cannot be reasonably expected that a position can be filled part way through Term 4 to recoup lost fees.
- All bank costs incurred by us for dishonoured cheques will be added to your child's account.

## ENROLMENT FEE

The registration fee is a non-refundable fee which covers administration cost to confirm your child's position. There will be a \$10.00 discount for the second child. For all other queries it is to the discretion of the Director and President.

## FUNDRAISING LEVY

The Fundraising levy was introduced to be fair and equitable to all Families and provide the Pre-school with monies for improvements.

The Fundraising Levy is invoiced to each family for the year, based on \$1/day. Sponsors draws will be carried out week 9 each term for parents/guardians who have paid their fees to be included in the draw.

## OVERDUE FEES

At the first meeting of each new Management Committee, a Treasurer will be appointed. The Treasurer will be responsible for:

- Assisting the Administration Officer.
- Liaising with the Administration Officer and Nominated Supervisor in identifying parents/guardians with fees in arrears.
- Keeping the management informed of developments regarding these matters.

The procedure for the collection of outstanding fees is as follows:

- **1 week overdue** - Fee Reminder slip will be placed in the child's mailbox at preschool informing parents/guardians of overdue amount. Parents/Guardians are required to pay the amount overdue by the date specified or in a case of financial hardship organise an agreed payment plan.
- **2 weeks overdue** - If there is no response by the date specified, the Administration Officer and Nominated Supervisor will send a text message with specified amounts and date to be paid.
- **Final Notice** - If the conditions set out are not adhered to, a meeting of the Treasurer, President, Nominated Supervisor and Administration Officer will be called to discuss the subsequent actions.
  - Legal action to redeem outstanding debt (any cost incurred will be added to the account).
- Continuation of attendance for the next term will be dependent on the payments of the previous term being finalised. If enrolment is cancelled there will be a 2 week cancellation fee attached to the final invoice.

## Attachments

1 Fees Reminder

2 Final Management Notice

# GRIEVANCES AND COMPLAINTS POLICY

## AIM

The staff, management and parents/guardians have the right to bring to notice any issues that impact directly or indirectly on the welfare of the children, staff or others. There will be a commitment to resolve all issues relating to a complaint as soon as possible.

## THE PROCEDURE FOR MAKING A COMPLAINT

### INFORMAL

Parents/guardians should make their initial concern known to the Nominated Supervisor either verbally through the appointment process or by use of the note book. If a parent/guardian approaches a staff member with a complaint, they will be referred to the Nominated Supervisor and/or the process.

### FORMAL (written)

This will be referred to by the Nominated Supervisor matters that are more serious to the Management Committee. A Negotiation form is available if required.

The Complainant if not satisfied with this step may formally write to the Management.

The Approved Provider must notify the secretary (FACS) by phone within 48 hours after a complaint is made if the complaint alleges:-

- a. The health, safety or wellbeing of any child in the service has been compromised or
- b. A contravention of the regulations

All complaints will be accepted, kept confidential and acted upon.

- A time frame will be negotiated for resolving the complaint.
- The Management Committee and Nominated Supervisor will review recorded complaints on a regular basis in order to continually improve the preschool's services and policies.

## EXTERNAL REVIEW

Complaints that can't be resolved internally are referred to an independent external review. The Management Committee is responsible in such instances for establishing a Review Panel consisting of people independent of the preschool.

## PROCEDURE FOR DEALING WITH JOB PERFORMANCE PROBLEMS AND STAFF DISPUTES AND GRIEVANCES.

Procedures for employers to follow in these circumstances are outlined in the relevant awards and are subject to the provisions of the New South Wales *Industrial Relations Act 1996*.

Any queries or concerns will be addressed under the guidance of the Country Children's Services Association Handbook.

REFER COUNTRY CHILDRENS SERVICES ASSOCIATION OF N.S.W. INC. MEMBERS HANDBOOK

### **Attachment**

#### **1 Negotiation Form**

# HEALTH POLICY

## AIM

The Management are committed to the protection of the health of the staff and children in conjunction with the Department of Health and the Dept. Educational and Care Services (DEC) regulations in this area.

## PROCEDURE

### Exclusion of children from preschool will be:

- in accordance with the infectious disease's guidelines of the N.S.W. Department of Health
- when children have been vomiting or had diarrhoea during the previous 24 hours
- when children are unwell and have had a temperature within the last 24 hours.
- When children have had to seek medical treatment from a GP or had to ingest medication including Panadol, Nurofen or any other non-continuous medication
- Children with Head lice will be excluded from preschool until hair is treated, active eggs and lice removed.
- for 24 hours after being sent home from preschool due to health concerns.

### Sick children

- Staff will alert the, Nominated Supervisor or responsible person, when a child is unwell
- The Nominated Supervisor will determine when parents/guardians are to be called
- Staff will complete a report for the parents/guardians and isolate the child where possible
- Staff will support the child and adhere to all Infectious control procedures
- When a child's parent/guardian is unavailable the emergency contact list will be used
- Authorities need to be notified within 24hours of service notification when further medical attention is required.

### Children with Medical Conditions

- Educators will develop a **Risk Minimisation Plan** in consultation with families and medical professionals.
- An ongoing communication plan will accompany the risk minimisation plan to ensure all staff and families are informed and kept up to date to any changes to the Risk Minimisation Plan.
- **Children with Asthma** will have a control plan completed by the doctor and be reviewed each 6 months. (use the individual Asthma Plan)
- **Anaphylaxis management:** all children with identified anaphylaxis will have an anaphylaxis plan displayed throughout the service
- **Children with Food allergies** will have a contingency plan detailing response completed with the doctor (using the risk minimisation plan)
- Staff to be trained in the use of an epi pen. Individual needs and monitor plans will be issued to supervising staff and displayed in the staff area and eating area.
- The child cannot attend the service without their prescribed medication
- Families are encouraged to provide a substitute food item for birthday/celebration food provided by other families or the service.

**(Health policy cont.)****Medication will be administered at the preschool when:**

- Medication is provided in a clearly labelled doctor prescribed container (child's name, dosage and date)
- 24 hours has lapsed since the medication was commenced.
- Relevant details are completed on a Medication Authority form in the Medication Book.
- The medication must be given to the staff for safe storage
- Medication will be administered only when a second staff member checks the measured dosage with the written instructions
- Both the staff member who administers the medication and the staff member who checks the medication will sign the Medication Authority form.
- Analgesics e.g. Paracetamol cannot be administered without the written advice of the child's doctor or dentist for the stated specific illness.
- Any other concerns staff may have about the administration of medication must be cleared with the Nominated Supervisor or the responsible person.

**Dental care program will -**

- Promote the education of good dental care
- Promote healthy eating and the drinking of water.
- Visit to/from the local dentist.

**Immunisation:**

- Parents/guardians are required by the public health Act to provide documentation of the enrolled child's immunisation status.
- Up to date immunisations are to be provided to the preschool within 3 months of the due date

**Medically exempt children** are required to provide paperwork made in consultation with a Doctor.

Parents/guardians are required to-

- Provide documented proof upon enrolment to confirm enrolment.
- In the case of an outbreak of an infectious disease all unimmunised children will be excluded from attendance to the pre-school in accordance with the department of health guidelines
- Fees will be charged during this period of exclusion
- An immunisation register will be kept annually and updated regularly.

**First Aid**

- Staff have medical first aid kits available to them inside in the bathroom, outside in the shed; and portable kits are kept at each point (inside and outside)
- Portable kits are taken on excursion
- All medication and treatments are recorded and signed by staff and parents/guardians
- The company '**Accidental** Health & Safety' monitor the first aid kits every 6 months, replacing used and out of date items

**Pandemic**

- In the case of a pandemic outbreak. The preschool will implement and follow the advice from the relevant State and National Government organisations to ensure the safety and health of our children and minimise any spread of the infection/incident.

**Attachments**

- 1 Medical History Permission Form
- 2 Medication Authority Form
- 3 Ongoing Medication Form
- 4 (Medical Conditions) Risk Minimisation Plan
- 5 Asthma Action Plan
- 6 Anaphylaxis Action Plan

(Reviewed annually with NQF appraisal) Date amended \_\_\_\_\_ President's signature \_\_\_\_\_



# INCLUSION POLICY

## AIM

The management and staff of the preschool endorse that each individual will be given the opportunity for acceptance, belonging and participation within the preschool. The preschool values and provides an environment that is accepting of diversity.

## PROCEDURE

The preschool will:

- Provide the children with opportunities and information for appreciation of the Aboriginal culture.
- Recognise the diversity of the cultures in Australia and provide opportunities for all children to learn and respect all cultures.
- Consider special conditions related to the enrolment and integration of children with disabilities.
- Discuss and consider all special conditions and requirements prior to children enrolling.

The staff will:

- Communicate with respect with all individuals that is the parents/guardians, the children, each other and the community.
- Promote a culturally appropriate program that reflects an attitude of respect.
- Provide opportunities through music, games, books, stories, posters, language, food, crafts and small groups for the children to build an awareness of their own identity, other children and all aspects of the community's diversity.
- Invite parents/guardians to provide information about their family beliefs and attend the preschool to share their skills, as well as advise the staff about appropriate practices within the program, relevant to their family.
- Provide and promote developmentally appropriate care for the integration of children with additional needs.
- Provide a positive and comfortable environment for all children attending the preschool.
- Support the children in developing trust with the staff and each other, so as to feel they are important as individuals as well as part of a group.
- Help all children to become confident learners by encouraging them to test/explore their ideas and experience challenges and success.
- Provide current information about the society of the world.
- Encourage all staff to attend in-service on all cultures, indigenous people, disability, childrearing practices, and religious diversity, provided within the region.
- Explore each group's cultural diversity.
- Collaborate with supporting agencies

# INFECTION CONTROL

## AIM

The Management and staff will provide an environment where infection risks are minimised for both staff and children.

## PROCEDURE

The following practises are followed within the preschool.

- All staff will be given information on correct hand washing techniques.
  - Tap handles and toilets will be cleaned midway through each day, if required, and at the days end.
  - The toilet floor is disinfected daily
  - Children will be encouraged to learn good hand washing skills as part of the educational program.
  - Hand washing facilities include soap dispensers for the children's use as they follow guide of hand wash technique displayed in the bathroom.
  - Children will be encouraged to blow their noses and cover their mouths while coughing and to wash their hands after each occasion
  - Children will be encouraged to cough into their elbow joint to prevent cross infection
  - Children and staff will wash hands:
    - On arrival
    - Before eating times and preparing food.
    - After toileting.
    - After nose wiping.
  - The preschool will be cleaned thoroughly between change of days.
  - The cups are washed by the children and/or staff and rinsed in a commercial grade food sanitiser. The cups and utensils are hot water washed and rinsed between groups.
  - The staff will disinfect the toys regularly.
  - The staff will purchase toys and equipment easy to clean and maintain.
  - The staff will - use detergent and water for general cleaning
    - Use hot water and detergent before and after all food surfaces are used.
- |                                |                  |
|--------------------------------|------------------|
| Coded cloth use BLUE - general | YELLOW-infection |
| RED - Toilets                  | GREEN - kitchen  |
- Staff will treat all body secretions as suspect and wear gloves when dealing with such.
  - The staff will seal the gloves and tissues in a plastic bag for disposal.
  - Wipes are provided and used when away from water and soap access
  - Hands wash poster displayed in the bathroom and room sinks
  - When nose wiping staff to use gloves and/or tissues and wash hands before and after.
  - Staff will support children with toileting. Staff (using rubber gloves) will wash soiled cloth with disinfected water and rinse before placing in a plastic bag in the child's bag (if not hung out to dry).
  - When an outbreak of infectious diseases listed in schedule 6 occurs, the centre must contact parents/guardians of each child cared for at the service as soon as practical.
  - The health department must be notified in accordance with the NSW health guideline of Infectious diseases.

# GOVERNANCE & MANAGEMENT POLICY

## AIM

The Management will ensure the operation of the Preschool maintains the standard required by Educational Care Services National Law and Regulations.

## PROCEDURE:

The Management will -

- Ensure the appropriate authority is notified within a week of the replacement of the Nominated Supervisor.
- Be responsible for the operation of the Preschool until a new Nominated Supervisor is employed
- Ensure authorities are informed within a week of a management committee member resignation.
- Ensure the replacement of any vacated management position is filled with the completion of the appropriate paper work (regulations part 2).
- Ensure authorities are notified within a week when there is a change in the license capacity to provide the service.
- Ensure to notify authority within a week when there is a change in contact information details.
- Ensure to notify authority 3 weeks before ceasing the operation of the childcare.
- Ensure to notify authority 6 weeks prior to application to build, renovate, or demolish the current licensed premises and before a D.A. is lodged.
- Ensure authorities are notified in writing if the Approved Provider, management, management member and/or staff member is charged with a notifiable offence.
- Ensure all management volunteers complete a prohibited person's check before commencing at the preschool.
- Ensure authorities are notified in writing within a week of non-trivial complaints and as soon as the issue is resolved.
- Ensure all management members have signed a confidentiality and code of conduct contract when accepting their position.
- Ensure a budget, to maintain a viable preschool, is completed prior to the funding deadline, annually.
- Ensure authorities are informed of all serious illness/accidents that occur at the pre-school resulting in medical attention using notice of serious accident form on central licensing website
- Ensure all WH&S issues are included in the service report to the management at the monthly meetings.
- Ensure all reporting obligations are met annually (Attached)
- Ensure that two committee signatures sign off on all Net bank transactions and cheques for each monthly meeting
- Store records confidentially and ensure maintenance and storage of records adhere to regulations.

## Attachments

### **Reporting Obligations**

# NUTRITION POLICY

## AIM

The preschool will educate the children, parents/guardians and staff about current 'Dietary Guidelines for children & adolescence in Australia' and encourage all parties to adopt these guidelines.

## PROCEDURE

**To assist and supervise children to receive nutritional and appetising food by:**

- Encouraging all families to use the fridge provided to store lunch and snack food.
- Encourage parents/guardians to pack lunch into a small lunch box, snack separately in small container or in bags provided, due to space restrictions within the fridge.
- Promote the preschool as a peanut product free zone.
- Children with special dietary needs will be promoted and provided for.
- Provide strategies for how the centre will accommodate children with special dietary needs
- Displaying and send home a list of recommended food at the preschool. ('Healthy Food Guide' attached)
- Sending home a note if discouraged food is brought to the preschool inviting the parents/guardians to discuss their concerns.
- Ensuring water is available to the children and staff at all times.
- Ensuring nutritional snacks are always available as emergency food.
- Advising parents/guardians when their child is not eating well.

**To assist children to establish safe and hygienic food practices.**

- Children and staff will wash their hands prior to handling or eating food.
- Children will be discouraged from touching other children's food.

**To provide an eating environment that accepts and promotes the different tastes and customs of families from varying cultural backgrounds.**

- Staff members will sit with the children at mealtimes and discuss the different foods.
- Activities will be presented to promote food awareness of foods from different cultures.
- Special occasions will be celebrated with culturally appropriate food.

**To educate the children about food and nutrition.**

- Food awareness activities will be included in the preschool program.
- Children will be encouraged to have practical experience in food preparation.
- Modelling, reinforcing and implementing healthy eating and practises with the children at mealtimes

## **Attachment;**

Food guide

# WORK HEALTH AND SAFETY POLICY

## AIM:

The Lennox Head Community Preschool is committed to providing a safe and healthy workplace for all employees and visitors.

The Management Committee recognises the responsibilities and requirements placed upon it by Work Health and Safety (WHS) and will address these responsibilities with the implementation of a staff elected WHS representative, The WHS representative will work with the staff and inform the management of all WHS issues in accordance with the Legislation and Codes of Practice and will adhere to these principles.

## PROCEDURE:

The Management will consult with the WHS Representative to:

- Ensure the health, safety and welfare at work for all employees.
- Provide and maintain equipment and systems of work that are safe and without risk to health.
- Ensure that equipment, and substances are used, stored and transported safely and without health risk.
- Provide information, instruction, training and supervision to ensure the health and safety of employees.
- Ensure the health and safety of visitors to the workplace.
- Maintain safe places of work, including entrances and exits.
- Provide ongoing programs to prevent accidents, including coordinating regular workplace inspections in conjunction with employees.
- All contractors to provide Safe Work Method Statement (when working on the roof)

All employees must respectfully:

- Cooperate with their employer's attempt to meet the above legal responsibilities in matters of health, safety and welfare, by following instructions, undertaking training, and reporting all injuries and safety incidents.
- Maintain a clean and orderly work area.
- Take reasonable care of the health and safety of others.
- Be careful not to misuse equipment or substances provided for health, safety and welfare of others.
- Read and follow the appropriate lifting and weight procedures that they are presented with at orientation.
- Orient new staff, volunteers, students and community volunteers using orientation Induction checklist and format.
- Maintenance of building removing hazards, securing and preventing accidents.
- Storage and signage of dangerous products.
- Inaccessible power points
- Collaborate with local nursery and land care in regards to hazardous plants & weeds

Legislative provisions:

- [Work Health and Safety Act 2011](#),
- [Work Health and Safety Regulation 2011](#),
- [Workplace Injury Management and Workers' Compensation Act 1998](#),
- [Workplace Injury Management and Workers' Compensation Regulation 2002](#),

Source: <https://education.nsw.gov.au/policy-library/policies/work-health-and-safety-whs-policy>

(Reviewed annually with NQF appraisal) Date amended \_\_\_\_\_ President's signature \_\_\_\_\_

(WHS Policy continued)

Injury Reporting: In the event of injury to an employee, all the appropriate notification and paper work will be completed as follows:

- Seek first Aid: The employee will follow the Accident policy of the pre-school.
- Notify the Nominated Supervisor: after the injury, and before leaving the preschool for the day.
- Complete the accident incident form: In the same method as is used for accidents with the children.
- Nominated Supervisor to complete an Incident/hazard report: and determine the cause of the injury.
- Workers Compensation Forms (Employee & employer) to be completed when there will be a medical cost or a loss of time due to the injury.
- **Medical expenses:** forwarded to the director for Workers comp. reimbursement, as well as medical Certificates. A copy to be kept on file with each claim.
- Work cover Medical Certificate required: from the treating doctor for any loss of work time Resulting from the workplace injury. A work cover certificate will be required for any employee Returning to work.
- Notify the Work cover Compensation Insurer within 48 hours: in the event of a significant injury (the person not able to work their normal duties for more than 7 days) this is a legal requirement.
- Notification of Work Cover NSW using the work Cover Accident Report Form: When the injured Person is unable to return to normal duties for 7 days continuously (including weekend).
- Prepare a Rehabilitation Plan: When the person is not able to return to normal duties, but certified fit for suitable duties Not necessarily available in the pre-school) A Rehabilitation Provider will assist.

**Attachments:**

Manual Handling risk Identification worksheet

WHS Induction Checklist for orientation

(WHS Policy cont.)

## POTENTIALLY DANGEROUS PRODUCTS POLICY

AIM: Management and staff are responsible for ensuring that any potentially dangerous products, plants, or equipment are inaccessible to the children including.

- Cleaning products, chemicals, pest control treatments and devices.
- Medications
- Sharp utensils, Power points, control boards or cords, or electrical devices.
- Spiders and vermin.
- Soiled clothing
- Any items or product that may potentially be dangerous to the children.

Procedure:

To ensure the child's safety at all times, the staff of the LHC preschool will:-

- Store all medication and dangerous chemicals in clearly marked areas and containers on high shelves, out of the reach of children or in magnet locked cupboards.
- All first aid kits are kept out of the reach of the children
- All hazardous products are kept out of the reach of the children.
- All areas where potentially dangerous products are kept is clearly marked or in a magnetic locked cupboard with warning signs.
- Care is taken to assure all plants in the centre grounds are non-poisonous.
- Staff check the playground at set up, to ensure it is free of any dangerous vermin or objects.
- The service aims to provide Families and the children with information from a recognised health and safety source about safe storage of potentially dangerous products used at home.
- A first aid action plan and materials safety Data sheets on the products used in the centre are displayed on the main cleaning cupboard where the bulk products are stored.
- Aims to keep the use of toxic and other potentially dangerous products to a minimum, however not to the point of jeopardising the hygiene standards of the centre.

Attachments:

Manual handling risk Identification worksheet.

WHS Checklist for orientation.

# PHYSICAL ACTIVITY POLICY

## AIM:

The preschool seeks to promote children's physical activity and develop their gross motor and fundamental movement skills through a range of planned and spontaneous play experiences and tasks, as well promote the physical activity with families.

## PROCEDURE:

The staff will:-

- Provide a balance of planned and spontaneous physical learning experiences in the indoor and outdoor environment.
- Plan daily Fundamental Movement skill experiences to support each child's physical development, including a warm up, games and a cool down.
- Where practical, involve the children in the planning of physical experiences.
- Provide the space, time, and resources for the children to revisit and practice movement skills and engage in active play.
- Encourage children to drink water during the day, especially before, during and after physical activities and lunch and snack time.
- Undertake regular professional development to enhance their knowledge of physical activity.
- Offer inclusive physical activity opportunities which cater for children from culturally and linguistically diverse backgrounds and for children with additional needs.
- Encourage children to be accepting of the different physical skills and abilities of other children.
- Role model for the children appropriate physical activity behaviours and enjoyment of being physically active.
- Provide promotion information and communicate with families about the importance of physical activities
- Invite and engage families and the community to participate in promoting physical activity with the children
- Have minimal screen time at the preschool. Screen will be used mostly to research or view children's visual news.
- Revise our physical activity program with the staff annually, with the NQS review.



# POSITIVE BEHAVIOUR GUIDANCE POLICY

## AIM

The preschool management and staff will:

- Ensure the behaviour management strategies support the safety and protection of all within a nurturing and respectful environment,
- Ensure children are treated with the same respect and empathy as an adult would expect.
- Ensure compliances with the Children's Services Regulations.
- Help children interact and establish their own rights, needs and feelings with those of others, in accordance with the ECA Inc. code of Ethics.
- Reflect the learning outcome 2-Children are connected with and contribute to their world, developing a sense of belonging, understanding reciprocal rights and responsibilities, responding to diversity with respect, becoming aware of fairness, and becoming socially responsible

## PROCEDURE

**The staff at Lennox Head Community Preschool will:**

- Encourage acceptable behaviour by using strategies that build children's confidence and self esteem
- Ensure the dignity and rights of each child and their family values are maintained at all times.
- The staff will model for, and promote the children to recognise, manage and learn from their behaviours and express their emotions in a positive, non-threatening and productive way.
- Program opportunities for the children to learn to manage their own behaviour and have empathy for others. ( Inclusion/exclusion; fair/unfair; Behaviour)
- Guide behaviour based on respect for children as people, and aim to teach, rather than control them
- Support the individual families background and beliefs within the developmentally appropriate practises
- Support the emotional and mental wellbeing of children and staff.
- Be consistent in their technique so that the children know what is expected.
- Provide positive models of behaviour and respond to situations to maintain a trusting environment.
- Encourage children's active involvement while guiding them in play, exploration and problem solving
- Develop a bond of affection and understanding with the child by taking time to get to know them.
- Be clear about the consequences for the child when the behaviour differs from expectations.
- Follow through with developmentally appropriate consequences.
- Rethink and develop appropriate strategies when particular responses are not working.
- Develop open communication with parents/guardians regarding their child's behaviour ensuring a two way communication, to develop an appropriate procedure.
- Develop an appropriate procedure, with the family and specialists, for children with additional needs
- When aggressive behaviour is observed repeatedly, documentation of the frequency, duration, triggers and level will be made to assist with a management plan.
- Use the PALS social program to support the children's social and emotional development.

**The children and staff will:**

- Evaluate their own ability and efforts
- Use acknowledgement not judgement (you have used red, rather than that is great)
- Support co-operation rather than competition and be kind and tolerant to each other.
- Value self-worth and self-confidence of each other and respect other children and adults.

(POSITIVE BEHAVIOUR GUIDANCE POLICY cont.)

- Support the process rather than the outcome, while caring for their own and other people's work and belongings.
- Be gentle with insects, animals, plants and respect their environment
- Move safely both inside and outside the preschool.
- Use quiet areas within the regular play areas when not coping with a particular situation
- Encouraged to express themselves.
- Discuss and support listening to others ideas, consider alternative ideas and solve problems together.
- Discuss reasons for rules and outcomes for their actions
- Identify emotions and manage them with support and/or independently
- Explore different identities and points of view in different play

# PROGRAM POLICY

## AIM

Our program is based on documenting information about the child's interests, beliefs, questions, discoveries and ideas. This format is used to plan routines, transition play and learning experiences, with knowledge of child development.

The staff provides developmentally appropriate learning experiences that reflect a sensitivity and respect for the cultural background of each child. The initial information, planning, and the reflective process, plus the EYLF framework, provide the staff with tools to promote each child's play, learning experiences and development so the child can build an understanding of who they are and their place in the world.

## PROCEDURE

Staff will:

- Observe children, their needs and strengths, then plan age appropriate program with an evaluation and reflection on the child's experience and progress.
- Program and plan for both the inside and outside environment using a wide range of activities stressing a balance of active and passive activities.
- Frequently and positively interact with children and peer staff.
- Demonstrate respect for, and affection towards the children by smiling and speaking to the child at eye level throughout the day.
- Listen to the children with attention and respect and encourage them to express their feelings.
- Modify the environment for children with additional needs.
- Make appropriate professional referrals and keep up to date with available community resources.
- Promote and treat all children equally. Race, religion, culture and family structures will be respected and considered.
- Provide children with equal opportunities, regardless of their gender.
- Plan and implement small group activities and ensure that the children are involved in at least one planned small group per day that will include a variety of stories, language, music and items from the children to encourage discussion and exploration of knowledge and ideas.
- Evaluate on a daily basis with group staff, weekly basis with all staff - to determine if our planning and the needs of each child have been reflected in our ongoing practise.
- Operated in smaller groups to promote confidence and individual involvement as well as develop a feeling of belonging within the group.
- Support the inclusion of home language
- Collaborate with children about routines and experiences
- Plan for opportunities for peer scaffolding
- Provide a relaxation period in the afternoon incorporating a range of experiences including meditation, visualisation, stories and music.
- Collaborate with families to identify children's need for sleep/rest throughout the day.
- Provide the necessary rest opportunities for children
- Large pillows with vinyl covers are provided for rest and relaxation spaces.

*(Program Policy continued.)*

**The observation, reflection and evaluation process to be used to compile developmental records is:**

- Staff will record observations on each child as they explore, play and engage within preschool.
- An individual portfolio is kept to reflect the observations that are collated and interpreted to support the growth of the child within the guidelines of the EYLF outcomes for each child.
- An age appropriate professional development guide along with the EYLF outcomes is used for each child to monitor the child's developmental strengths, needs and interests.
- The weekly program is organised with activities designed to meet the specific interests and needs of the children.

**To evaluate the effectiveness of these activities for each child, the staff discuss the observations on a daily basis and then program on a weekly basis and**

- Note the participation and interest of each child in the planned small group activities.
- Record observations of each child's skills in all areas of development.
- Plan excursions based on a family interest or a community service learning plan.(see excursion policy)
- Community is included with excursions or learning experiences within the centre to link the children to the community.

**PARENT/GUARDIAN INPUT**

**We are committed to parent/guardian involvement in our program –**

- Parents/Guardians have access to their child's portfolio daily at the centre and to take home with a feedback sheet each, as well as interactions, with staff day to day or using note books available in each family mailbox
- Parents/guardians are encouraged to organise a meeting where the child's progress can be discussed, and any concerns addressed.
- Parents/guardians are also invited to review the preschool's aims, objectives and policies at the Annual General Meeting held in February each year and throughout the year.
- Parents/guardians have access to educational material through our resource library of information sheets.
- Parents/Guardians are invited to attend the pre-school and share their interest and/or personal or professional skill at an organised time planned with the room leader.
- Parents/Guardians are encouraged to attend monthly committee meetings and minutes are displayed, at the sign in areas, the web site and on school stream, following each meeting...
- Monthly internal newsletters used to inform, notify and seek input from the families. Monthly local magazine carries a preschool article.
- Groups inform parents/guardians of special projects and interest of the group with seeking support and feedback.
- The groups display current interests on the board with comments from the children and inviting parents/guardians for feedback.

# ROAD SAFETY POLICY

## AIM

The preschool promotes the education and implication of current road safety with the children and their families.

## OUTCOMES

1. The children will be protected around roads whilst in the preschool environment and on excursions.
2. Children and families will be aware of current passenger/pedestrian and play safety at preschool as well as be provided with current state legislation via media releases.

## PROCEDURE

The preschool will

- Educate all families and children in current road and pedestrian safety
- Promote safety with educational posters and signs (e.g. Hold hand/shut gate sign on the gate: play safety; and passenger safety.)
- The Educational Leader to annually check 'kids and traffic' sources for current information
- Provide information to families and provide 'real-life learning' in the traffic environment
- Provide safety door stickers to all families with information pamphlet

The staff will

- Provide learning environments for the children to explore and establish an understanding of road safety issues, and procedures before heading out on an excursion
- Include passenger/pedestrian/play safety education in programming
- Provide current information in the form of posters, handouts and newsletters
- Attend 'kids and traffic' workshops and in-services inclusive of road and pedestrian safety
- Model passenger/pedestrian/play safe behaviour
- Promote bike safety e.g. Wearing a helmet; and traffic safety;
- Educate children and families on preschool safe arrival and departure (e.g. Gate awareness, holding hands; seeking staff assistance when a baby is sleeping in the car-phone call)
- Promote children wearing seatbelts in the back seat of the car with approved booster seat, checking throughout the trip.
- Ensure children wear seatbelts on excursions when available and are securely put into each belt, checking throughout the trip.
- Ensure children are attached to an adult (even if not directly) on all excursions and promote safety measures throughout the outing.
- Use excursions as opportunities to discuss passenger/pedestrian/play safety issues

# SLEEP AND REST POLICY

## Aim

To ensure that all children have appropriate opportunities to sleep, rest and relax in accordance with their individual requirements within a safe, well supervised and relaxed atmosphere.

Teachers and educators will work in partnership with families to provide to ensure the children's rest requirements are met. Consideration to the physical safety of the child's sleeping environment, clothing and plans for the supervision of the child while they are resting.

## Procedure

The Preschool will

- Review procedures in correlation to the National Quality Standards, Regulations and Laws
- Where there are exceptional circumstances that allow for alternate practices other than the safe sleeping practices advocated the nominated supervisor will ensure:
  - a risk assessment is undertaken,
  - a risk minimisation plan for the child will be implemented

## The Staff will

- respect and cater for each child's specific sleep, rest and relaxation requirements,
- implement effective sleep and rest routines to support the health and wellbeing of each individual child attending the service
- have a duty of care to ensure children are provided with:
  - a. a high level of safety when sleeping and resting,
  - b. every reasonable precaution to protect them from harm and hazard,
  - c. a secure, peaceful and comfortable environment in which to rest,
  - d. areas for sleep and rest are well ventilated and have natural lighting,
  - e. safe well-maintained equipment that meet AS/NZS.
- have sound knowledge of the sleep and rest practices that are used throughout the service.
- Consultation with families about their child's individual needs will be established with the enrolment package
- show sensitivity to:
  - different values and parenting beliefs,
  - cultural practices,
  - exceptional circumstances that require alternate practices
- ensure cushions and resting equipment are in a clean and good condition.
  - All resting equipment will be wiped over with warm water and neutral detergent or vinegar between each use
- Create a relaxing and tranquil atmosphere by:
  - telling of stories,
  - playing relaxing music,
  - visualisation
- will sit near resting children to provide a sense of security and comfort and encourage them to listen to the music and the stories.
- Communicate with families about their child's sleep/rest routines that are in place
- Closely monitor sleeping and resting children at regular intervals during the rest/sleep period

- Regardless of the time of day, there will be a comfortable, safe area available if a child requests a rest, or if they are showing clear signs of tiredness.
- Experiences will be offered to pre-schoolers who do not fall asleep within 20-30minutes.
- Evaluate and reflect on practices daily and concerns which arise.

### Parent/Guardian Input

- Families will provide their child's sleep and rest patterns upon enrolment
- Families will communicate with the staff about their child's sleep/rest routine, any changes that arise and any concerns in regard to practice

### Evaluation and Review

This policy will be evaluated as effective if:

- Children view sleep time as a happy and relaxed time.
- Educators are clear about families' requests and children's needs.
- Families are consulted about the children's requirements

This will policy will be reviewed biannually or whenever safe sleep practices change.

-

### Sources

ACECQA :Safe Sleeping Education and Care Services Document  
Australian/New Zealand Safety Standards  
Education and Care Service National Law 2011  
Education and Care Services National Regulations 2011  
National Quality Standards October 2017  
First Years Early Childhood Consulting

# STAFF POLICY

## THE MANAGEMENT AIMS TO

- Give new and ongoing staff clear information to enable them to understand the functioning of the preschool and the important role they play. Including the mapping of the management order.
- Recruit high quality staff whose skills will enhance the quality already offered by the preschool.
- Give staff opportunities for ongoing professional development.
- Support staff in their important role
- Protect staff's health and welfare in the workplace.

## THE PROCEDURE

### APPOINTMENT OF STAFF

- The Management will be responsible for all aspects of recruiting and appointing permanent staff. They will follow the Procedure set out in the C.C.S.A Handbook.
- The Nominated Supervisor will have input both in an advisory role and as part of an interview panel.
- Employment of relief staff and special needs support staff will be the responsibility of the Nominated Supervisor.
- All permanent staff will receive a letter of appointment stating hours, awards and conditions, rate of pay, etc. Agreements will be signed and reviewed Bi-annually
- The Nominated Supervisor will be responsible for all supervision of staff once appointed to the preschool.

### AWARDS

- The preschool will abide by all relevant awards.
- The Management in co-operation with the staff will periodically review all positions in the preschool with a view to improving staff conditions where possible.
- The Management and Nominated Supervisor will attempt to accommodate reasonable requests from staff for absences that may be necessary to fulfil family commitments.
- LSL act 1955-Staff will be required to take their long service leave entitlement of 8.67 weeks following 10 years of service, bringing the leave entitlement back to five years reserved, within a 2 year period. From then on every 5 year you will receive an additional entitlement of 4.33 weeks that must be taken within a 2 year period. Staff must negotiate a time suitable with management for the entitlement to be utilised (for staff who currently exceed these requirements, there will be a period of adjustment to meet the policy).
- Staff not taking this leave will take it on the pay they were entitled to at the time it was due.

### ORIENTATION OF NEW PERMANENT STAFF

- The Nominated Supervisor will develop the orientation process for new staff - using an orientation procedure with the signed checklist.
- After the initial appointment, the new staff member will have a consultation with the Nominated Supervisor where relevant information will be discussed
- A review with each new staff member and Nominated Supervisor will follow after three months and then annually using the staff appraisal format.
- ALL staff are mandatory reporters and must adhere to the Acts of the Child Protection Policy.
- All staff are to attend training and it is included on the weekly meeting agenda



**(Staff policy cont.)****STAFF DEVELOPMENT**

- The preschool is committed to providing a quality service and recognises the need for all staff to have access to continuing education.
- The preschool believes in the importance of ongoing education for all staff and will support their attendance at in-service by making allowance in the preschool budget for funds to cover costs of courses and attendance with in the award.
- All staff will be encouraged to attend in-service training, seminars and conferences as they become available (equivalent to the number of hours they work each week).
- In-service receipts must be kept and presented by attending staff.
- The preschool requires all primary contact staff to hold a current approved First Aid Certificate, Anaphylaxis & Asthma training and will pay the costs associated with the necessary training.
- All staff are welcome to attend Management meetings.
- A safety check will be conducted annually by a Management, staff and parent/guardian member.

**STAFF HEALTH AND SAFETY**

- The preschool accepts the responsibilities of the Work Health and Safety Act and agrees to comply with the provisions of the Act with the in house trained WHS officer.
- Staff will be given information on correct techniques for lifting heavy children and awkward objects to avoid back strain. ( in the orientation package)
- Staff will also be given information on all WHS. issues and discuss issues at weekly meetings
- Staff will be expected to follow the sun protection procedures as outlined in the preschools "Sun Safety" policy with in the health policy
- The same Health Department guidelines for the control of infectious diseases in children will apply when considering exclusion of staff members with infectious diseases from the preschool.
- Staff is required to work within all health policies.
- The staff will ensure there is NO partaking of alcohol on the pre-school premises during the operational hours of the pre-school.
- The staff will ensure that NO SMOKING of any substance will occur within the parameters of the pre-school at any time.
- Every staff member is responsible for the WHS issues related to the preschool

**CODE OF CONDUCT**

All primary care staff will be asked to sign the "Code of Conduct" as outlined in the Educational Care Service National Law & Regulations. Staff will be expected to maintain confidentiality in all matters relating to their employment.

**Attachments**

- 1 Code of Conduct Form**
- 2 Prohibited Employment Declaration Form**
- 3 Working with Children Check Consent Form**
- 4 Orientation guideline checklist**
- 5 Staff appraisal**

# STUDENT/VOLUNTEER POLICY

## AIM

The Management acknowledges the value of the contribution of volunteers to the preschool program and recognises the benefits to the parents/guardians, children, staff and the community.

## PROCEDURE

The preschool will:

- Ensure non-enrolled children **are not** attending with a volunteer.
- Ensure all parents/guardians, volunteers, and students working with the children in any capacity within the preschool read and sign the current documents working with children as required by ACECQA.
- Require all volunteers, students and visitors to sign the Attendance Book upon arrival and prior to departure from the preschool each time they attend
- Endeavour to limit additional adults (i.e. non staff persons) present in the preschool at any time to one per group.
- Insist volunteers and students always work with a staff member and never be given the responsibility for supervision of the children.
- Include volunteers in the preschool in a manner that is enriching to the preschool program and maintains the safety and security of the children.
- Provide opportunities for valuable practical work experience for students from secondary schools in the profession of Early Childhood Education.
- Encourage parent/guardian and community involvement such as sharing skills, interests and social events with the children and have special visitors to the preschool.

## Visitors to the pre-school -

- Must have the appropriate child protection documents prior to attending the service
- Are to sign in the visitor's book on arrival and departure of the centre

- **Prohibited Employment Declaration Form - Attachment 5**
  - **Preschool Confidentiality Policy - Attachment 2**

# SUN SAFETY POLICY

## **AIM:**

The preschool protects and promotes sun awareness with the children and families. The children at the preschool will be protected from the sun whilst at preschool and encouraged to be aware of sun safety whilst at preschool and in the community.

## **Procedure:**

1. **Scheduling outdoor activities** QA1 - Educational program and practice, QA2 - Children's health and safety
  - a. UV levels and daily sun protection times are used to plan daily activities and ensure a correct understanding of local sun protection requirements.
  - b. When children are on excursions all sun protection practices are planned, organised, understood and available.
2. **Shade** QA3 - Physical environment
  - a. All outdoor activities are planned to occur in shaded areas.
  - b. Shade options are provided, maintained and promoted to the children.
  - c. Play-based learning activities are set up and moved throughout the day to take advantage of shade patterns.

Shade options can include a combination of portable, natural and built shade. Cancer Council encourages regular shade assessments and the monitoring of existing shade structures, to assist in planning for additional shade.

## 3. **Hats** QA2 - Children's health and safety

- a. All staff and children are encouraged to wear SunSmart hats\* that protect their face, neck and ears.
- b. Children without a SunSmart hat are encouraged to play in an area protected from the sun (e.g. under shade, veranda or indoors), or are provided with a spare SunSmart hat.

\* SunSmart hats include:

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

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

## 4. **Clothing** QA2 - Children's health and safety

- a) Staff and children are encouraged to wear SunSmart clothing that covers as much of the skin (especially the shoulders, back and stomach) as possible.
- b) Children without SunSmart clothing are encouraged to play in an area protected from the sun (e.g. under shade, veranda or indoors) or are provided with spare clothing.

\*SunSmart clothing includes wearing:

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

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

## 5. **Sunscreen** QA2 - Children's health and safety

- a. Sunscreen provided will be SPF30+ (or higher) broad-spectrum water-resistant sunscreen, this is to be applied by parents, and parents will ensure sunscreen is not left in children's bags.
- b. Staff, families and visitors will be required to apply SPF30+ (or higher) broad-spectrum water-resistant sunscreen at least 20 minutes prior to going outdoors. Where children have allergies or sensitivity to sunscreen, parents are asked to provide an alternative sunscreen, or the child encouraged to play in the shade.

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

## 6. **Role Modelling** QA1 - Educational program and practice, QA5 - Relationships with children

Staff act as role models and demonstrate SunSmart behaviours by:

- a. Being positive role models in demonstrating SunSmart behaviour
- b. Applying SPF30+ broad-spectrum water-resistant sunscreen

(Reviewed annually with NQF appraisal) Date amended \_\_\_\_\_ President's signature \_\_\_\_\_

- c. Promoting the use of shade
- d. Discussing sun protection with children and demonstrating a positive and proactive approach to the management of sun protection in the service.

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

**7. Education** QA1 - Educational program and practice, QA4 - Staffing Arrangements, QA5 - Relationships with children

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

Further information is available from Cancer Council NSW's website [www.sunsmartnsw.com.au](http://www.sunsmartnsw.com.au)

**8. Information and policy availability** QA6 - Collaborative partnerships with families and communities, QA7 - Governance and leadership

- a. Sun protection policy, procedures, requirements and updates are made available to staff, families and visitors. Sun protection information and resources are accessible and communicated regularly to families.
- b. All parents/families are informed of the sun protection policy including appropriate hat, clothing and sunscreen requirements on enrolling their child in the service.

**9. Review** QA4 - Staffing arrangements, QA7 - Governance and leadership

- a. Management and staff regularly monitor and review how effectively they implement their sun protection policy.

Sun protection policies must be updated and submitted to Cancer Council NSW every three years to maintain current SunSmart status.

**National Standards:** All Seven Quality Areas

**Law:** Section 167 - protection from harm and hazards

**Regulations:** 113 Outdoor Space- Natural environment; 114 Outdoor Space- Shade; 168 Education and care service must have policies and procedures 2 (ii) Sun protection

# SUSTAINABILITY AND ENVIRONMENTAL POLICY

## AIM

As a community, we can create, encourage and increase awareness of environmental responsibility and guide Centre practices. These practices need to be eco-friendly and involve staff, children and families to be successful.

**Environmental** education promotes acquisition of knowledge, skills and values about the environment, often with a science and nature focus. Environmental education in the preschool setting is to promote informed and skill the children and families to demonstrate environmental awareness and interest about environmental issues.

**Sustainability** can be defined in a broader and more holistic context of education **for** the environment. To educate for sustainability is to promote a sense of responsibility, respect, active participation, enquiry and social change.

## PROCEDURE (STRATEGIES)

- Implement a holistic and practical approach to sustainability, trialling practices as needed
- Participate in early childhood environmental education organizations and other sustainability networks - Rous water with ideas and recourses to promote sustainability and environmental awareness.
- Staff will make sustainable practices a part of the daily routine. These include:
  - **Recycling**
  - **Gardening**
  - **Energy conservation**
  - **Water conservation**
  - **Sustainable equipment purchases**
- Staff will discuss sustainable practices with the children as part of the Centre's curriculum. Idea sharing will be encouraged between the staff, children and families sustainable ideas, implementation and resources. This can be done at parent/guardian meetings, through emails, newsletters and conversations.
- The staff will implement a worm farm to reduce food waste in the Centre.
- Children will be encouraged to place food scraps into separate containers for use in the worm farm.
- The staff will discuss with the children and families what worms can eat and what foods can be composted.
- The children will be involved in maintaining the worm farm.
- The staff and children will develop, maintain a garden for food and herbs
- The staff and children will use water from water tanks for watering gardens

# TRANSITION OF CHILDREN TO SCHOOL POLICY

## **AIM**

The staff and management acknowledge the immense change for the child and family when the child first attends school and are committed to making the transition to school a positive procedure with input from the parents/guardians and school.

## **PROCEDURE**

The staff will:

- Support the child's parents/guardians with any information requested about the transition.
- Link home and school, with the most recent research.
- Always talk about starting school in a positive manner that will reinforce a healthy attitude toward the transition.
- With the consent of parents/guardians, make the child's records available to the school on request.
- Ensure that information on local schools is made available to parents/guardians.
- Familiarise children to the school environment through the use of readers, attending school assemblies on occasion, library visits and when invited to concerts and special occasions.
- Endeavour to attend local school orientation days.
- Work within the EYLF guidelines to link with families and support their individual needs for transition to school
- Provide and complete current Transition to school forms with families and the school, to support best practise

## **Attachments**

1. **Transition to school form**

# WAITING LIST POLICY

We are a small community pre-school in a growing area with limited places. Please organise a second childcare option in the area so you will not be disappointed if there is not an available position.

## AIM:

The preschool will place children into vacant positions based on age, date of application and order of placement. Funding Guidelines: Special circumstances will be reviewed and assessed by the Nominated Supervisor. When unable to make a decision, the matter will be referred to the executive or the full management.

## PROCEDURE:

- All enrolled children must be immunised with supporting Medicare documentation
- To add a child to the Waiting List, parents/guardians will complete an online Waiting List Application with child's birth certificate attached.
- An orientation of the preschool will be conducted following the offer and completion of enrolment through the orientation process.
- A copy of the Waiting List Policy is to be read and confirmed prior to submission of Waiting List Application Form for each child.
- Waiting List Applications will be signed and dated upon receipt by the receiving staff member, and notification of receipt will be sent.
- Priority of access is set in accordance with the NSW Start Strong initiative and preschool requirements

## ORDER OF PLACEMENT

- Priority will be given to children residing within the zone of Bundaleer Rd to the north, Swamp Rd to the west and Headland Drive to the south (north side of road). (Rates notice, Lease or 2 utility accounts indicating the address will be required on enrolment.)
  - Request for consideration will be extended to
    - workers within Lennox Head (proof of employment)
    - Siblings - consideration given to existing preschool families
    - Out of zone
- Applications may be advanced on the waiting List between three to six months under special circumstances such as:
  - Aboriginal or Torres Strait Islander descent
  - Children at risk (Referral)
  - Low income (H.C.C.)
  - Special needs (specialist referral)
  - Cultural (based on language needs)
- Children will be placed in age appropriate groups.
- Placement of children is in order of age with priority given to children the year before school
- Priority will be given to
  - children placed on the waiting list prior to the 31<sup>st</sup> of July of the year proceeding the year of attendance.
  - children who have turned three years of age prior to the commencement date of the preschool year.
  - children based on order of application, within each month of date of birth (e.g. children. born Jan, placed in order of application).
- Younger children, two years before school, will be allocated a position in accordance with the Start Strong initiative, with equity children being given priority.
- When a place is turned down by the applicant and they request to stay on the list for a future position the applicant will restart on the waiting list from that date. (Informed at the time).

## Waiting List Application - Attachment 13

National Quality Standard: 6.1; Regulations: 168(2)(k)

# GUIDE FOR WRITING POLICIES

## AIM

The aim is a general statement of the intentions of the organization.

## PROCEDURE

Detailed steps/statements that explain how the aim of the policy is to be implemented.

## ESSENTIAL ELEMENTS

- Audit- Identify what policies are needed to cover
  - REFERENCE TO THE educational and care services national REGULATIONS
  - REFERENCE TO THE related National Quality Standards
    - How the organisation is to be run.
    - Legal issues and possible risks to be addressed.
- Design and implement each policy and its relevant operating procedure and practices.
- Maintain the program - monitor and assess regularly
  - Review each year. (team of two staff and one management member)
  - Maintain ongoing liaison with the regular authorities.
  - Keep abreast of industrial publications.
- Policies will refer to the current NQS and Education and Care Services law and regulations
- Obtain legal advice to
  - Check the program covers all legal aspects and obligations.
  - Aid with documenting sensitive issues.

## REFERENCES

CCH - Covers all areas of Industrial Relations, Small Business, and WHS

The Australian Small Business Legal Hand Book - Birch: 1999