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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

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.

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.

Theoretical Approach	Principles of the theory	Theorist
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"> - 8 stages based on positive or negative responses - Attachment theory. The relationship between carer/child
<u>Cognitive</u>	Jean Piaget Lev Vygotsky	<ul style="list-style-type: none"> - 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). - Children's cognitive understanding were enriched and deepened when they were 'scaffolded' by parent, teachers or peers. (Zone of Proximal Development)
<u>Language</u>	Lev Vygotsky BF Skinner John Watson & Albert Bandura	<ul style="list-style-type: none"> - Children's cognitive understandings were enriched and deepened when they were scaffolded by parents or teachers. (Zone of proximal development) - 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.
<u>Social</u>	Bronfenbrenner Lev Vygotsky	<ul style="list-style-type: none"> - Ecological systems theory - a balance between nature and nurture. 4 sections of a child's innermost and outermost influential factors - The importance of relationships between children and more knowledgeable peers and adults.
<u>Social Play</u>	Piaget and Smilansky Mildred Parten Jerome Singer	<ul style="list-style-type: none"> - Developed categories of play - sensory motor play, symbolic play and games with rules. - Smilansky extended this further with the additions of functional play, constructive play and dramatic play. - The different stages of social play: unoccupied play, solitary play, onlooker play, parallel play, associative play and co-operative play - The importance of children's imagination and curiosity developed through dramatic and socio-dramatic play
<u>Autonomy and Independence</u>		<ul style="list-style-type: none"> - Four of Erik Eriksons stages - trust vs mistrust; autonomy vs shame and doubt; initiative vs guilt; industry vs inferiority
<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

ACCIDENT/INCIDENT POLICY

AIM

The Education and Care Services National Regulations require approved providers to ensure their services have policies and procedures in place if a child is injured, becomes ill, or an incident occurs while attending the service and in relation to the administration of first aid. This policy aims to provide clear lines of action to effectively manage an event involving a child becoming injured or involved in an incident.

PROCEDURE

- The Approved Provider and Nominated Supervisor will ensure there is always adequate supervision. (National Law-Section 165)
- The Approved Provider will ensure that every reasonable precaution is taken to protect children from harm and hazards likely to cause injury. (National Law-Section 167)
- All contact staff will hold a current First Aid, CPR, Asthma and Anaphylaxis Certificate.
- Upon enrolment Parents/Guardians provide authorisation for the Approved Provider, Nominated Supervisor, or an Educator to seek medical treatment for the child from a registered medical practitioner, hospital or ambulance service and, if required, transportation by an ambulance service. (Regulation – 161)

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 will be contacted and informed of the incident, staff travelling with the child and destination.
 - A Staff member will travel with the child and stay until Parents/Guardians arrive.
 - Replacement staff to be implemented, if necessary, and any transport costs implicated towards the staff member will be paid for by the pre-school. (See Attachment appendix 1b.)
- The Nominated Supervisor must notify management, the Parents/Guardians and the regulatory authority of all serious illness/accidents that require medical or dental treatment.
- The Nominated Supervisor and Educators 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 available on request to Parent/Guardian.
- Parents/Guardians signing report sign that they will notify the preschool if medical attention is required
- Parents/Guardians are notified as soon as practicable, but no later than 24 hrs after the occurrence. (As per Regulation 86 of the National Regulations)
- All accidents/illness will be recorded on the accident register.
- All Accidents/Incident reports will be kept until the child is 25 years old. (As per Regulation 177 of the National Regulations)
- Where appropriate insurers will be notified of the incident.
- The Nominated Supervisor/Responsible Person will investigate the cause of any accident/incident and take appropriate steps to adjust/remove the cause if required.

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 _____

BEHAVIOUR GUIDANCE POLICY

AIM

The preschool management and staff will:

- Ensure the United Nations Convention of the Rights of a Child are the foundation of interactions.
- View children as capable and competent, with the right to a voice, and able to contribute to decisions that affect them.
- Ensure the behaviour management strategies support the health, wellbeing, safety and protection of all children.
- Ensure a nurturing supportive environment which promotes the belonging and being of all children and families.
- Create a foundation of reciprocal, trusting and high expectation relationships with children, families, and colleagues.
- Ensure children are treated with respect and empathy.
- Ensure behaviour guidance complies with all National Laws and Regulations.

PROCEDURE

The staff at Lennox Head Community Preschool will:

- View behaviour as a child's way of communicating. What is this communication telling me and what does this child need?
- Be responsive to children's thoughts and feelings, supporting them to develop a strong sense of wellbeing.
- Interact positively and meaningfully with children to support a sense of belonging that fosters self-esteem which will contribute to the development of identity. This approach will support children to understand their own strengths, abilities, and interests.
- Support children's behaviour by using strategies that build confidence and self-esteem.
- Support children to reflect on their own behaviour and if needed create ideas for alternative ways of engaging to achieve their desired outcome.
- Support children to develop an awareness of the needs and how these can be negotiated through conversations and interactions.
- Ensure the dignity and rights of each child and their family values are always maintained.
- The staff will model and promote children to recognise, manage and learn from their behaviours and express their emotions in a safe way.
- Support the individual families background and beliefs with developmentally appropriate practises.
- Support the emotional and mental wellbeing of children and staff.
- Be consistent in their guidance 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 strong attachments with children to support a sense of security, taking time to get to know and value them as an individual.
- Be clear about the consequences for the child when the behaviour continuously differs from expectations.
- Engage in Professional Learning to build understanding of current approaches and expand skills to respond to a diverse range of behaviours.
- Develop collaborative partnerships with parents/guardians regarding their child's behaviour and families expectations.
- Support children with diverse needs through the implementation of individual plans and when, possible collaborate with specialists and families.
- When aggressive behaviour is observed repeatedly, documentation of the frequency, duration, triggers, and level will be made to assist with a management plan.

- Cool down areas will be provided close to educators to allow children to re-regulate. (The difference between cool down and time out is that an Educator is always present to support re-regulation)
- Use restraint only in emergency situations such as a child attempting to scale a fence, run on a road, physically threatening others or behaving in ways that are destructive to themselves, others, or the environment.
- Evaluate their own interactions and support children to evaluate their own choices.
- Support children to value their own opinions and feedback rather than relying on extrinsic motivation. This will be achieved through avoiding statements such as 'good job' and focusing on the process or their engagement throughout the task.
- Support children's relationships to celebrate each others success.
- Guide children to develop an appreciation, understanding and connection with their natural environment including plants and animals.
- Support children to build an awareness of the way they are moving within the preschool and create strategies to keep themselves and others safe.
- Use quiet areas within the learning environment to support regulation.
- Encourage children to express themselves through a variety of means such as art, dance, and storytelling.
- Discuss reasons for rules and outcomes for their actions.
- Provide opportunities to explore different identities and points of view in play.

CHILD PROTECTION POLICY

AIM

To provide an environment in which the best interests of children and their protection from harm and hazard is paramount. This will be fostered through our child safe culture, responsive relationships, engaging experiences and a safe and healthy environment.

PROCEDURE

All Approved Providers, Nominated Supervisors and staff must act in the best interests of the child and take all reasonable steps to ensure each child's safety.

The Lennox Head Community Preschool Inc.'s Child Protection policy is based on the Children and Young persons (Care and Protection) Act 1998 & the Child Safe Standards of NSW:

The staff will implement and understand the Standards.

1. Child safety is embedded in the organisational leadership, governance, and culture.
2. Children Participate in decisions affecting them and are taken seriously.
3. Families and communities are informed and involved.
4. Equity is upheld and diverse needs are taken in to account.
5. People working with children are suitable and supported.
6. Processes to respond to complaints of child abuse are child focused.
7. Staff are equipped with knowledge, skills, and awareness to keep children safe through continual education and training.
8. Physical and online environments minimise the opportunity for abuse to occur.
9. Implementation of the child safe standards is continuously reviewed and improved.
10. Policies and procedures document how the service is child safe.

Role and Responsibility in Child Protection as an Approved Provider.

As Approved Provider and Nominated Supervisor will:

- Ensure all staff remain up-to-date with National Regulations, Laws, Mandatory Reporting Obligations and Child Safe Standards.
- Ensure Educator to child ratios are always maintained.
- Ensure lines of sight are not obstructed and supervision is always organised to ensure the safety of both children and staff.
- Ensure staff across all levels of the organisation are familiar with mandatory reporting requirements and their role in keeping children safe.
- Ensure staff are aware of their reporting requirements and how to raise concerns related to child safety.
- 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, volunteers and students have an approved Working With Children Check (WWCC) And a record of this including the expiry date must be maintained. (Regulation 147, 149)
- Maintain a record of visitors to preschool and ensure no children are ever alone with visitors, students or volunteers.
- Ensure records identified as relevant to child-to-child safety and wellbeing are clear, objective and thorough; maintained in an indexed, logical, and secure manner; kept for 45 years; and, retained and disposed of in a consistent manner.
- Ensure the retention of records relating to child sexual abuse that has or is alleged to have occurred, for at least 45 years from the date the record was created.

The staff will:

- Understand their key role in keeping children safe from harm in our service and understand that this is everyone's responsibility.

- Keep personal phone/camera devices in staff areas.
- Promote children's bodily integrity (respecting their physical space and only using touch when necessary and appropriate) and support children's age-appropriate understanding of consent and empower children to use their voices for personal advocacy.
 - Educate children about how they can seek help and help identify safe people and unsafe people.
 - Use correct anatomy names for body parts. This will equip children with the language to communicate or disclose information when something isn't right.
 - Ensure children they won't be in trouble if they ask for help.
 - Educate children about what is acceptable and unacceptable behaviour with each other and between adults and children.
 - Learn about emotions, how these make our body feel and support children to label their emotions when they arise.
 - Make relations between these feelings and when we are feeling safe/unsafe and talk about who we might go to when we are feeling unsafe.
- recognize and report significant risk of harm using the Mandatory Reporters Guide
- promote the safety, welfare and well-being of children and young people in our preschool.

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

- Any allegations of child abuse or neglect made against an employee or volunteer at the preschool must be immediately referred Lennox Head Community Preschool (Approved Provider and/or Nominated Supervisor) and will be treated in the same way as all child abuse allegations and will follow the same procedure.
- All allegations will be taken seriously, and action will be taken immediately.

Children's disclosure of abuse

Staff will

- Understand the varied means in which children can make a disclosure of abuse or complaints (verbal disclosures or expressing their fear over something, private conversations, tell another child, provide hints through drawings, roleplay, or stories, present somatic symptoms such as constantly feeling sick, or disguised disclosures 'what if' or 'a friend of mine said')
- listen actively to the child.
- use a calm reassuring tone.
- position oneself at the child's level.
- tell them you believe them and that it is not their fault.
- tell the child you will need to tell someone to help keep them safe.
- Understand their role is to listen to what the child has to say.
- Do not use direct or leading questions.
- not to make promises that cannot be kept.
- comfort the child, reassuring him/her that it was right to tell.
- document the interaction as soon as possible using the child's exact words and no personal interpretations.
- Follow the Mandatory Reporters Guide Process

A report must be made to Communities and Justice if there are current concerns about

- The basic physical or psychological needs of the child or young person are not being met (neglect)
- The parents or caregivers have not arranged necessary medical care for the child or young person (unwilling or unable to do so)
- Risk of physical or sexual abuse or ill-treatment
- Parents or caregiver's behaviours towards the child causes or risks serious psychological harm (emotional abuse)

- Incidents of domestic violence and as a consequence a child or young person is at risk of serious physical or psychological harm (domestic or family violence)

A report is made 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 age and circumstances.

Using the decision tree as a guide to a report path to be taken, (more than one path can apply- other concerns)
Where the report does not meet the criteria, a concern sheet will be instigated within the service for the staff to maintain.

Safeguards for Reporters

Reports 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, 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.

Attachments

Reporting process for children at significant risk and against staff.

(copy or avail on web site-reporter.childstory.nsw.gov.au/s/)

1 Neglect; 2 Physical Abuse; 3 Emotional Abuse; 4 Sexual Abuse; 5 Domestic Violence
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

The Nominated Supervisor will

- i. ensure the child to educator ratios are always maintained.
- ii. ensure all volunteers and students must complete a thorough induction process prior to attending the service.
- iii. all visitors must sign in on the volunteer/visitors register, with time and sign out.
- iv. All students, volunteers and visitors are not left alone with children at any time.

The staff will:

- Adhere to the child/adult ratios as set out in National Regulations. (Regulation 271, 272)
- Ensure lines of sight are not obstructed and supervision is always organised to ensure the safety of both children and staff.
- Keep personal devices in staff areas while working directly with the children.
- 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 eastern access doors (Whales entry) from 9.30 – 2.30 and the front door while at outside play and when there is no inside supervision.
- Be present whenever children are playing outside.
- Actively supervise play outside and organise staff throughout the environment to ensure the supervision of all areas.
- 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 creation of rules for safe play.
- Program to include topics on safety and help children understand the need to keep themselves and others safe.
- Follow all aspects of the services policies and procedures including the accident/incident policy, child protection policy, staff policy, program policy and health policy.
- 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.
- Respect each child's need for privacy when going to the toilet/bathroom while also ensuring the safety of children through supervision. (E.g. being within line of sight and sound)
- Mop the floor in the bathroom if wet and clean the toilets and floor with disinfectant following every routine bathroom transition, 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 permit the children to leave the preschool with persons not authorised by their Parents/Guardians.
- Ensure Parents/Guardians and Authorised Nominees 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 or Authorised Nominees in writing.
- 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 TO 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 StoryPark.
- 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 StoryPark.
- 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 –to be used as an alternate contact method when necessary.

PARENT/GUARDIAN TO STAFF COMMUNICATION

- VERBAL INTERACTIONS – Parents/Guardians are free to communicate information with a staff member.
- TELEPHONE CONTACT - Parents/Guardians are encouraged to phone the preschool regarding sick and/or non-attending children prior to 8.30am and after 3.30pm 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.
- MOBILE PHONE –To be used to notify of sick children and share news items.
- 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.
- PORTFOLIOS - are sent home midterm for family collaboration. Parents/Guardians to sign for portfolios at the end of their child's attendance at preschool.

STAFF/STAFF COMMUNICATION

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

- Holding daily team & regular 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 planning the program with individual children's needs and developmentally appropriate activities being used as a basis for planning.
- Staff and volunteers are oriented to the Centre prior to commencement.
- Staff appraisals are completed annually to guide professional development planning.

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 Management will be through the Nominated Supervisor or directly to the President in the case of a Grievance or Complaint.
- 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 Supervisors knowledge, unless in the instance of a formal grievance or complaint.
- Job descriptions with roles and responsibilities are issued to each preschool staff.
- Employment agreements have been established and are reviewed biannually.

MANAGEMENT/PARENTS/GUARDIANS COMMUNICATION

- MINUTES –Will be displayed on the website following the management meeting.
- NEWSLETTER – Parents/Guardians will be informed via the newsletter any relevant information after the monthly meeting.
- WEBSITE/STORYPARK - Any information which needs to be shared will be done so on these platforms.

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 on arrival.
- PROGRAM –All staff maintain a written program and individual developmental records.
- MEDICATION RECORD - If a child requires medication whilst at preschool, the medication ~~book~~ record must be completed and signed by the Parent/Guardian.
- ACCIDENTS - All Accidents and Incidents are to follow record keeping requirements set out in the accident and incident policy.
- MAINTENANCE- Items for repair are to be reported to the Nominated Supervisor and entered in the maintenance book with date and signature.
- SUPPLIES - Staff report to the Nominated Supervisor when supplies are needed.
- SAFETY CHECKLIST - to guide the open and close of the Centre.
- WEBSITE – Available for Parents/Guardians to gain general information about the preschool, calendar for upcoming events, Newsletters, community contacts and developmental information.
- DIGITAL FORMAT– This service will be utilised to share Day Sheets, Newsletters, Reminders, and Urgent Alerts.
- EMAIL - to be used to update information, share news, family and staff collaboration and communication with therapists. Educators will respond within seven days to emails to organise meetings or advise the pathway to follow.
- MOBILE PHONE – Used to notify of absence, late arrivals, change to address, changes to authorised nominees, changes to collection and when necessary, from Staff to Families.

CONFIDENTIALITY AND CUSTODY POLICY

AIM

Management Members, volunteers, students, visitors, and staff members are aware that confidentiality of all matters concerning the preschool and its users must be ALWAYS maintained. The staff will respect follow any court orders and custody papers provided.

PROCEDURE:

- The staff will make the children's records available only to the Parents/Legal Guardians, or any such person authorised in writing by the Parents/Legal Guardians.
- Each child's personal file (containing enrolment form, developmental records etc.), are to be always kept in a secured cabinet.
- 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 are used 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 Nominated Supervisor 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 until the child turns 25 years old, following this time, information will be disposed of in a secure manner. (Regulation 183)
- 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 act on a particular issue.
- All records will be kept in conjunction with regulation 181 and 183.
- 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. This is to be organised through the primary contact person.
- When there is a shared parenting order the primary contact Parent/Guardian is to be indicated on the enrolment form for contact in regard to day-to-day issues.

Attachment

1 Negotiation Form

EMERGENCY MANAGEMENT POLICY

AIM

We are committed to ensuring the safety, health and wellbeing of children attending our service by identifying the risks and hazards of emergency and evacuation situations. Children, Educators and staff will regularly rehearse our emergency and evacuation procedures to maximise their safety and wellbeing in the event of an emergency or event requiring evacuation/emergency management.

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 and within the preschool mobile phone
- The Nominated Supervisor will ensure there is a working mobile phone available for emergency situations and 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 Responsible Person and follow the Emergency Risk Assessment Plan
- Fire extinguishers, fire blankets and other emergency equipment will be tested as recommended by the manufacturer. 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 National Regulations (Regulation 97)
- Staff will program learning to support children in their understanding around support services and emergency procedures (e.g. Fire Station visits and fire safety procedures. “Get down low and go, go, go”)
- Record the emergency rehearsal with relevant information as per the National Regulations (Regulation 97)
- 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 take the children to the 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 record sheet

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 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.

NSW HEALTH ORDERS in conjunction with the Dept. override all policies and must be adhered to as best practise and to the best of our ability.

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 National Laws and Regulations.

PROCEDURE:

- Currently enrolled families select their preferred days for the following year prior to commencing placements from the waiting list.
- Families who are re-enrolling must complete a re-enrolment form to meet Regulatory Requirements.
- Placements will be offered throughout the enrolment processes as per the waiting list policy or as they become available throughout the year.
- Order of placement and initial enrolment procedures can be found in the waiting list policy.
- Details requested upon enrolment are as per the National Regulations and additional information to support a successful transition. (Regulation 160, 161, 162)
- Additional authorisations are sought for regular outings (excursions) as per the National Regulations (Regulation 99, 100, 101)
- Under the Public Health Act 2010, the only people who can be enrolled are those who have an approved form that shows they are fully immunised OR, on a catch-up schedule OR, have medical reason not to be immunised.
 - Parents/Guardians are required by the Public Health Act to provide documentation of the enrolled child's immunisation status.
 - Parents/Guardians are required to provide up to date immunisations to the preschool within 2 months of the due date.
 - Children who have a medical reason not to be vaccinated are required to provide either an AIR Immunisation Medical Exemption Form completed and signed by a medical practitioner OR an AIR Immunisation History Statement that includes the words 'medical contraindication' or 'natural immunity'.
- The enrolment process gives clear guidelines as to the timelines to return all necessary payments, forms and supporting documentation to complete the enrolment procedure.
- 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 their intention to remain on the list or be removed.
- Upon completion of enrolment (as above) families are issued with an Information Booklet, and Orientation letter.
- Orientation: families are informed of the preschool procedures and are encouraged to ask questions on how the preschool is operated, governed, funded, and regulated (National Quality standards and Early Years Learning Framework). This is hosted before the commencement of the year. Families enrolled after this date will be given the information book and an individual orientation of the service with the opportunity to ask any questions.

- Orientation visits - Organised to allow families and children the opportunity to become familiar with the service and begin to create relationships with their educators. This also supports families to ask any questions about the preschool.
- Cancelling enrolment – two weeks’ notice of intention to withdraw children from the preschool must be given in writing to the Nominated Supervisor during term 1-3. All cancellations during term 4 will mean the families are required to pay their fees for the remainder of the year.

EXCURSION POLICY

AIM

Excursions and regular outings are an important part of our educational program, providing opportunities for the children to build connections with the local community and contributing to their sense of belonging and connection with the world around them. We are committed to ensuring the safety, health and wellbeing of children during excursions and regular outings by conducting risk assessments and ensuring authorisations are obtained from families.

PROCEDURE

ALL EXCURSIONS

Nominated Supervisor will:

- Ensure that primary contact staff attend excursions and ratio and regulations requirements are maintained.
- Ensure all children with medical and/or additional need requirements are considered with all excursions.
- Complete a risk assessment as per the Regulation requirements.

REGULAR OUTINGS

(a walk to and from the preschool that the service visits regularly as a part of its educational program; where the circumstances relevant to the risk assessment are the same on each outing)

- All parents will be informed of the outing by means of the sign in sheet, day sheet or formal notification before the outing.
- Parents who have not given permission for their child to attend the excursion will be contacted prior to leaving the preschool.
- Regular Outings will require authorisation to be obtained once every 12 months (included in the enrolment and re-enrolment process) (Regulation 102)
- All regular outings will require a risk assessment to be completed every 12 months.

NON-REGULAR PLANNED EXCURSIONS

- information will be prepared for parents stating: (*according to regulation 102(4)*)
 - Child's Name
 - Reason for leaving the premises
 - Date and destination of the excursion.
 - Means of transport and safety requirements such as seatbelt requirements and embarking and disembarking processes, if necessary.
 - Proposed activities
 - Period the child will be away from the premises.
 - Anticipated number of children attending
 - Anticipated ratios
 - Number of supervising adults.
 - Attending staff with First Aid Qualifications.
 - That a risk assessment has been completed
- Thorough risk assessments will be complete prior to each excursion
 - ⊖ When transportation is arranged by the service an embarking and disembarking procedure will be in place as per Regulations 102E(4) and 102F(4)
- No child will be allowed to attend the excursion without written or verbal consent from a parent/guardian or Authorised Nominee. (When verbal consent is given, the parent/guardian or Authorised Nominee are required to sign the excursion form upon collecting their child.)
- First aid kits will be taken on all excursions.
- Mobile phone will be taken on all excursions including the current emergency contact lists.

Attachment

1. Risk Assessment Template
2. Pre-Excursion Checklist

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, with current family contact list.
- 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.**
 - **Term Payment** - Full fee amount to be paid within the **first week** of the Term.
 - **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.
 - **Fortnightly Payments** - Payments must be received at the **start** of each fortnight.
 - **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 2nd last week of term, for paperwork to be completed.

The Approved Provider and Nominated Supervisor will support families and provide their fee reductions as per the current funding provided by the Department of Education.

- **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. 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 Nominated Supervisor and President.

BUILDING/EXCURSION LEVY

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

The Excursion Levy was introduced to cover excursion and fun days costs held by the preschool for the children. The Levi amounts are invoiced to each family per term. To be paid within the first 2 weeks of each term.

OVERDUE FEES

At the AGM and election of the 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 Approved Provider, Nominated Supervisor, Educators and Parents/Guardian will feel confident that any issues or concerns raised will be handled promptly and professionally. We view complaints as an opportunity to enhance the quality of our education and care practices. We reflect on each complaint and identify any issues or areas of improvement for our service.

THE PROCEDURE FOR MAKING A COMPLAINT

All complaints can be made as per our Hierarchy displayed and the process outlined within this policy.

INFORMAL

Parents/Guardians should make their initial concern known to the Nominated Supervisor either verbally through the appointment process or in writing by email. 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 relate to the Nominated Supervisor or are more serious will be referred to the Approved Provider. A Negotiation form is available if required.

The Approved Provider must notify the Regulatory Authority within 24 hours after a complaint is made alleging: -

- a. That a serious incident has occurred at the service or,
- b. That the Education and Care Services National Law has been breached.

If the complainant is not satisfied with the response by the Approved Provider, contacts are available on the hierarchy for the Department of Education and Care Regulatory.

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

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

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.

Attachment

1 Negotiation Form

GOVERNANCE & MANAGEMENT POLICY

AIM

We are committed to robust governance and management systems, ensuring the effective, transparent, and competent operation of service.

PROCEDURE:

The Approved Provider will –

- Ensure the safety health and wellbeing of all children within the service. (National Law Section 51)
- Ensure a program meets the educational and developmental needs of the children within the service. (see Program Policy) (National Law Section 51)
- Hold a current policy of insurance and maintain evidence of these policies (Regulation 29, 180)
- Ensure the service has policies and procedures as set out in the National Regulations (Regulation 168)
- Ensure the Nominated Supervisor, a person with management or control OR a person in day-to-day charge is always present at the service. (National Law Section 162)(Regulation 117B)
- Ensure the prescribed information is displayed as per the National Law and Regulations (National Law 172)
- Ensure the Regulatory Authority is notified of the removal and/or change of the Approved Provider, Nominated Supervisor and/or person with management or control and any other matters under section 173 of the National Law.
- Ensure the Regulatory Authority is notified of any serious incidents, complaints alleging that a serious incident has occurred, complaints that the National Laws have been contravened and information relating to to any other prescribed matters. (National Law 174)
- Ensure all staff, student, volunteers and visitors hold a current and approved Working with Children Check. (Law 188)
- Ensure all persons identified in Regulation 84 (2) are advised of the existence and application of current child protection law and any obligations under that law. (Staff Policy and Student/Volunteer Policy)
- Ensure that all notifications made to the Regulatory Authority are made within the prescribed timeframes. (Regulation 174, 176)
- Ensure the prescribed documentations are kept for the period they are required as per their relevant Regulations (Section 175; Regulations 158, 159, 160, 161, 162, 167, 177, 178, 181, 182, 183, 184)

The Nominated Supervisor will

- Ensure the maximum number of children enrolled does not exceed the maximum number in the service approval. (Section 51)
- Maintain the Quality Improvement Plan in collaboration with the Management, Educators, Families and Children. This will be available for inspection by the Regulatory Authority and any families who are enrolled or are intending to enrol their child. (Regulation 31)
- Ensure that requirements relating to the physical environment, space, equipment and facilities are met (Regulations 104-110, 116, 117)
- Ensure all records are maintained, kept and disposed of as per the National Laws and Regulations. (Regulations 158-167)
- Ensure all service policies and procedures are maintained and followed.
- Ensure the confidentiality of records being kept is maintained (Regulation 181)
- Ensure that Educator and Staff roles and responsibilities are clearly defined and understood.
- Ensure the performance of Educators and Staff are regularly evaluated and individual plans support professional learning.
- Ensure all management volunteers complete a prohibited person's check before commencing at the preschool.

- Ensure all management members have signed a confidentiality and code of conduct agreement when accepting their position.
- Ensure systems are in place to ensure the financial solvency, financial strength and good performance of the service. (annual budget, ongoing monitoring and performance reporting to the management at meetings)
- 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 Staff authorise all payments and two Management signatures sign off on all bank transactions.
- Ensure all NSW Health orders and Department of Education directives are adhered to and shared with all stakeholders.

Attachments

Reporting Obligations

Prescribed Timeframes for record keeping.

Attachment: Prescribed Timeframes for Record Keeping

Records and documents required to be kept at the service (Regulation 183)			
Type of record	Responsibility	Timeframe	Reference
Evidence of current public liability insurance Note: Does not apply if the insurance is provided by a state or territory government	Approved provider Family day care educator	Ongoing Available for inspection at service premises or family day care office	Regulations 29, 30, 180
Quality improvement plan	Approved provider	Ongoing, to be revised annually	Regulations 31, 55, 56
Child assessments or evaluations for delivery of the educational program	Approved provider (Centre-based services) Family day care educator	Until the end of 3 years after the child's last attendance	Regulations 74, 183, 177(1)(a) Regulation 178(1)(a)
Incident, injury, trauma and illness record	Approved provider Family day care educator	Until the child is 25 years old	Regulations 87, 183, 177(1)(b) Regulation 178(1)(b)
Medication record	Approved provider Family day care educator	Until the end of 3 years after the child's last attendance	Regulations 92, 183, 177(1)(c) Regulation 178(1)(c)
Child attendance record	Approved provider Family day care educator	Until the end of 3 years after the last date on which the child was educated and cared for by the service	Regulations 158, 183, 177(1)(k) Regulation 159; Regulation 178(1)(d)
Child enrolment record	Approved provider Family day care educator	Until the end of 3 years after the child's last attendance	Regulations 160, 183, 177(1)(l) Regulation 178(1)(e)
Death of a child while being educated and cared for by the service	Approved provider	Until the end of 7 years after the death	Regulations 12, 183(2)(c)
Record of service's compliance history	Approved provider	Until the end of 3 years after the approved provider operated the service	Regulations 167, 183(2)(e)

Records and documents required to be kept at the service (Regulation 183)

Type of record	Responsibility	Timeframe	Reference
For centre-based services only			
Staff record	Approved provider	Until the end of 3 years after the staff member works for the service	Regulations 145, 183(2)(g)
Record of access to early childhood teachers	Approved provider	Until the end of 3 years after the staff member works for the service	Regulations 152, 183(2)(f)
Record of educators working directly with children	Approved provider	Until the end of 3 years after the staff member works for the service	Regulations 151, 183(2)(f)
Record of volunteers and students, contact details and days in attendance	Approved provider	Until the end of 3 years after the volunteer or student attended the service	Regulations 149, 183(2)(f)
Record of responsible person in day-to-day charge including nominated supervisors placed in day-to-day charge	Approved provider	Until the end of 3 years after the staff member works for the service	Section 162 Regulations 145, 150, 177

HEALTH POLICY

AIM

We are committed to providing an environment that promotes children's health, safety and wellbeing in accordance to the Education and Care Services National Regulations.

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 they have commenced prescription medication within the previous 24 hours.
- When children have had to seek medical treatment from a GP or had medication administered including Panadol, Nurofen or any other non-continuous medication within the previous 24 hours.
- Children with Head lice will be excluded from preschool until hair is treated, active eggs and lice removed.
- for the following day after being sent home from preschool due to health concerns.
- When a dept. of health order is issued, that vary the practise of the service, the management and Nominated Supervisor will notify all stake holders of the implication of the order and the guidelines, the service is required to adhere to.

Sick children

- Staff will alert the Nominated Supervisor or Responsible Person, when a child is unwell
- The Nominated Supervisor or Responsible Person will determine when Parents/Guardians are to be called.
- Staff will complete a Accident/Incident Report for the parents/guardians and isolate the child where possible and required. (Regulation – 87)
- Staff will support the child and adhere to all Infectious control procedures.
- When a child's Parent/Guardian is unavailable the Authorised Nominees will be contacted.
- Parents are requested to notify the service when medical attention is required following an incident at the service.
- The Regulatory Authority will be notified within 24hours of service notification when further medical attention is required.

Children with Medical Conditions (Regulation – 90)

- The Approved Provider will ensure families of children with specific medical conditions will be given a copy of this policy (Regulation 91)
- 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 National Asthma Council Australia Action Plan completed by the doctor and be reviewed every 6 months. Medication required less than 3 hours (severe Attack) will be required to be monitored at home unless advised by a doctor.
- Anaphylaxis management: all children with identified anaphylaxis will have an ASCIA Plan for Anaphylaxis accessible to Educators and kept within their enrolment record.
- The child cannot attend the service without their prescribed medication.
- Children with Food allergies will have a contingency plan detailing response completed with the doctor (using the Risk Minimisation Plan)
- The Approved Provider and Nominated Supervisor will ensure all staff maintain current First Aid, CPR, Asthma and Anaphylaxis Management training (Regulation - 136)
- The Nominated Supervisor will ensure to display medical management plans and ensure all Educators are aware of the medical and risk management plans to follow.
- Families of Children who have food allergies/intolerances are encouraged to provide a substitute food item for birthdays, events and celebration foods provided by other families or the service.

Medication

- A medication record and register will be kept by the Approved Provider including all information set out in Regulation 92 sub regulation (3).
- Medications can only be administered if it has been prescribed by a medical practitioner, from its original container, bearing the original label with the name of the child, instructions and expiry or use by date. (Regulation – 95)

- Relevant details are completed on a Medication Authority form.
- 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.
- 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.
- Despite Regulation 93, medication may be administered to a child without an authorisation in case of an anaphylaxis or asthma emergency (Regulation – 94)
- Any other concerns staff may have about the administration of medication must be checked and approved by 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:

Under the Public Health Act 2010, the only people who can be enrolled are those who have an approved form that shows they are fully immunised OR, on a catch-up schedule OR, have medical reason not to be immunised.

- Parents/Guardians are required by the Public Health Act to provide documentation of the enrolled child's immunisation status.
- Parents/Guardians are required to provide up to date immunisations to the preschool within 2 months of the due date.

Children who have a medical reason not to be vaccinated are required to provide either an AIR Immunisation Medical Exemption Form completed and signed by a medical practitioner OR an AIR Immunisation History Statement that includes the words 'medical contraindication' or 'natural immunity'.

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 preschool 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.

Infectious Diseases (Regulation 88)

- Families will be notified of any infectious disease outbreaks as soon as practicable.
- The Approved Provider will maintain high levels of hygiene and cleaning to minimise the spread of any infectious diseases.
- The Approved Provider will Implement exclusion periods consistent with current information from a relevant recognised authority
- Approved Providers and the Nominated Supervisor will ensure the premises, furniture and equipment are kept safe, clean and well maintained, including high risk areas (e.g. bathroom/toilets, sandpit), clothing and equipment (e.g. toys, carpets, mats) through cleaning and maintenance schedules.
- The Nominated Supervisor, Responsible Person and Educators will promote and model hygiene practices with all families and children.

First Aid

- Staff have medical first aid kits available to them inside in the bathroom, outside in the shed; and portable kits are also available.
- Portable kits are taken on excursion and during emergency procedures.
- 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. The Nominated Supervisor and Responsible Person ensure the kits are fully stocked and maintained. (Regulation 92)
- Refer to Accident/Incident Policy

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 Anaphylaxis Action Plan.

INCLUSION POLICY

AIM

The Approved Provider, Nominated Supervisor and staff of the preschool ensure that all children and families will be given the opportunity for acceptance, belonging and participation within the preschool. The preschool values and provides an environment that promotes individuality and diversity.

PROCEDURE

The preschool will:

- Provide opportunities for Aboriginal and Torres Strait Islander children to see themselves, their identities and cultures reflected in their environment.
- Be culturally responsive including a genuine commitment to embed Aboriginal and Torres Strait Islander perspectives in all aspects of the curriculum.
- Be culturally responsive including respecting and working collaboratively with culturally and linguistically diverse children and families.
- Consider special conditions related to the enrolment and integration of children with additional needs.
- Discuss and consider all special conditions and requirements prior to children enrolling.

The staff will:

- Follow the Code of Conduct, Code of Ethics, National Regulations/Laws and EYLF at all times.
- Communicate with respect to all individuals including the parents/guardians, families, children, colleagues and the broader community.
- Promote a culturally responsive program.
- Provide opportunities through music, games, books, stories, posters, language, food, crafts, small groups and learning environments for the children to build an awareness of their own identity, and the diversity of their peers and community.
- Invite parents/guardians to provide information about their family beliefs and attend the preschool to share their skills/culture, as well as advise the staff about appropriate practices, relevant to their family.
- Provide and promote developmentally appropriate care plans for children with additional needs/circumstances.
- Provide a positive, inclusive, and comfortable environment for all children attending the preschool.
- Support the children in developing respectful, reciprocal, and high expectations relationships with their educators and each other.
- Support all children to become confident learners by encouraging them to test/explore their ideas and experience challenges and success.
- Provide current information about the world we live in.
- Encourage all staff to engage in professional learning on all cultures, indigenous people, disability, pedagogies, parenting approaches, and diversity.
- Explore each group's cultural diversity.
- Collaborate with supporting agencies when necessary or appropriate.
- Connect with local Aboriginal and Torres Strait Islander organisations to learn the 8 ways of learning, symbols, language and skills associated with embedding these perspectives in our daily practices.

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, bathroom areas and toilets will be cleaned following each routine bathroom transition, when necessary and at days end.
- The toilet floor is disinfected daily.
- Children will be encouraged to learn thorough hand washing skills as part of the educational program.
- Hand washing facilities include soap dispensers, taps and paper towel for the children's use
- Children will be encouraged to blow their noses, 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 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.
 - Use a colour coded system for buckets and cloths when cleaning and following infection control procedures.
- 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 and hand sanitiser are provided and used when away from water and soap access.
- Hands washing poster is displayed in the bathroom
- When supporting children with 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 clothes 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 or an Authorised Nominee of each child at the service as soon as practicable.
- The health department must be notified in accordance with the NSW health guideline of Infectious diseases.
- All Health orders and guidelines above practise will be adhered to and displayed for all staff and stakeholders.

NUTRITION POLICY

AIM

The preschool will support the children, parents/guardians and staff to gain knowledge about the current Eat For Health Australian 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 dietary requirements will provide their own food.
- Provide strategies for how the centre will accommodate children with dietary requirements.
- Displaying and send home a list of recommended food at the preschool. ('Food Guide' attached)
- Collaborating with families to gain an understanding around their food choices and ways the service can support them to follow the preschool food guide.
- Ensuring water is always available to the children and staff.
- Ensuring nutritional snacks are always available as emergency food.
- Collaborating with families around their child's nutritional needs while at preschool (e.g. providing alternative/additional/less food)

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 and sharing other children's food.

To provide an eating environment that promotes and celebrates the diversity of tastes and cultures of families

- Staff members will sit with the children at mealtimes and ~~discuss~~ engage in discussions with children about the different/similarities of foods, flavours, likes and dislikes.
- Activities will be presented to promote food awareness of foods from different cultures.
- Special occasions will be celebrated with culturally appropriate food.
- Birthday celebration foods are encouraged. Children with medical or food intolerance needs are required to provide alternative food to freeze for these special occasions. Families who do not celebrate specific occasions will have alternative options in place. This will be discussed at the commencement of enrolment.

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.
- Educators will model, reinforce and implement healthy eating practices with the children at mealtimes

Attachment;

Food guide

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 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.

PROGRAM POLICY

AIM

The Foundation of our program is based on relationships. Through strong, respectful, high expectation relationships children feel safe, secure and supported. This supports them to engage in all aspects of the preschool program and develop into individual, confident and knowledgeable self-identities. The Preschool recognises the importance of partnerships with families and communities in supporting our children to thrive.

Our Program is supported by documenting children's learning, experiences, interests, beliefs and development. This guides planning to support children to both master their skills and engage in ongoing learning.

The staff provide developmentally appropriate learning experiences that adapted to suit the individuality of each child, inclusive of their culture, language, interests and level of skill.

PROCEDURE

Staff will:

- Observe children, their needs and strengths, then plan an age-appropriate program with an evaluation and reflection on the child's experience and progress.
- Program and plan for all aspects of the preschool routine and environment using a wide range of experiences.
- The Program is displayed to be shared with families.
- Frequently and positively interact with children and colleagues.
- Create respectful and reciprocal relationships and connections with children through everyday interactions.
- Listen to the children with attention and respect and encourage them to express their thoughts and feelings.
- Provide an inclusive environment by ensuring modifications are made to support the engagement of children with additional needs and/or considerations.
- Use documentation and knowledge of child health and development to refer families to support services when necessary.
- Keep an up to date register of available support services available.
- Provide opportunity without barriers regardless of race, religion, culture, family, structure, or gender. (Equality vs. Equity vs. Removal of Barriers)
- Provide at least one small group per day that will include a variety of stories, language, music/movement and news items to encourage discussion and exploration of knowledge and ideas.
- Plan and implement opportunities for independent play, small and large group exploration, and small group activities.
- Support the inclusion of home language and develop relationships with families to encourage their involvement within the service.
- Collaborate with children about routines, experiences, and independence.
- Plan for opportunities for peer scaffolding
- Plan excursions to support collaboration within the community, concepts of belonging, ongoing learning, and the development of the children and/or exposure to varied learning experiences.
- Follow the Sleep and Rest Policy to ensure the children's needs of sleep, rest and relaxation are met.

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.
- Observations will include a mixture of learning through play, intentional teaching, and assessment of learning observations.
- An individual portfolio is kept reflecting the observations that are collated and interpreted to support the development of the child The EYLF, knowledge of child development and childhood theory support the observation, reflection, and evaluation process.
- An age-appropriate developmental guide along with the EYLF outcomes is used for each child to monitor the child's developmental strengths, interests, and barriers/emerging skills.

- The weekly program is planned to meet the developmentally appropriate interests and needs of the children.
- To evaluate the effectiveness of these activities for each child, the staff discuss the observations daily and the program on a regular basis. The staff**
- Note the participation and interest of each child in the planned activities and experiences.
 - Record observations of each child's skills across all areas of development.
 - Adjust according to each individual child's needs.

PARENT/GUARDIAN INPUT

We are committed to Parent/Guardian involvement in our program –

- The Staff view the family networks as a child's first place of being and belonging. We recognise and value the knowledge of their child and work with them in supporting their children to develop individual knowledgeable and confident self-identities.
- Parents/Guardians have access to their child's portfolio each day. these are taken home each term and families are encouraged to provide information and feedback to the preschool.
- Daily interactions with families support the development of relationships and information sharing.
- Parents/Guardians are encouraged to organise a meeting for a formal discussion about their child, their needs and their ongoing development.
- The Management Committee and Approved Provider are made of up of Parents/Guardians and community members. They are actively involved in the ongoing review of the Quality Improvement Plan, Policies and Program.
- Parents/Guardians have access to educational material through our resource library, digital resources and upon request.
- Parents/Guardians are invited to attend the pre-school and share their interest and/or personal or professional skills at an organised time planned with the room leader.
- Parents/Guardians are encouraged to attend monthly management meetings. Minutes are available through our website following each meeting.
- Monthly internal newsletters are used to inform, notify and seek input from the families as well as share knowledge and understanding about child development.
- The Community is kept informed through a monthly article in the Lennox Wave.

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 online or in person.
- 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
- Provide bike rack to support village children riding to preschool with the family.

SLEEP AND REST POLICY

AIM

The Education and Care Services National Regulations requires Approved Providers to ensure their services have policies and procedures in place for children's sleep and rest. (Regulation 84) This policy is to ensure the safety, health and wellbeing of children attending our service and appropriate opportunities are provided to meet each child's need for sleep, rest and relaxation.

PROCEDURE

The Preschool will

- Review procedures in correlation to the National Quality Standards, National Regulations and Laws
- Conduct a safe sleep and rest risk assessment at least once every 12 months
- Where there are exceptional circumstances that allow for alternate practices other than the safe sleeping practices, the Nominated Supervisor will ensure:
 - a risk minimization 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 high level of safety when sleeping and resting as per the Red Nose Australia Recommendations.,
 - every reasonable precaution to protect them from harm and hazard,
 - a secure, peaceful and comfortable environment in which to rest,
 - areas for sleep and rest are well ventilated and have natural lighting,
 - safe well-maintained equipment that meets AS/NZS.
- have sound knowledge of the sleep and rest practices that are used throughout the service.
- Consult with families about their child's individual needs.
- show sensitivity to:
 - different values and parenting beliefs,
 - cultural practices,
 - exceptional circumstances that require alternate practices
- ensure resting equipment is clean and in good condition.
 - All resting equipment will be disinfected between each use.
- Create a relaxing and tranquil atmosphere by:
 - telling stories,
 - playing relaxing music and/or
 - 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 the relaxation time.
- Evaluate and reflect on practices daily.
- All children will be provided with quiet spaces each day within the learning environment for rest and relaxation.

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 regarding the sleep/rest routine and practice

EVALUATION/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 policy will be reviewed biannually or whenever safe sleep practices change. (Latest update October 2023)

SOURCES

ACECQA: Safe Sleeping Education and Care Services Document
Red Nose Australia
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 FOR APPOINTMENT OF STAFF

- The Management will be responsible for all aspects of recruiting and appointing permanent staff. They will follow the Procedure guidelines from the NSW Dept of Education.
- The Nominated Supervisor will have input both in an advisory role and as part of an interview panel.
- Employment of part time, relief staff and additional 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.
- All staff must hold and maintain up to sate Approved Working With Children Checks and the Approved Provider will maintain a record of these inclusive of the expiry dates.

AWARDS

- All permanent and part time staff will have an employment agreement for any conditions above the Children's Services award.
- The preschool will abide by all relevant awards for anything not specifically stated in the Employment Agreements.
- The Management, in co-operation with the staff will periodically review all positions in the preschool with a view to improving staff conditions and culture.
- The Approved Provider and Nominated Supervisor will attempt to accommodate reasonable requests from staff for absences that may be necessary to fulfil family commitments.

ORIENTATION OF NEW PERMANENT STAFF

- The Nominated Supervisor will develop the orientation process for new staff - using an orientation procedure with the signed induction 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 three months and then annually using the staff appraisal format.
- All staff are mandatory reporters and responsible for providing a child safe environment.
- All Staff must adhere to the Child Protection Acts and the Child Protection Policy.
- All staff are to attend child protection training.

STAFF DEVELOPMENT

- All Teachers are required to maintain their NESA Accreditation and meet the Professional Development requirements within the maintenance periods to support their practice and ongoing professional growth.
- The preschool is committed to providing a quality service and supports all staff to engage in ongoing professional learning.

- 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 within the award.
- All staff will be encouraged to attend Professional Development opportunities 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, CPR, 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 parent/guardian member Management, and staff. (Move to below heading)

STAFF HEALTH AND SAFETY

- The preschool accepts the responsibilities of the Work Health and Safety (WHS) 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 objects/children and cumbersome objects to avoid back strain. (within the orientation package)
- Staff will also be given information on all WHS issues and discuss issues at staff meetings.
- Staff will be expected to follow the sun protection procedures as outlined in the preschools "Sun Safety" policy.
- Health Department guidelines for the control of infectious diseases in children will apply to staff when considering exclusion periods.
- Staff are required to work within all health policies and adhere to orders from NSW health that may vary from this policy.
- 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.
- The Staff will ensure all personal devices (e.g. mobile phones) will not be accessible to them while working directly with the children.

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 (Regulation 168 (2)(i)). 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 all Students/Volunteers obtain an approved Working with Children Check (WWCC).
- Maintain records of WWCCs and their expiry dates.
- Ensure all personal devices (e.g. mobile phones) will not be accessible to students and volunteers while working directly with the children.
- 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.
- Require volunteers and students always work with an allocated 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. When unable to visit use media to share the skill or experience.
- Require students and Volunteers to complete a confidentiality form to say they will not discuss children outside the staff link of the service. (a snippet shared can be misinterpreted.)

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 and implemented.
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 and keep in their child’s pigeonhole.
 - c. Staff will support children to re-apply SPF30+ (or higher) broad-spectrum water-resistant sunscreen 20 minutes prior to going outside.

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
- 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.

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 appropriate containers or dug into the garden if not used 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.
- Children will be encouraged to use the 3 different coloured bins daily or take home their packaging that can't be used for craft.

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 development 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 linking with readers, attending school library visits and when invited to special assemblies, concerts, and special occasions.
- Staff 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 to staff, the child and families completing their section and linking with the school re each child prior to the orientation process 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 the conditions set out within this policy. Funding Guidelines: Special circumstances will be reviewed and assessed by the Nominated Supervisor. When unable to decide, the matter will be referred to the Approved Provider

PROCEDURE:

- To add a child to the Waiting List, Parents/Guardians will complete an online Waiting List Application with child's birth certificate attached.
- Families who cannot access ICT, have English as a second language or any other circumstances which limit their ability to complete an online form are supported by the Nominated Supervisor or Administration to complete the waiting list application.
- 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 upon receipt by the receiving staff member.
- Upon Submission, a submission receipt will be automatically issued.
- 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)
 - Out of zone
- Applications may be advanced on the waiting list 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)
 - Siblings of children who are currently enrolled or have been enrolled within the previous 24 months.
- 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 31st 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 date of application, within each month of date of birth (e.g. children. born Jan, placed in order of application).
 - children who are prioritised placement at the Directors discretion.

- 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.

Waiting List Application – Attachment 13

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

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 WH&S issues in accordance with the Legislation and Codes of Practice and will adhere to these principles.

PROCEDURE:

Unless minuted within the management meeting minutes, the WH&S representative will be the Nominated Supervisor

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, land care and local indigenous organisations in regard to hazardous and appropriate 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>

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

- Seek first Aid: The employee will follow the Accident/Illness 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 Nominated Supervisor for Workers compensation reimbursement, as well as medical certificates. A copy to be kept on file with each claim.
- iCare Medical Certificate required: from the treating doctor for any loss of work time Resulting from the workplace injury. An iCare certificate will be required for any employee Returning to work.
- Notify the iCare 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 iCare using the Accident Report Process: 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.

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