



# Welcome to Giggles

81-83 Cuthbertson Drive, Coo롱gup WA 6168

08 9528 4483

[gigglesdaycare@inet.net.au](mailto:gigglesdaycare@inet.net.au)

[www.gigglesdaycare.com.au](http://www.gigglesdaycare.com.au)



We would like to thank you for choosing Giggles Day Care Centre to be a part of your child's wonderful learning journey. All our learning documentation is on-line through Early Works.

Please see Jakki or Louise for your Curriculum on-line login. Please feel free to use the iPad/Laptop in the centre foyer should you not have access to the internet.

Please find enclosed some important policies we feel you should read, please let us know of any changes or improvements we can make.

Some other information that is included is our Code of Ethics and our promise to you. Along with some other information we would like to share. If you would like to view a copy of our Centre Philosophy, you will be able to find this on our website [www.gigglesdaycare.com.au](http://www.gigglesdaycare.com.au) under the 'Enrolment' tab.

You will also see our wonderful family of Educators and learn a little about them.

Our door is always open at a time convenient to you and we encourage collaboration with families as much as possible. You will find our Grievance Policy and Form should you need to make a complaint or have a concern.

We would really appreciate the return of any feedback forms as we are committed to providing the highest of standard of Education and care for your family.

Please talk to Louise, Candice or Jakki should you have any further questions or concerns.

We look forward to facilitating the opportunity for your child to 'Investigate, Learn and Grow'.

PHONE: 08 9528 4483

EMAIL: [gigglesdaycare@inet.net.au](mailto:gigglesdaycare@inet.net.au)



## Our Promise to You

At Giggles, our aim is to create a loving, caring, learning environment, where each child has every opportunity to reach their full potential. At Giggles, we are sensitive to the fact that this does not happen at the same time or rate for every child and we create a comprehensive learning curriculum with this in mind. We aim to create a Learning community within the centre inclusive of Educators and aim to move forward as a nurturing and productive learning community. We as Educators are passionate about the care and Education of each child and make a promise that we will do everything we can to make sure that each child, feels loved, cared for and respected while in our care. We encourage individuality, facilitate thinking, engage minds and encourage risk. We create opportunity for cultural diversity and expanding on children's ideas and understanding about different cultures. We facilitate opportunity for children to learn more about their own cultures as well as Australian cultures including the important history pertaining to the Aboriginal communities and tribes. This is our promise to you.

### Giggles Day Care Centre...

“ Where little people of our future are encouraged to  
**Experiment, Investigate and Grow**”



# Code of Ethics

## ***In Relation to the children***

- Act in the best interest of the child and put their needs above all else.
- Respect the rights of the children as stated in the UN Convention on the rights of the child(1989) and commit to advocating for these rights
- Recognising that children play an active part in their learning and within their families and their communities
- Work in collaboration with children to help them understand the world around them and their own responsibilities with that environment
- Making sure the 11 Chil Safety Standards are adhered to at all times
- Show respect for the special bond children have with their families and their communities
- Create and maintain a safe, healthy learning environment, which enhances and challenges children's learning ensuring that they are given every opportunity to reach their full potential
- Making sure that families with additional needs are given opportunity to have access to relevant services
- Realise that each child is an unique and has unique needs and learning capabilities
- Acknowledging the holistic nature of children's learning and the significance of children's cultural and linguistic identities
- Strive to ensure that children have a sense of belonging and don't feel discriminated against because of their gender, age, ability, economic status, family structure, religion or cultural ethnicity.
- Acknowledge that children and confident and involved learners and strive to build active learning communities with our Centre giving children the opportunity to feel a sense of Being, Belonging and Becoming.
- Honour and encourage children's right and need to play and seeing that this is their way of finding a way to understand their world.

## ***In Relation to Families***

- Listen to families, realising that working consistently with them will give us as Educators a better understanding of the children within our care. Helping us and them to build upon strengths and competencies in our role of nurturing and teaching children
- Assist each family in whatever their needs are in order to develop a sense of belonging and included within our Day Care Community.

- Develop positive and honest relationships based on mutual trust and regular open communication.
- Develop partnerships with families and encourage and engage in shared decision making where appropriate.
- Acknowledge the rights of the families to make decisions regarding the care of their children.
- Respect the uniqueness of each family and strive to learn about their cultures, beliefs, customs, language and kinship systems.
- Develop a learning curriculum with the collaboration and input from families for children's learning and assessment and communicate things clearly to families.
- Be sensitive to the vulnerabilities of the children and families and respond in ways to help the families feel empowered while not jeopardising their dignity and self-worth
- Maintain confidentiality at all times and the rights of the family to privacy

### ***In Relation to Colleagues***

- Encourage my colleagues to act in accordance with The Code of Ethics of the Centre and take relevant action in the presence of unethical behaviours
- Build collaborative relationships based on trust, respect and honesty
- Acknowledge and support the personal strengths, professional experiences and diversity that all Educators bring to the centre and to the working Team.
- Make every effort to use constructive methods to manage differences of professional opinions.
- Share and build knowledgeable experiences and resources with all Educators.
- Collaborate regularly with colleagues to generate a culture of continual reflection in order to make sure we are providing the best quality of care for each child in our care inclusive of the Early Years Learning Framework, The National Quality Framework, Education and Care National Regulation 2018 and the Education and Care Services National Law (WA) 2018

### ***In Relation to Communities***

- Learn and take interest in the surrounding communities and use this knowledge to compile and enact curriculum programs which are responsive to these needs in the community and the community priorities
- Connect with people, services and agencies within the communities that support children and families
- Promote and encourage shared aspirations amongst the communities in order to enhance children's holistic learning and wellbeing
- Work to promote community understanding of how children learn, to ensure that appropriate systems of assessments and reporting are used to benefit children.

### ***In Relation to Students***

- Acknowledge and support the professional strengths, knowledge and diversity students bring to the learning environment.
- Model a high-quality professional practice
- Know the requirements of the student's individual institutions and have an open dialogue with the representative of that institutions.
- Provide ongoing constructive feedback that is fair and helpful
- Implement strategies that will empower students to make positive constructions to the workplace.
- Provide ongoing constructive feedback and assessment that is fair
- Help student to feel comfortable so that they feel confident to make positive contributions to the workforce.

### ***In Relation to my employer***

- Support workplace policies, standards and practices that are fair, non-discriminatory and are in the best interests of the children and their families.
- Support ongoing professional development with our work team
- Adhere to the Education and care National Regulations and Education and Care Services National Law(WA) 2018.

### ***In Relation to myself as a professional***

- Base my work on the implantation of the Early Years Learning Framework, National Quality Framework, contemporary perspectives, theorist and with collaboration with families and with the needs of the children, families and community are paramount.
- Seek and build collaborative professional relationships
- Work within the limits of my professional role and avoid misrepresentation of professional competence and qualifications
- Mentor other early childhood professional and students.
- Providing families with any relevant information they require regarding their children's development or providing them with information regarding any outside agencies that can be of assistance.

### ***Guiding Principles***

- Honesty
- Communication
- Collaboration
- Respect
- Inclusivity
- Social responsiveness
- Cultural responsiveness
- Consistency
- Reliability
- Believing in the Service and its philosophy
- Commitment



# Meet our Staff

## OFFICE

<i>Centre Co-Ordinator</i>	Louise Dack
<i>Business Manager</i>	Candice Telfer
<i>Educational Leader/2IC</i>	Jakki Trenerry

## BABY ROOM

<i>Qualified Team Leader</i>	Jakki Trenerry
<i>Team Leader/Assistant Educator</i>	Paris Morrell
<i>Assistant Educator</i>	Aliza Watson

## TODDLER ROOM

<i>Team Leader</i>	Skye Sellars
<i>Team Leader/Assistant Educator</i>	Ofilia Monekai
<i>Assistant Educator</i>	Tori Baker

## KINDY ROOM

<i>Early Childhood Teacher</i>	Nicola Pearson
<i>Early Childhood Teacher</i>	Sarah Murphy
<i>Assistant Educator</i>	Pritika Prasad

## CENTRE STAFF

<i>Qualified Educator</i>	Caitlyn Brlevich
<i>Qualified Educator/Cook</i>	Sue Keoghan
<i>Assistant Educator</i>	Hope Michie
<i>Assistant Educator</i>	Marion Zenow
<i>Assistant Educator</i>	Melissa Curtis
<i>Assistant Educator</i>	Merinda Gidgup
<i>Assistant Educator</i>	Shaugnagh George



# Feedback Forms

As feedback is an extremely important way to help us constantly improve our Centre, please take the time to print and fill out our feedback forms you will find below. If you are unable to print them but would still love to give us your feedback, we do have hard copies available in the office. The forms you will find below include:

## **Parent Feedback for Collaboration of our Philosophy –**

This form is for you to provide feedback on our Centre Philosophy you read in the above pages. Our Philosophy is reviewed every year so we would love to hear any feedback you have to help us improve.

## **Parent's Expectations –**

This form allows you to communicate to us the expectations you have of Giggles Day Care Centre and how you feel we can work on these.

## **Parents Short Term Goals for their Children –**

This form is for you to communicate to your child's educators what goals you would like your children to meet in the time they are attending Giggles in the few coming months.

## **Parent & Child Induction (Settling in Period) –**

This is for you to tell us how you felt the Induction process experience was through Giggles Day Care Centre.





**PLEASE PRINT AND RETURN IF POSSIBLE**

(if you are unable to print and would like a hard copy of this, please see Louise or Candice and they will be able to organise this for you)

**Parent's Expectations**

Thank you for choosing Giggles Day Care Centre to be a part of your wonderful person's education. We want to avail of every opportunity to help your child reach their full learning potential. We would love your help:

*What are your expectations of us?*

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*What can we do to begin to work on these expectations?*

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*Is there anything else you would like us to know?*

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Thank you.



**PLEASE PRINT AND RETURN IF POSSIBLE**

(if you are unable to print and would like a hard copy of this, please see Louise or Candice and they will be able organise this for you)

**Parents Short Term Goals for their Children**

*What would be your goals for you child/ren while attending Giggles Day Care Centre over the next few months?*

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*What can we do to help your child/ren achieve these goals while attending the Centre?*

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*What are your child/ren's most prominent interests at the moment?*

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*What can we do to scaffold and encourage these?*

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Thank you.



**PLEASE PRINT AND RETURN IF POSSIBLE**

(if you are unable to print and would like a hard copy of this, please see Louise or Candice and they will be able to organise this for you)

**Parent & Child Induction – Settling in Period**

Parent Name: \_\_\_\_\_

Child's Name: \_\_\_\_\_

Room: BABY ROOM / TODDLER ROOM / KINDY ROOM

Helpful & Friendly Staff:	POOR / GOOD / EXCELLENT
Informative:	POOR / GOOD / EXCELLENT
Staff/Child Interaction:	POOR / GOOD / EXCELLENT
Cleanliness:	POOR / GOOD / EXCELLENT

Parent Comment:

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Staff Comment

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Parent Signature: \_\_\_\_\_

Director Signature: \_\_\_\_\_

Team Leader: \_\_\_\_\_

Signature: \_\_\_\_\_

Thank you.



**PLEASE PRINT AND RETURN IF POSSIBLE**

(if you are unable to print and would like a hard copy of this, please see Louise or Candice and they will be able organise this for you)

**Parent Feedback for Collaboration of our Philosophy**

We would love to hear your thoughts on our Philosophy and how you think it can be improved.

*What do you think a Child Care Centre Philosophy should contain?*

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*What would you like to see on our new Centre Philosophy?*

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*Any other Feedback?*

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Thank you.





## CLOTHING

### Background

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The clothing children wear while at the Service influences the quality of their experiences and their learning because clothes can affect their health, safety, comfort, level of independence and ability to play. These issues apply to the clothes children wear to the Service, the spare clothes they bring, spares provided by the Service, and to dress-up clothes.

### Policy statement

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The Policy provides families with information about suitable clothing for their child to wear while at the Service. It is consistent with recommendations from recognised authorities such as SunSmart, SIDS and Kids and Kidsafe. The Policy also takes into account the range of activities children are involved in at the Service, the weather, and the need to encourage children's independence and self-help skills.

Family preferences and values, cultural or otherwise, with regard to clothing are respected and accommodated without compromising children's safety while at the Service.

### Strategies and practices

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- The *Clothing Policy* is explained to parents when they enrol their child in the Service, and their attention is specifically drawn to their responsibilities under this Policy. The *Clothing Policy* is also included in the Family Handbook given to all parents. QA 2.1.2
  
- The Service informs families about suitable clothing for their children while at the Service for safe indoor and outdoor play, sun safety, safe sleep and rest. This information is provided through newsletters, notice boards, information nights, and educator-parent meetings, with special emphasis during change of seasons and unusual weather. QA 2.1.2
  
- Educators include in the program planned and spontaneous discussions and experiences about appropriate clothing for weather, seasons, and different types of activities. QA 2.1.2

- Educators ensure children are dressed appropriately throughout the day. This includes the possibility that some adjustments may need to be made during the day through changes in weather and in the activities children are involved in (e.g. active play, messy play, sleep and rest). QA 2.1.2
- Educators, students and volunteers are considered to be role models for children and are expected to meet the Service's dress requirements when at the Service. QA 2.1.4
- Parents are asked to label every item of their child's clothing (including spares) brought to the Service.

When dressing their child for a day at the Service, parents are also asked to consider:

### **Sun protection**

Refer to the Service's *Sun Protection – Service Supplies Hat – Policy/ Sun Protection – Parent Supplies Hat – Policy*.

### **Active play**

- Children need to wear clothes that are non-restrictive, durable and can be easily laundered so that they can participate freely in all of the activities available at the Service. Such items as: long skirts; hooded jumpers with cords; hats with cords and toggles; and, rubber thongs and other loose footwear are not suitable because they pose safety risks when children are climbing, running and riding bikes. QA 2.1.2

### **Weather conditions**

- Parents are asked to dress their children according to weather conditions and temperatures and to provide a supply of clothing in their child's bag for possible changes in the weather through the day. QA 2.1.2

### **Art and craft activities / messy activities**

- Parents are asked to dress their child in clothing that allows participation in messy activities, and can be easily laundered. Good or 'special' clothes are not suitable because children can become distressed if these become marked. QA 2.1.2
- Children participating in art and craft, clay or water play, cooking or any other form of messy play will be encouraged to wear one of the Service's protective smocks or aprons. QA 2.1.2

## **Independence and self-help skills**

- Educators encourage children's self-help skills (e.g. taking off and putting on shoes and socks, removing clothing, pulling up clothing after toileting). Routines and 'dressing times' are unhurried and considered to be opportunities for interaction and conversation with children and developing self-help skills. QA 1.1.3
- In order to facilitate children's self help and independence, parents are asked to dress children in:
  - clothes they can undo easily and remove quickly for toileting. Clothes with elastic waists are preferred to overalls and to trousers with zips and buttons.
  - shoes that are easiest to put on, such as those with velcro clips. QA 1.1.3

## **Protective behaviours and practices**

- Children under the age of three years old are offered assistance when dressing or undressing.
- Children over the age of three are encouraged to dress/undress themselves. Assistance is provided when necessary.
- Children who are capable of dressing/undressing are given the option of privacy. QA 2.1.2

## **Excursions**

- The Service provides parents with information about suitable clothing for any planned excursion, and parents are asked to dress their child accordingly, and also to pack spare clothing suitable for the excursion. QA 2.1.2

## **Footwear**

- Children are to wear non-slip shoes or sandals that are flexible and provide a good grip. Thongs, clogs and gumboots are not suitable for running and climbing. QA 2.1.2
- Families are told that their children do not have to wear shoes outside as studies have shown that gross motor development and dexterity is greatly improved, if a child can run, jump, climb etc without shoes. If a parent requests that shoes must be worn outside then we shall adhere to that request. During cooler months, children are encouraged to wear shoes outside.

## **Sleep and rest**

Refer to the *Service's Sleep and Rest Policy*.



## **Spare clothing**

- Parents are asked to provide spare clothing for their child. Older children require at least one change of clothes. Younger children require several changes of clothes because accidents are more frequent. Children who are toilet training also need a sufficient number of underpants or training pants. QA 2.1.2
- The Service has a supply of spare clothing, consistent with its *Clothing Policy*, to be used when needed. If a child needs to use these clothes, parents are asked to launder and return them as soon as possible. QA 2.1.2

## **Soiled clothing**

- Soiled clothing is placed in a plastic bag which is stored in a container out of the reach of children. Parents are asked to collect any soiled clothing at the end of each day. QA 2.1.3, 3.1.1

## **Additional requirements for babies**

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- Parents are asked to supply sufficient disposable nappies for their child to use while at the Service. QA 2.1.2
- Parents are encouraged to dress toddlers in clothes which allow easy nappy changes. QA 2.1.2

## **Responsibilities of parents**

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- To dress their child in accordance with this Policy.
- To provide spare clothing for their child. Older children require at least one change of clothes. Younger children require several changes of clothes because accidents are more frequent. Children who are toilet training also need a sufficient number of underpants or training pants.
- To label every item of their child's clothing (including spares) brought to the Service.

## **Links to other policies**

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- Educator Professionalism, Ethics and Reflection
- Enrolment and Orientation Policy
- Excursion Policy
- Sun Protection Policy

## Links Education and Care Services National Regulations 2018, National Quality Standard 2018

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QA	1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning
	2.1.2	Each child's comfort is provided for and there are appropriate opportunities for sleep, rest and relaxation
	2.1.3	Effective hygiene processes are promoted and implemented
	2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness in accordance with recognised guidelines
	3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose

### Sources and further reading

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#### Sources

- Education and Care Services National Regulations 2018.
- Guide to the National Quality Standard 2018.
- Stonehouse, A. (2009). *NCAC Factsheet: Children's clothing in child care*.  
[http://ncac.acecqa.gov.au/educator-resources/factsheets/qias\\_factsheet\\_15\\_children's\\_clothing%20.pdf](http://ncac.acecqa.gov.au/educator-resources/factsheets/qias_factsheet_15_children's_clothing%20.pdf) accessed 22 December 2013
- Sunsmart. (2018). *Slip on protective clothing: Tips for choosing and using clothing well*.  
[http://www.sunsmart.com.au/sun\\_protection/slip](http://www.sunsmart.com.au/sun_protection/slip) accessed 22 December 2013

#### Further reading

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#### Useful websites

- Sids and Kids – <http://www.sidsandkids.org/>
- SunSmart – <http://www.sunsmart.com.au/>

#### Policy review

The Service encourages staff and parents to be actively involved in the annual review of each of its policies and procedures. In addition, the Service will accommodate any new legislative changes as they occur and any issues identified as part the Service's commitment to quality improvement. The Service consults with relevant recognised authorities as part of the annual review to ensure the policy contents are consistent with current research and contemporary views on best practice.



## **DANGEROUS PRODUCTS, PLANTS, VERMIN AND OBJECTS**

### **Background**

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The Early Years Learning Framework, emphasise the importance of the physical environment in children's learning. According to these documents, children's capacity to understand and respect the social and natural environments is fostered in those environments where children can explore and make choices, including those that challenge their physical capabilities. Further, their competence, confidence and independence are supported.

Young children, however, have limited understanding of the potential dangers of certain products, plants and objects in the environment and must rely on adults to ensure the environment is safe for them.

### **Policy statement**

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This Policy outlines the precautions the Service takes to ensure potentially dangerous products, plants and objects are inaccessible to children, and the plans it has in place in the unlikely event of a child having contact with one of these items.

### **Strategies and practices**

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- During their orientation, all staff are made aware of the need to strictly adhere to the contents of this Policy, and the Policy is discussed during team meetings, at staff appraisals and as and when required. QA 2.3.1, 2.3.2
  
- The Service maintains an up-to-date list of all chemicals and cleaning agents used in the Service. Material Safety Data Sheets (MSDS), together with any additional first-aid instructions required, are maintained for each item, and kept wherever potentially hazardous materials are stored in the Service. The MSDS are filed in a way that staff can readily retrieve the information in an emergency. In such emergency, staff follow the procedures detailed on the particular MSDS. In addition, staff seek advice from the Poisons Information Service whose number is posted beside the Service telephone. QA 2.3.2, 2.3.3

- All potentially hazardous materials are kept in locked child-proof cupboards and, wherever possible, beyond the reach of children, when not being used. Only frequently used items are stored in the rooms that children access. QA 2.3.2
- Clear warning signs are displayed wherever potentially hazardous materials are stored. As part of the program, educators discuss with the children various safety issues relating to hazardous materials, poisonous plants and other dangers such as vermin. QA 2.3.2
- Wherever possible, hazardous products are kept in their original labelled container. When decanted, the alternative container is clearly labelled with the product name as written on the supplier's label, and the date of decanting. Staff check all labels regularly for legibility. QA 2.3.2
- When using any hazardous products, all staff follow the instructions on the labels. Staff members who cannot understand the instructions seek guidance from other staff. QA 2.3.2
- Hazardous products and chemicals are disposed of in strict accordance with the instructions on the labels. QA 2.3.2
- Staff conduct daily safety checks of the building and outdoor play areas for foreign objects, vermin, sharps, possible harmful plants or damaged equipment. Refer to the Service's *Safe Play Spaces Policy*. QA 3.1.2
- The Service is treated by a pest controller licensed by the relevant state health authority, when necessary. The Service maintains a record of the chemicals used by the pest controller and the frequency of use. QA 3.1.2
- In the event of contract cleaners being used, the Service maintains a record of the products used by the cleaners and the frequency of use. QA 2.3.2
- Natural cleaning products are used wherever their use does not compromise hygiene. Only warm soapy water and non-toxic, natural products are used for cleaning when children are present. QA 2.3.2
- The Service's *Administration of Medication Policy* contains guidelines for parents when bringing medications into the Service, and for the staff handling and storing these medications. QA 2.1.1, 2.3.2
- Any item brought into the Service is checked by educators to ensure it does not pose any danger to children, and any identified risk discussed with the family to ensure they are aware of the danger and why the item cannot be left at the Service. QA 2.3.2
- Safety plugs are fitted to all power points. Electrical appliances are inaccessible to children. All electrical appliances are appropriately 'tested and tagged' annually. QA 2.3.2

- The Service minimises the use of plastic bags, and these are stored inaccessible to children. When used for soiled clothing, the bags are kept out of reach of children. QA 2.3.2
  
- Poisonous and hazardous plants are identified and action taken in accordance with advice from the Poisons Information Service (Telephone 13 11 26). Educators intentionally teach children of the danger posed by these plants. QA 2.3.3
  
- In the event of a sharp/dangerous object such as razor or knife blade or broken glass being found at the Service, the item is disposed of in the Sharps Disposal Container. QA 2.2.3
  
- In the event of a hypodermic needle being found at the Service
  - Educators:
    - Do not attempt to pick up the syringe
    - Remove children from the area and keep them away until the needle has been removed
    - Notify the Nominated Supervisor immediately
  - The Nominated Supervisor will:
    - Call the sharps hotline to find out how and where to safely dispose of the syringe
    - Act according to advice from the hotline. QA 2.3.3, 6.3.4
  
- In the event of vermin being found at the Services:
  - Educators:
    - Do not attempt to pick up or kill the vermin
    - Remove the children from the area and keep them away until the vermin has been removed
    - Notify the Nominated Supervisor immediately
  - The Nominated Supervisor will:
    - Call the contracted pest controller on the emergency list displayed beside the telephone
    - Act according to advice from the pest controller. QA 2.3.3, 6.3.4
  
- In the event of a snake being found at the Service
  - Educators:
    - Do not attempt to pick up or kill the snake
    - Remove the children from the area and keep them away until the snake has been removed, or the Nominated Supervisor gives direction to the contrary
    - Notify the Nominated Supervisor immediately
  - The Nominated Supervisor will:
    - Call the relevant herpetologist/wildlife authority on the emergency list displayed beside the telephone
    - Act according to the advice from that authority. QA 2.3.3, 6.3.4

## **Responsibilities of parents**

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- To follow the Service's *Administration of Medication Policy* at all times. In particular, to ensure medication is never left in children's bags but handed directly to educators.
  
- To refer to educators all play items being brought into the Service.

## Links to other policies

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- Administration of Medication
- Cleaning Policy
- Safe Play Spaces Policy
- Supervision Policy

## Links Education and Care Services National Regulations 2018, National Quality Standard 2018

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Regs	85	Incident, injury, trauma and illness policies and procedures
	90	Medical conditions policy
	97	Emergency and evacuation procedures
	168	Education and care must have policies and procedures

QA	2.1.1	Each child's health needs are supported
	2.3.1	Children are adequately supervised at all times
	2.3.2	Every reasonable precaution is taken to protect children from harm and hazard likely to cause injury
	2.3.3	Plans to effectively manage incidents are emergencies are developed in consultation with relevant authorities. practised and implemented
	3.1.2	Premises, furniture and equipment are safe, clean and well maintained
	6.3.4	The builds relationships and engages with the local community

## Sources, further reading and useful websites

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### Sources

- DET Education. (2018). Health & Safety Factsheet: Safe handling & disposal of needles and syringes. <http://education.wa.gov.au/health/pdfs/healthsafety/usedneedles-factsheet.pdf> accessed 22 November 2013
- Education and Care Services National Regulations 2018
- Guide to the National Quality Standard 2018
- RSPCA. (2018). *There's a snake in my backyard what should I do?* [http://kb.rspca.org.au/Theres-a-snake-in-my-backyard-what-should-I-do\\_443.html](http://kb.rspca.org.au/Theres-a-snake-in-my-backyard-what-should-I-do_443.html) accessed 22 November 2013
- Snake Catchers by Areas Queensland. (2013). <http://www.snakecatchers.com/snakeremoval/index.php> accessed 22 November 2013

## Further reading

- Environment and Resource Management.  
[http://www.ehp.qld.gov.au/wildlife/livingwith/snakes/frequently\\_asked\\_questions.html](http://www.ehp.qld.gov.au/wildlife/livingwith/snakes/frequently_asked_questions.html)  
accessed 22 November 2013
- Kids Health. (2018). Fact Sheet: Poisonous or harmful plants.  
<http://kidshealth.schn.health.wa.gov.au/sites/kidshealth.chw.edu.au/files/fact-sheets/pdf/poisonous-plants.pdf> accessed 22 November 2013
- Queensland Health. (2008). *Basic First Aid for poisoning by plants or fungi*.  
[http://www.health.qld.gov.au/poisonsinformationcentre/plants\\_fungi/firstaid.asp](http://www.health.qld.gov.au/poisonsinformationcentre/plants_fungi/firstaid.asp) accessed 22 November 2013

## Useful websites

- Kidsafe – <http://www.kidsafe.com.au/>
- Queensland Health – <http://www.health.wa.gov.au/>
- Queensland Poisons Information Service – [www.health.wa.gov.au](http://www.health.wa.gov.au)
- Snake Catchers – [www.snakecatchers.com/index.html](http://www.snakecatchers.com/index.html)
- Wildlife-RSPCA – [www.rspcaqld.org.au/en/WildlifeQueensland](http://www.rspcaqld.org.au/en/WildlifeQueensland)

## Policy review

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The Service encourages staff and parents to be actively involved in the annual review of each of its policies and procedures. In addition, the Service will accommodate any new legislative changes as they occur and any issues identified as part of the Service's commitment to quality improvement. The Service consults with relevant recognised authorities as part of the annual review to ensure the policy contents are consistent with current research and contemporary views on best practice.



## SUN PROTECTION – PARENT SUPPLIES HAT

### Background

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Australia has the highest incidence of skin cancer in the world. Of all new incidents of cancer diagnosed in Australia each year, 80 per cent are skin cancers. Given that children in childcare attend during peak ultraviolet radiation (UVR) times and that they spend much of their day outdoors, childcare has a major role in minimising children's UVR exposure. Further, childcare provides the ideal opportunity to instil in children long-term positive SunSmart habits.

### Policy statement

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The Service takes every reasonable precaution to protect children and staff from the harmful effects of exposure to the sun while they are at the Service or at any event organised by the Service.

The *Sun Protection Policy* is consistent with the Cancer Council's SunSmart recommendations for outdoor environments, clothing, sunscreen, scheduling of activities, and ongoing education for the children, families and staff at the Service.

### Strategies and practices

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- The *Sun Protection Policy* is explained to parents when they enroll their child in the Service, and their attention is specifically drawn to their responsibilities under this Policy. The *Sun Protection Policy* is also included in the Parent Handbook given to all parents. QA 6.1.1, 7.3.5
- The sun safety message is promoted and positively reinforced amongst families through notice boards, newsletters, information nights, educator-parent meetings, the website and providing them with up-to-date SunSmart materials, displayed in the foyer in the form of posters and brochures. QA2.1.2
- Educators promote sun safety awareness in children by including it in daily routines and intentional teaching such as role-modeling, discussions, songs, stories, games, and SunSmart resources (for older children). QA 2.3.2
- The Service's outdoor playground is adequately shaded. The built and natural shade features are continuously evaluated for effectiveness and, if required, additional shade structures are built and trees planted. QA 3.1.1



- Children play outdoors at the discretion of the educators who take into account the weather and are guided by the routines and children's interests. QA 2.3.2
- Educators, as much as possible are to set up activities in the shade, and actively encourage children to play in the shade. At times when the weather becomes too hot, educators move play to protected and shady areas, such as verandahs, or inside. QA 2.3.2
- During the warmer period of the day, planned outdoor activities and events are minimised, and excursions to outdoor areas occur before 10am and after 2pm where possible. Refer to the Service's *Excursion Policy*. QA 2.3.2
- All staff model positive SunSmart behaviour to the children by:
  - wearing broad-brimmed or legionnaire styled hats and appropriate clothing for all outdoor activities
  - using SPF 30+ broad-spectrum, water resistant sunscreen
  - seeking shade whenever possible
- The Service supplies 30+ broad-spectrum waterproof sunscreen for children and staff. Parents are required to notify the Service in writing if their child is allergic to sunscreen, and to supply an alternative clearly labeled with the child's name. QA 2.1.1, 2.3.2
- If the UV levels are below 3, and sunscreen is not compulsory. QA 2.1.1
- Educators ensure that all children wear a broad-brimmed hat, legionnaire style hat, or bucket hat with a deep crown that provides sun protection for the face, neck and ears when outside. QA 2.1.1
- Any child who has not brought an appropriate hat is expected to use one from the Service's set of spares kept for the purpose, or to play in the shade. If the spare hat and clothes supply is exhausted, the children without hats will be required to play indoors or in shaded areas. QA 2.1.1, 2.3.2
- Educators ensure children wear clothes with adequate protection from UVR when playing outdoors. Any child who does not have suitable clothing is expected to wear clothing from the Service's set of spares kept for the purpose, or to play in the shade. Also if the spare clothes supply is exhausted, the children without suitable clothing will be required to play indoors or in. QA 2.1.1, 2.3.2
- Water is offered to children frequently throughout the day regardless of whether they are indoors or outdoors. QA 2.2.1
- Educators liberally apply broad spectrum sunscreen with an SPF of 30+ to all exposed areas of children's skin 15-20 minutes before the children go outside,. QA 2.1.1, 2.3.2
- Educators reapply sunscreen every two hours if children are outdoors for a prolonged period, or more frequently if the children are perspiring or involved with water play. Older children apply their own sunscreen under supervision. QA 2.1.1, 2.3.2
- Educators are kept up-to-date with SunSmart recommendations. QA 7.2.2

## Additional safe resting practices for babies

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- Babies under the age of 12 months are kept out of direct sunlight as a matter of course. However, when outdoors, a small amount of sunscreen is applied only to those exposed areas not already covered by clothing or hats. QA 2.3.2
- Educators monitor fluid intake of babies and document it in each child's Communication Book. QA

## Responsibilities of parents

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- To apply sunscreen to their child on arrival at the Service, and to sign the Sunscreen Application Chart to that effect.
- To provide a SunSmart hat for their child each time their child attends the Service, and to ensure the hat is clearly named and kept clean.
- To be aware of SunSmart recommended clothing, including spares, each time the child attends the Service. It is at the parents discretion whether choose to dress their children in SunSmart clothing
- To model positive SunSmart behaviour to the children when at the Service.
- To notify the Service in writing if their child is allergic to sunscreen, and to supply an alternative sunscreen clearly labeled with the child's name.

## Links to other policies

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- Clothing Policy
- Educational Program Policy
- Enrolment and Orientation Policy
- Excursion Policy

## Links Education and Care Services National Regulations 2018 National Quality Standard 2018

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Regs	114	Outdoor shade
	168	Policies and procedures

QA	2.1.1	Each child's health needs are supported
	2.1.2	Each child's comfort is provided for and there are appropriate opportunities to meet each child;s need for sleep, rest and relaxation
	2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines

2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child
2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury
3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose
4.2.1	Professional standards guide practice, interactions and relationships
6.1.1	There is an effective enrolment and orientation process for families
7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement
7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly

## Sources, further reading and useful websites

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### Sources

- Cancer Council Queensland. *Early childhood settings: SunSmart Policy Guidelines*. <http://www.cancerqld.org.au/f/OrderBrochures/Medical/> accessed 24 November 2013
- Education and Care Services National Regulations 2018.
- Guide to the National Quality Standard 2018.
- Shaw, M. (2018). *Keeping sun safe in child care*. <http://ncac.acecqa.gov.au/educator-resources/pcf-articles/KeepingSunSafeMar2018.pdf> accessed 24 November 2013

### Further reading

- Queensland Government. *Sun safe Queensland workplaces: Sun safety at work*. [http://www.sunafety.qld.gov.au/documents/factsheet\\_workplaces.pdf](http://www.sunafety.qld.gov.au/documents/factsheet_workplaces.pdf) accessed 24 November 2013
- Cancer Council Queensland. *SunSmart Policy Guidelines: Working towards a SunSmart Queensland*. [http://www.cancerqld.org.au/icms\\_docs/54255\\_Early\\_Childhood\\_Settings\\_SunSmart\\_Policy\\_Guidelines\\_.pdf](http://www.cancerqld.org.au/icms_docs/54255_Early_Childhood_Settings_SunSmart_Policy_Guidelines_.pdf) accessed 24 November 2013

### Useful websites

- Cancer Council Queensland – [http://www.cancerqld.org.au/page/support\\_us/fundraise/queensland\\_sunsmart\\_day/](http://www.cancerqld.org.au/page/support_us/fundraise/queensland_sunsmart_day/) accessed 24 November 2013

### Policy review

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The Service encourages staff and parents to be actively involved in the annual review of each of its policies and procedures. In addition, the Service will accommodate any new legislative changes as they occur and any issues identified as part the Service's commitment to quality improvement. The Service consults with relevant recognised authorities as part of the annual review to ensure the policy contents are consistent with current research and contemporary views on best practice.



## DELIVERY AND COLLECTION OF CHILDREN

### Background

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Services and parents have a shared responsibility to ensure the safety and wellbeing of each enrolled child entering and leaving the premises.

During the times when parents are delivering and collecting their children, educators and parents' attention is momentarily diverted from the children by other tasks such as exchanging information and completing attendance records. When children arrive, educators also have the task of greeting and settling them. When children leave, educators must ensure that the children are returned into the care of an authorised person.

### Policy statement

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This Policy outlines the Service's requirement for the delivery and collection of children to ensure that the safety, security and wellbeing of the children entrusted to its care are given the highest priority.

### Strategies and practices

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#### Delivery

- The person who delivers a child to the Service signs the Attendance Record against the child's name, noting the time. Once the majority of children have arrived in each room, educators check that all children have been signed in. If a child is present but not signed in, the educator signs for that child, noting the time, because in the event of an emergency evacuation or lock down, the Attendance Records are used to account for all children in the Service. QA 2.3.2, 6.3.2, 7.3.1
- If the family is to receive Child Care Benefit, the parents are required to be the signatory on all occasions or to initial any past instance where they were not.

- The person delivering the child is to place the child into the care of an educator and this action be acknowledged before leaving the Service. QA 2.3.2
- Children who are absent for the day will be marked on the Attendance Record as “absent” by the Nominated Supervisor. Parents in receipt of Child Care Benefit are to sign the entry.
- Educators use the Attendance Record to check that all children signed in are present throughout the day. QA 2.3.1

## Collection

- . Details of authorised nominees are included on the form and parents are asked to inform the Service immediately of any change. QA 2.3.2
- Children will only be given into the care of: a parent of the child; an authorised nominee detailed in the child's enrolment record; or, to a person with written authorisation by a parent or authorised nominee detailed in the child's enrolment record to collect the child from the Service. QA 2.3.1, 2.3.2, 6.3.2
- Children are not given into the care of a parent who is prohibited by a court order from having contact with the child. QA 2.3.1, 2.3.2, 6.3.2
- No child is released into the care of any person not known to the educators without photo identification. QA 2.3.1, 2.3.2, 6.3.2
- The person who collects the child from the Service signs the Attendance Record against the child's name, noting the time. Children are signed out using the same Attendance Record that was used to sign them in earlier that day. QA 2.3.2, 6.3.2
- At the end of the day, educators check that all children have been signed out. If a child has not been signed out, and an educator(s) is aware that the child has left the Service safely, parents will be reminded, when the child next attends, that they must sign their child out. QA 2.3.1, 2.3.2
- If it is discovered that a child is **not** in the Service, **not** signed out, and educators are **unsure** of their departure, the family will be contacted immediately to confirm the child's whereabouts. If the child is not in their care, the Service will seek immediate advice from the Police and contact the Regulatory Authority as soon as possible. QA 2.1.4, 7.3.3
- At the end of each day, educators must check all beds and the premises including outdoors and indoors to ensure that no child remains on the premises after the Service closes. QA 2.3.1
- Parents must give prior notice where the person collecting the child is someone other than an authorised nominee (e.g. in an emergency situation). The person nominated by the parent must be able to produce some form of photo identification. QA 6.3.2

- In the event of an emergency (e.g. illness of a parent, car breakdown), it may be necessary for the parent to notify the Service that a person other than an authorised nominee will collect the child. If this occurs, the Service requires photo identification of that person before releasing the child. Reference to the photo identification will be made in the Attendance Record. QA 6.3.2
- Parents are to advise the Nominated Supervisor or the educators in their child's room on any occasion an authorised nominee will be collecting the child. If this does not occur, and educators cannot contact the parent to confirm the arrangement, the child will not be released into the care of that nominee. QA 6.3.2
- If the person collecting the child appears to be intoxicated, or under the influence of drugs, and educators consider that person unfit to take responsibility for the child, the educators are to draw it to the person's attention and attempt to persuade the person to contact someone else to collect the child. Wherever possible, the discussion is to occur without the child being present. If the person insists on taking the child, educators are to immediately contact the police and provide them with the person's name and vehicle registration number. QA 2.3.2
- Children may be escorted from the premises in the event of an emergency, and for excursions where parents have given prior written permission. QA 2.3.2, 6.3.2

#### **Additional safe practices for babies**

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#### **Responsibilities of parents**

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- To complete the Attendance Record when delivering and collect their child/ren.
- To ensure the details of authorised nominees on the enrolment form are complete, correct and current.
- To inform the authorised nominee(s) of the Service's requirements (e.g. photo ID) when they collect a child.
- To inform the Service in the event of a family member contracting a communicable disease.

#### **Links to other policies**

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- Enrolment and Orientation Policy
- Evacuation and Lockdown Policy
- Excursion Policy

## Links Education and Care Services National Regulations 2018 National Quality Standard 2018

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Regs	99	Children leaving the education and care service premises
	102	Authorisation for excursions
	158	Attendance and enrolment records
	168	Education and care service must have policies and procedures

QA	2.3.1	Children are adequately supervised at all times
	2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury
	6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities
	7.3.1	Records and information are stored appropriately to ensure confidentiality, are available at the service and are maintained in accordance with legislative requirements
	7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly

### Sources, further reading and useful websites

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#### Sources

- Education and Care Services National Regulations 2018.
- Guide to the National Quality Standard 2018.

#### Further reading

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#### Useful websites

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#### Policy review

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The Service encourages staff and parents to be actively involved in the annual review of each of its policies and procedures. In addition, the Service will accommodate any new legislative changes as they occur and any issues identified as part the Service's commitment to quality improvement. The Service consults with relevant recognised authorities as part of the annual review to ensure the policy contents are consistent with current research and contemporary views on best practice.



## **GOVERNANCE AND MANAGEMENT**

### **Background**

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The day-to-day operations of early education and care services must comply with all relevant legislation, standards and codes of practice. Services cannot achieve this without effective governance and management. Quality Area 7 of the Guide to the National Quality Standard contains the elements of effective leadership and management that result in a well-functioning, compliant service. Quality Area 7 also assists services in improving their skills in governance and management.

The terms 'governance' and 'management' have different meanings. 'Governance' refers to the service's future direction and goals, and how it will achieve these. It also ensures the service meets its regulatory requirements and that members of its governing organisation follow that organisation's constitution. 'Management' is about the service's day-to-day operation, such as children having sufficient toys and resources, parents' fees being up-to-date, and staff and educators following the service's policies and procedures.

### **Policy statement**

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This Policy outlines the way the Service ensures its practices comply with all relevant legislation, standards and codes of practice, and how it plans to continuously improve its leadership and management practices.

### **Strategies and practices**

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#### **Approved Provider and Nominated Supervisor**

- Wendy and Trevor Harman are the Approved Provider of the Service, and holds the legal responsibility for operating the Service. QA 7.1.1



- The name and contact details of the Approved Provider are displayed in the foyer and included in the Service Handbook given to parents at enrolment. QA 7.1.1  
OR
- The name of the Approved Provider and the name and contact details of the person(s) nominated to speak for the Approved Provider are displayed in the foyer and included in the Service Handbook given to parents at enrolment. QA 7.1.1
  
- A Nominated Supervisor, approved as a suitable, fit and qualified person by the Regulatory Authority and appointed by the Approved Provider, is in charge of the day-to-day operations of the Service. Refer to the Service's *Staffing Policy*. QA 7.1.5
  
- The Nominated Supervisor is also the Responsible Person whenever on the premises. Refer to the Service's *Staffing Policy*. QA 7.3.2
  
- At any time the Nominated Supervisor is not on the premises, a substitute supervising officer (Responsible Person) who is physically present is placed in charge of the Service's day-to-day operations. Refer to the Service's *Staffing Policy*. QA 4.2.1
  
- The details of the Nominated Supervisor and the Responsible Person are clearly displayed in the main entrance of the Service. QA 7.1.1
  
- The Nominated Supervisor ensures that the Service's staffing arrangements meet regulatory requirements at all times. Particular attention is given to the Responsible Person and Educational Leader. Refer to the Service's *Staffing Policy*. QA 7.1.4
  
- Policies and procedures which guide the Services' day-to-day practices. QA 7.1.2, 7.2.2, 7.3.2

### **Information Displayed**

- All information required by Regulation 173 of the Early Education and Care Services Regulations 2018 is displayed in the main entrance of the Service. QA 7.1.1

### **Philosophy, Policies and Procedures**

- The Service has a written Philosophy which reflects the principles of the Education and Care National Regulations 2018, the Early Years Learning Framework 2009. This Philosophy was developed by the Approved Provider, Nominated Supervisor, staff, educators and parents and, as such, reflects their shared understanding of the role of the Service with children, families and the community. QA 7.2.1
  
- The Philosophy informs the Service's policies and procedures as well as the decisions and day-to-day practices of the staff/educators. QA 7.2.1

- The Service maintains up-to-date policies and procedures on all topics required by Section 168 of the Education and Care Services National Regulations 2018. The way these policies and procedures are communicated to parents, educators and staff, the process by which these policies and procedures are reviewed, and how changes are communicated to parents, educators and staff are detailed in the Service's *Policy and Procedure Review Policy*. QA 7.3.5

### **Record Keeping**

- The Service keeps records according to Sections 177-184 of the Education and Care Services National Regulations 2018. Refer to the Service's *Privacy and Confidentiality Policy*. QA 7.3.1

### **Privacy and Confidentiality**

- The Service maintains the privacy and confidentiality of all records and information about individual children, families, parents, staff/educators, students and volunteers. Refer to the Service's *Privacy and Confidentiality Policy*. QA 7.3.1

### **Continuous Improvement**

- The Service is committed to continuous improvement. It has processes in place to evaluate the extent to which it meets or exceeds the National Quality Standard 2009. The findings of the evaluation are used to develop the Services Quality Improvement Plan (QIP). QA 7.2.1, 7.2.3

### **Grievances and Complaints**

- The Service follows clear processes to ensure all grievances and complaints are addressed, investigated fairly and documented promptly. If relevant, changes are made to the Service's Policies and Procedures. Refer to the Service's *Grievance and Complaint Policy*. QA 7.3.4

### **Notifications**

- The Approved Provider and Nominated Supervisor notify, within the stated time, the Regulatory Authority of circumstances and provide it with information as detailed in Regulations 174, 175 and 176 of the Early Education and Care National Regulations 2018. QA 7.3.3

### **Additional safe practices for babies**

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## Responsibilities of parents

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- To be aware of the way the Service operates and to know the appropriate person to contact and how to contact them when they have any suggestions to improve the Service or any concerns about the Service's practices.

## Links to other policies

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- Grievance and Complaint Policy
- Enrolment and Orientation Policy
- Privacy and Confidentiality Policy
- Staffing Policy
- Policy and Procedure Review Policy

## Links Education and Care Services National Regulations 2018, National Quality Standard 2018

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Regs	14	Application for provider approval by individual
	15	Application for provider approval by person other than an individual
	16	Matters relating to criminal history
	31	Condition on service approval – quality improvement plan
	46	Application for supervisor certificate
	55	Quality improvement plans
	56	Review and revision of quality improvement plans
	173	Prescribed information to be displayed
	174	Time to notify certain circumstances to Regulatory Authority
	175	Prescribed information to be notified to Regulatory Authority
	176	Time to notify certain information to Regulatory Authority
	177	Prescribed enrolment and other documents to be kept by approved provider
	180	Evidence of prescribed insurance
	181	Confidentiality of records kept by approved provider
	183	Storage of records and other documents
	185	Law and regulation to be available

QA	7.1.1	Appropriate governance arrangements are in place to manage the service
	7.1.2	The induction of educators, co-ordinators and staff members, including relief educators, is comprehensive

7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning
7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper
7.2.1	A statement of philosophy is developed and guides all aspects of the service's operations
7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement
7.2.3	An effective self-assessment and quality improvement process is in place
7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements
7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service
7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and of any complaints which allege a breach of legislation
7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner
7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly

## Sources, further reading and useful websites

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### Sources

- Early Years Learning Framework 2009
- Education and Care Services National Regulations 2018
- ACT Council of Social Service. (2013). *Governance and management: Knowing the difference*. <http://www.actcoss.org.au/oik/infosheets/governance/boardnEOresponse.html> accessed 23 November 2013
- Guide to the National Quality Standard 2018
- My Time, Our Place 2009

### Further reading

- Byrne, S. (2009). *Governance and management interaction in a childcare setting*. <https://eprints.usq.edu.au/6446/> accessed 23 November 2013
- Community Child Care Co-operative. (2013). *So now you are on the committee*. <http://cccnsw.org.au/resources/management> accessed 23 November 2013

### Useful websites

- ACT Council of Social Service – <http://www.actcoss.org.au/>

### Policy review

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The Service encourages staff and parents to be actively involved in the annual review of each of its policies and procedures. In addition, the Service will accommodate any new legislative changes as they occur and any issues identified as part the Service's commitment to quality improvement. The Service consults with relevant recognised authorities as part of the annual review to ensure the policy contents are consistent with current research and contemporary views on best practice.



## MANAGING INFECTIOUS DISEASES

### Background

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Parents, staff and visitors to childcare Services need to cooperate to ensure anyone entering the Service is in good health so that the possibility of infections spreading to others is minimised.

### Policy statement

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The Policy details the Service's practices for managing unwell children and adults at the Service to minimise the spread of infection to others.

### Strategies and practices

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- The *Managing Infectious Diseases Policy* is explained to parents when they enroll their child in the Service, and their attention is specifically drawn to their responsibilities under the Policy. Information about infectious conditions and minimum exclusion periods for these conditions is included in the Parent Handbook provided to parents at enrolment. QA 2.1.4
- Educators are informed of the symptoms of excludable illnesses and disease and of infection control through staff meetings and professional development, and are provided with educational materials. They are alert to the signs of illness in children and respond accordingly. The signs include:
  - severe, persistent or prolonged coughing
  - breathing difficulties (e.g. noisy, wheezy)
  - yellowish skin or eyes
  - irritated eyes, eye lining red, pus from eyes
  - unusual spots or rashes
  - vomiting and/or diarrhoea
  - temperature over 38 degrees Celsius
  - behaviour exhibited that is not 'normal' for the child (e.g. sleeping, being unable to participate in the daily activities as usual). QA 2.1.4
- The Service's roster ensures sufficient educators with first aid qualifications are on site at all times children are present. QA 2.1.4
- All instances of illnesses and infectious diseases (children and staff) are recorded in the Illness and Infectious Disease Register so that they may be tracked and any spread minimised. The Register is kept in the main office. QA 2.1.4

- Educators intentionally teach children health and safety practices to prevent the spread of contagious diseases. QA 2.1.4
- The Service strictly adheres to the National Health and Medical Research Council's recommended minimum exclusion periods for infectious conditions. The Queensland Government – Time Out Poster detailing these periods is displayed prominently in the foyer and in other areas of the Service. QA 2.1.4
- If an outbreak of an infectious disease occurs in the Service, parents are informed verbally and by notices displayed throughout the Service. Information given to parents will include the nature of the illness, symptoms, incubation and infectious periods and the Service's exclusion requirements for the illness. QA 2.1.4, 7.3.1
- The Service maintains a Non-Immunised Children - Register and a Non-Immunised Staff – Register. Where an outbreak is a vaccine preventable disease, the Service will notify the relevant health authority, and will follow that authority's recommended guidelines and directives. Children and staff who are not immunised may be excluded from the Service for the duration of the outbreak. Refer to the Service's *Immunisation for Children and Staff Policy*. QA 2.1.1, 2.1.4
- In the case of serious ill health or hospitalisation, the child or staff member may be asked to provide a medical certificate verifying that they are sufficiently recovered to return to the Service. However, the Nominated Supervisor has the final say on whether the child or a staff member may return. QA 2.1.4
- Parents are asked not to bring any unwell child into the Service, and not to enter the Service if they are unwell themselves. The Nominated Supervisor can refuse entry to any child or adult (including a staff member) who comes to the Service clearly unwell. QA 2.1.4
- Should a child become unwell during the day, the parents or authorised person are contacted immediately to collect the child. The parent will be asked to sign the Incident, Injury, Trauma and Illness Record. If appropriate, the parent will be provided with a Parent/Doctor Report. QA 2.1.4, 7.3.1
- Children who have had three loose bowel movements are required to be collected immediately after the third by an authorised person, this is to prevent the risk of infection spreading should they have an active virus. If your child is to return the following a day a doctors clearance is required to confirm that the child is well and there is no risk to the other children.
- Staff who become ill during the day are sent home and replaced. QA 7.3.1
- To ensure the safety of other children, staff and visitors, parents are asked to inform the Service if their child has been exposed to any infectious disease. QA 2.1.4
- We will email parents regarding an outbreak of a contagious infection as soon as practicable. We will also put up a contagious disease notification and tell parents on arrival or pick up.

## Additional safe practices for babies

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## Responsibilities of parents

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- To keep the Service informed of their child's current immunisation status.
- To provide, if requested, a medical certificate verifying that the child who has been unwell has sufficiently recovered to return to the Service.
- To keep unwell children away from the Service.
- To remain away from the Service when they themselves are unwell.
- To arrange prompt collection of their unwell child if contacted by the Service.
- To inform the Service at any time their child has been exposed to an infectious disease.

## Links to other policies

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- Enrolment and Orientation Policy
- Immunisation for Children and Staff Policy
- Incident, Injury, Trauma and Illness Policy

## Links Education and Care Services National Regulations 2018, National Quality Standard 2018

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Regs	77	Health, hygiene and safe food practices
	85	Incident, injury, trauma and illness policies and procedures
	86	Notification to parents of incident, injury, trauma and illness
	87	Incident, injury, trauma and illness record
	88	Infectious diseases
	90	Medical conditions policy
	162	Health information to be kept in enrolment record

QA	2.1.1	Each child's health needs are supported
	2.1.3	Effective hygiene practices are promoted and implemented
	2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines

7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements
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## Sources, further reading and useful websites

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### Sources

- Education and Care Services National Regulations 2018.
- Guide to the National Quality Standard 2018.
- National Health and Medical Research Council. (2018). *Staying Healthy: Preventing infectious diseases in early childhood education and care services. 5<sup>th</sup> edition.*  
[http://www.nhmrc.gov.au/files\\_nhmrc/publications/attachments/ch55\\_staying\\_healthy\\_childcare\\_5th\\_edition\\_0.pdf](http://www.nhmrc.gov.au/files_nhmrc/publications/attachments/ch55_staying_healthy_childcare_5th_edition_0.pdf) accessed 24 November 2013
- Public Health Act 2005.
- Queensland Health. (2010). *Time Out Poster.*  
[http://www.health.qld.gov.au/ph/documents/cdb/timeout\\_poster.pdf](http://www.health.qld.gov.au/ph/documents/cdb/timeout_poster.pdf) accessed 24 November 2013

### Further Reading

- NCAC. (2018). *NCAC Factsheet for Families: Immunisation and child care.*  
[http://ncac.acecqa.gov.au/educator-resources/pcf-articles/P24\\_FFImmunisation\\_June11.pdf](http://ncac.acecqa.gov.au/educator-resources/pcf-articles/P24_FFImmunisation_June11.pdf) accessed 24 November 2013
- Queensland Health. (2000). *Germ Busters Kit.*  
<http://www.health.qld.gov.au/germbusters/documents/23197.pdf> accessed 24 November 2013

### Useful websites

- Centre for Community Child Health – <http://www.rch.org.au/home/>
- Immunise Australia Program – <http://www.immunise.health.gov.au/>
- National Health and Medical Research Council – <http://www.nhmrc.gov.au/>
- Queensland Health – <http://www.health.qld.gov.au/>

### Policy review

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The Service encourages staff and parents to be actively involved in the annual review of each of its policies and procedures. In addition, the Service will accommodate any new legislative changes as they occur and any issues identified as part the Service's commitment to quality improvement. The Service consults with relevant recognised authorities as part of the annual review to ensure the policy contents are consistent with current research and contemporary views on best practice.





## EVACUATION AND LOCKDOWN

### Background

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Early childhood services must ensure the safety and wellbeing of the children at all times they are at the service. They must also ensure the safety and wellbeing of staff and anyone else on the premises. To achieve these ends, services need a clear plan for the management of emergency situations so that educators are best equipped to respond calmly and effectively.

### Policy statement

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The Service has procedures to follow in the event of any emergency necessitating evacuation. These procedures comply with regulatory requirements and are consistent with recommendations by recognised authorities. They are designed to ensure the swift, safe and calm evacuation of all children, staff, families and visitors. Evacuations are rehearsed regularly so that educators and children are confident in knowing what to do.

The Service has lockdown procedures in response to any critical incident or foreseeable threat of harm to staff, children or visitors. Such an event could be:

- A hostage situation;
- A siege;
- Violent, intoxicated and/or drug affected persons;
- Dangerous animals;
- Unidentified external disturbance; or,
- Severe storm.

### Strategies and practices

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#### Evacuation

- Families are informed of the Service's emergency procedures at enrolment and orientation and throughout the year. They are also provided with educational materials (e.g. fire safety). QA 2.3.3, 6.1.1

- The Service's *Evacuation and Lockdown Policy* and evacuation procedures are based on risk assessment that identified the potential emergencies relevant to the Service. QA 2.3.3
- Emergency evacuation plans are prominently displayed throughout the Service. These plans consist of a floor plan of the Service and indicate the reader's location, the nearest exit, the route to that exit, and assembly areas. QA 2.3.3
- All exit signs are clearly visible and escape routes and emergency exits kept clear at all times. QA 2.3.3
- The Service has the required number of fire extinguishers and fire blankets together with other emergency equipment throughout the Service. Fire extinguishers are tested and tagged, and all other equipment checked as recommended. All checks are documented. QA 2.3.3
- All fire equipment is appropriately sign-posted and kept immediately accessible at all times. QA 2.3.3
- The Service maintains up-to-date emergency contact details for every child and a compact copy of these is taken to the assembly point. QA 2.3.3
- The contact numbers of emergency services are displayed beside all telephone outlets in the Service. QA 2.3.3
- All educators are trained in the use of fire extinguishers, fire blankets and other emergency fire equipment and know where these items are located. QA 2.3.3
- The Service's security alarm system is appropriately maintained according to the installer's instructions. QA 2.3.3
- The Nominated Supervisor ensures that all staff know the Service's Policy and Procedures for emergency evacuations and that they know their roles and responsibilities. These roles and responsibilities are posted beside the emergency evacuation plans displayed throughout the Service. Students and volunteers are told about emergency procedures during orientation and to follow directions from educators at these times. QA 2.3.3
- Evacuation procedures are rehearsed every three months. Rehearsal occurs at different times on different days of the week. Everyone in the Service at the time, including visitors, is expected to participate. The Nominated Supervisor sends out advance notice of each rehearsal (including the date and approximate time) to all staff to encourage their understanding and cooperation. It also ensures that staff recognise a genuine alarm activation when it occurs. QA2.3.3
- When parents arrive to collect their children, they are purposefully informed that an evacuation rehearsal has occurred. QA 2.3.3
- The Responsible Person present at the time oversees the rehearsals and is responsible for completing the Evacuation and Lockdown Report (in conjunction with other staff members), and for implementing any improvements identified in that Report. QA 2.3.3

- In the event of a power failure, the Service has a discrete telephone with its own line as a back-up. QA 2.3.3
- Educators intentionally teach children about fire safety (e.g. through discussions, songs, games, role-play, fire brigade visits). Parents are provided with educational material about fire safety in the home and encouraged to work in partnership with educators by continuing the fire safety message at home. QA 2.3.3, 6.3.1
- ;;Every two years, the Nominated Supervisor arranges for the fire brigade to assess the rehearsal. Any recommendations in the assessment are followed and the evacuation plans adjusted accordingly. QA 2.3.3
- The Regulatory Authority and any other government health and safety authority concerned are notified of any incident requiring evacuation at the Service. QA 7.3.3
- After any incident requiring evacuation of the Service, counselling/debriefing is available to anyone affected. Children are likely to role-play the event afterwards so any debriefing will include preparing educators to respond appropriately. QA 2.1.1

### **Lockdown**

- The Service has a signal – distinct from the evacuation signal – to alert staff of the need for lockdown. The signal has been chosen taking into account the need for discretion that could accompany such an event (e.g. a parent acting against a court order). QA 2.3.3

### **Initial notification**

- The witness to the event alerts the Nominated Supervisor immediately.
- The Nominated Supervisor determines whether or not lockdown is appropriate.
- If yes, the Nominated Supervisor activates the lockdown signal.
- Dial 000 for police/emergency services assistance, and follows the operator's instructions.
- Staff follow all directions of the Nominated Supervisor explicitly. QA 2.3.3

### **During lockdown**

- All educators and children inside are to remain in their rooms and those outside are to go inside immediately and follow lockdown procedures. QA 2.3.3
- Educators are to lock all doors and windows (draw curtains/blinds) and ensure children are kept secure (e.g. under tables). QA 2.3.3
- Educators check the sign-in sheet and ensure that all signed-in children are present, and as soon as it is safe to do so, inform the Nominated Supervisor of the names of any children unaccounted for. QA 2.3.3

- Do not use the phone for external calls. In case of a medical emergency, notify the Nominated Supervisor. QA 2.3.3
- Educators without children are to lock all external doors and windows (e.g. front door, laundry). QA 2.3.3
- Everyone is to remain in lockdown until the Nominated Supervisor announces the “All Clear.” QA 2.3.3

### After lockdown

- The Nominated Supervisor notifies parents as soon as possible after the lockdown has ended. QA 2.1.4
- The lockdown will be documented, and the Service’s response reviewed. QA 7.2.3

### Additional safe practices for babies

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- The Service has a labeled evacuation cot. QA 2.3.3

### Responsibilities of parents

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- To ensure all contact details for parents and those of the authorised nominees are complete, accurate and up-to-date.

### Links to other policies

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- Administration of Medication Policy
- Enrolment and Orientation Policy
- Incident, Injury and Trauma and Illness Policy
- Medical Conditions Policy
- Supervision Policy

### Links Education and Care Services National Regulations 2018, National Quality Standard 2018

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Reg	168	Policies and procedures in relation to emergency and evacuation
	97	Emergency and evacuation procedures
	98	Telephone or other communication equipment

QA	2.1.1	Each child’s health needs are supported
	2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines

2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented
6.1.1	There is an effective enrolment and orientation process for families
6.3.1	Links with relevant community and support agencies are established and maintained
7.2.3	An effective self-assessment and quality improvement process is in place
7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation

## Sources, further reading and useful websites

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### Sources

- Education and Care Services National Regulations 2018.
- Guide to the National Quality Standard 2018.

### Further reading

- Kidsafe. *Factsheets*. <http://www.kidsafeqld.com.au/publications/fact-sheets> accessed 30/11/17

### Policy review

The Service encourages staff and parents to be actively involved in the annual review of each of its policies and procedures. In addition, the Service will accommodate any new legislative changes as they occur and any issues identified as part the Service's commitment to quality improvement. The Service consults with relevant recognised authorities as part of the annual review to ensure the policy contents are consistent with current research and contemporary views on best practice.



## **Emergency Lockdown Procedure**

### ***Role of the Educator***

The Educator who witnesses the event or issue must try and raise the alarm with the most senior individual in charge

Educators from the Toddler and the Kindy must all go directly with the children to the Toddler Room

They must insure that all children are below window level and out of sight as much as possible

Early childhood Teacher must return to the Kindy Room (if it is safe to do so) to collect the sign In/Out and roll

Baby room staff must gather children in the sleep room

All Room Leaders to take role to make sure all children are accounted for

Supervise and reassure children

### ***Nominated Supervisors Role***

To alert all Educators that a Lockdown is in effect by using the centre "safe words"

Oversee the Lockdown helping to make sure that all children, Educators, Visitors are accounted for. Turn off all lights

With Business Manager inform staff when Lockdown is ceased and it is safe

### ***Business Managers Role***

Contact Emergency services if deemed necessary

Check staff toilets and Kitchen

Collect Educator sign in Book and Mobile



## EDUCATIONAL PROGRAM

### Background

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Educators are expected to be guided by the Early Years Learning Framework to ensure that the educational program provides young children with 'opportunities to maximise their potential and develop a foundation for future success in learning' (National Quality Standard, ACECQA, 2018).

### Policy statement

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The educational program is based on knowledge, ideas, culture, abilities, and interests of each child as communicated to educators by their parents, observed by their educators and contributed by the children. The contributions of younger children are interpreted by their educators. The program is documented by educators, and this documentation evidences parents' and children's contributions. Educators assess individual children's learning as part of an ongoing cycle of planning, documenting and evaluation. All documentation relating to the program is readily available to parents.

### Strategies and practices

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- The Service implements the Early Years Learning Framework (EYLF) and any other relevant framework, and is guided by the EYLF's five principles:
  - Secure, respectful and reciprocal relationships
  - Partnerships
  - High expectations and equity
  - Respect for diversity
  - Ongoing learning and reflective practices. QA 1.1.2
  
- The dimensions of the program supports children in celebrating the EYLF's outcomes:
  - Children have a strong sense of identity
  - Children are connected with and contribute to their world
  - Children have a strong sense of wellbeing
  - Children are confident and involved learners
  - Children are effective communicators. QA 1.1.1
  
- The Service's designated Educational Leader oversees the program and facilitates collaboration between all educators. The educational program is discussed in team meetings, and educators provided with professional development opportunities. QA 1.2.3, 7.1.4

- Parents' verbal and written input is integral to the program and is actively sought from parents while ever their children attend the Service. At enrolment and orientation, the Nominated Supervisor explains the Service's program to parents, and uses examples of past documented programs to show how their input is used to ensure the program is based on their child's knowledge, ideas, culture, abilities, and interests. QA 1.1.2
  
- Each room has its own program which is displayed. The displayed program details such items as child-initiated and educator-initiated activities, intentional teaching, and parent input. QA 1.1.4
- Each child's knowledge, ideas, culture, abilities, and interests are the foundation of the program. QA 1.1.2
  
- Each child's sense of agency is promoted, enabling them to make choices and decisions and influence events and their world. QA 1.1.6
  
- The indoor and outdoor learning environments are arranged and well resourced with materials which are age, developmentally and culturally appropriate, and meet the children's interests. Parents and children are asked to contribute ideas for resources and to the arrangement of these environments. Each day, children can select resources (e.g. books, toys, puzzles, bicycles, sand, climbing equipment), decide how they will use them and whether they will use them alone or with others. Educators respond to children's ideas and use intentional teaching to scaffold and extend each child's learning. QA 3.1.1, 3.2.1, 3.2.2
  
- Indoor and outdoor learning environments reflect natural elements, and include quiet soothing places where children may have time to be alone, as well as places where they can engage in creative activities. QA 3.1.1, 3.2.1
  
- Educators reflect – individually and as part of the team – on every aspect of the education program, particularly its implications for fairness and social justice for each child. Refer to the *Service's Educator Professionalism and Ethics Policy*. QA 1.2.1
  
- When appropriate, educators use intentional teaching strategies (e.g. discuss, question, scaffold, explain, encourage) to extend children's learning. They also intentionally teach children awareness of topics such as sun protection, fire safety, water safety, handwashing and general hygiene. QA 1.2.2
  
- The program, including routines, is organised to maximise opportunities for each child's learning. It allows for extended periods for children to engage in learning. Meal times are unhurried social occasions. Rest and relaxation involve intentionally teaching older children relaxation techniques. QA 1.1.3, 1.1.5, 5.1.2
  
- Educators observe each child's responses to the program both as an individual and as part of a group, assess the child's progress towards the outcomes of the EYLF, and document the observation and assessment. They use this documentation to meet each child's individual needs. The documentation is available to parents. QA 1.2.1



- Every child is supported to participate in the program. Where appropriate, the Service liaises with external agencies on ways to best provide education and care for children with additional needs.  
QA 1.1.6, 4.1.1, 5.1.2

### **Additional safe practices for babies**

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- Babies eat, sleep on demand and their relationship with consistent educators is recognised as vital.

### **Responsibilities of parents**

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- To inform the Service of any changes in their child's education and care needs.
- To contribute to the program.
- To provide the Service with up-to-date information on their child and any circumstances affecting the child.

### **Links to other policies**

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- Animal Policy
- Dangerous Products, Plants, Vermin and Objects Policy
- Dental Health Policy
- Educator Professionalism and Ethics Policy
- Excursion Policy
- Handwashing Policy
- Relationships with Children Policy
- Interactions with Parents Policy
- Nappy Change and Toileting Policy
- Nutrition, Food and Beverages Policy
- Sun Protection Policy
- Sustainability Policy
- Water Safety Policy

### **Links Education and Care Services National Regulations 2018, National Quality Standard 2018**

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Regs	73	Educational program
	74	Documenting of child assessments or evaluations for delivery of educational program
	75	Information about educational program to be kept available
	76	Information about educational program to be given to parents
	118	Educational leader
	148	Educational leader

QA	1.1.1	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with the community, wellbeing, confidence as learners and effectiveness as communicators
	1.1.2	Each child's knowledge, ideas, culture, abilities, and interests are the foundation of the program
	1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning
	1.1.4	The documentation about each child's program and progress is available to families
	1.1.5	Every child is supported to participate in the program
	1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world
	1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation
	1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning
	1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program
	3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose
	3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments
	3.2.2	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses
	4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times
	5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisitions of skills for life and learning
	7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning

## Sources, further reading and useful websites

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### Sources

- Abbey, B and Maclean, P. (2010). *EYLF: Programming and documentation made easy*.
- Early Years Learning Framework 2009.
- Education and Care Services National Regulations 2018.
- Guide to the National Quality Standard 2018.

### Further reading

- Nutrition Australia. (2009). *Get up & Grow: Healthy Eating and Physical Activity for early Childhood*  
[http://www.earlychildhoodaustralia.org.au/pdf/doha/Family\\_FT.pdf](http://www.earlychildhoodaustralia.org.au/pdf/doha/Family_FT.pdf) accessed 22 November 2013
- Department of Health. (2013). *Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood resources* <http://www.health.gov.au/internet/main/publishing.nsf/Content/phd-early-childhood-nutrition-resources> accessed 2 November 2013

## Useful websites

- Australia Children's Education and Care Authority – <http://www.acecqa.gov.au/>

## Policy review

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The Service encourages staff and parents to be actively involved in the annual review of each of its policies and procedures. In addition, the Service will accommodate any new legislative changes as they occur and any issues identified as part the Service's commitment to quality improvement. The Service consults with relevant recognised authorities as part of the annual review to ensure the policy contents are consistent with current research and contemporary views on best practice.



## CHILD PROTECTION AND RISK MANAGEMENT

### Background

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Child abuse and neglect consist of an act of commission or omission that endangers or impairs a child's physical or emotional health and development.

Given the high number of children in early childhood education and care services, it is highly likely that staff will encounter a child they suspect has experienced harm or neglect. It is also possible that staff may encounter a child they suspect has been harmed by a person at the Service.

In Western Australia, legislation requires staff to report suspected harm to a child by a person in the Service. While staff are not mandated to report suspected harm to children that occurs to the child while the child is not at the Service, they are encouraged to uphold the wellbeing and safety of children at all times by seeking immediate support from appropriate staff within the Service and/or from the Department of Local Government and Communities, Education and Care Regulatory Unit/Police, Department of child Protection and Family Services

Department for Child Protection and Family Services

Rockingham: (08) 9527 0100 After Hours: 1800 622 258

Department of Local Government and Communities, Education and Care Regulatory Unit :

(08) 6551 8333.

Police Department (in emergencies only): 000 or 112

### Policy statement

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The Service seeks to create a safe and supportive environment for the children who attend the Service and for their families. To this end, the Service ensures that processes are in place to identify harm or suspected harm to a child and that the Service's response is lawful, professional and immediate. The Policy is informed by the Commission for Children and Young People and Child Guardian's *Child and Youth Risk Management Strategy Tool*

### Strategies and practices

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- The Service is committed to providing a safe and supportive environment for children where adults treat them with understanding, dignity and respect at all times, and listen to their concerns.. QA 4.2.1, 5.2.3
- The Service has developed and implemented its own Code of Conduct – Child Protection for

interactions with children. The Code applies to staff, educators, students, and volunteers, and each is given a copy of the Code. QA 2.3.4

- This Policy is explained to all staff, educators, students and volunteers before they commence at the Service. At that time, they are given the opportunity to ask any questions needed to clarify their understanding. They are then asked to sign the Child Protection Staff Acknowledgement Form. QA 2.3.4, 7.1.2
- The Service has clear procedures for recruiting, selecting and screening suitably qualified and experienced staff. No one commences at the Service without producing a current Working With Childs Check or evidence that an application for the card is currently being processed. The Nominated Supervisor maintains a Staff Summary Sheet which clearly indicates the expiry dates of Work With Children’s Checks for all staff members. Staff are informed that it is an offence not to notify the Service of any change in the criminal history or police information they have previously provided to the Commission for Children and Young People and Child Guardian in obtaining their card. QA 4.2.1, 7.1.5, 7.3.2
- The Nominated Supervisor interviews all students and volunteers before agreeing to their placement at the Service, and records their Working With Children’s details if over 18. Students and volunteers are informed that it is an offence not to notify the Service of any change in the criminal history or police information they have previously provided to the Commission for Children and Young People and Child Guardian in obtaining their card. 2.3.4, 7.1.2, 7.1.5
- The Service provides educators with ongoing professional development in child protection, and the topic is regularly discussed in team meetings. issues relating to child protection. Information provided includes Abuse – Types and Indicators. QA 2.3.4, 7.2.2
- Any suspicion of harm to a child occurring at the Service is to be immediately reported to the Nominated Supervisor. If the Nominated Supervisor is the subject of the complaint, the report may be made to the Approved Provider or directly to the Regulatory Authority. The Nominated Supervisor/Approved Provider will report the incident to the Regulatory Authority and the Department of child protection and family services. Reasonable grounds for suspecting harm include:
  - You witness the harm
  - A child tells you they have been harmed by someone at the Service
  - Someone else (e.g. another child, staff member, parent, outside person) tells you that a child has been harmed by a person at the Service. QA 2.3.4
- The Service has developed Harm – Guidelines for Handling Disclosure to help staff, educators, students and volunteers, when faced with a disclosure from a child, to respond professionally and in the best interests of the child. Any disclosure of harm must be immediately reported to the Nominated Supervisor who will ensure that correct procedures are followed. QA 2.3.4
- Staff who suspect that a child may be experiencing harm or neglect when not at the Service are to follow the Harm – Guidelines for Handling a Suspicion. These Guidelines include immediately informing the Nominated Supervisor, completing an Expression of Concern Form, and maintaining confidentiality as detailed in the Service’s Confidentiality Agreement. QA 2.3.4

- Any breach of this Child Protection and Risk Management Policy – action or inaction – will be investigated according to the Breach Management Plan. QA 2.3.4
- The Service’s *Child Protection and Risk Management Strategy Policy* is reviewed at least annually. As part of the annual review, is distributed to staff, educators and parents for their contributions. QA 7.2.3

### **Additional safe practices for babies**

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- None at this time 03.03.2017

### **Responsibilities of parents**

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- To report any suspicion of harm to a child occurring at the Service to the Nominated Supervisor immediately.

### **Links to other policies**

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- Educator Professionalism and Ethics Policy
- Privacy and Confidentiality Policy
- Relationships with Children Policy
- Staffing Policy
- Students, Volunteers and Visitors Policy

### **Links Education and Care Services National Regulations 2018, National Quality Standard 2018**

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Regs	84	Awareness of child protection law
QA	2.3.4	Educators, coordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect
	4.2.1	Professional standards guide practice, interactions and relationships
	5.2.3	The dignity and rights of every child are maintained at all times
	7.1.2	The induction of educators, co-ordinators and staff members is comprehensive
	7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper
	7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement
	7.2.3	An effective self-assessment and quality process is in place
	7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service

## Sources, further reading and useful websites

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### Sources

- Commission for Children and Young People and Child Guardian. (2013). *Authorisation to confirm a valid card/application*. <http://www.ccypcg.wa.gov.au/pdf/bluecard/forms/13-849-031-Authorise-to-confirm-valid-card-MAY13.pdf> accessed 21 November 2013
- Commission for Children and Young People and Child Guardian. (n.d.). *Creating safe and supportive service environments for children and young people: Child Management and Risk Strategy Toolkit*. <http://www.ccypcg.qld.gov.au/pdf/bluecard/rmst/RMS-toolkit-update-081012.pdf> accessed 21 November 2013
- Commission for Children and Young People and Child Guardian. (2018). *Your obligations*. Commission for Children and Young People and Child Guardian. (2018). *Do I need a blue card or exemption card*. <http://www.ccypcg.qld.gov.au/bluecard/volunteers/doineedbluecard.html> accessed 13 June 2013
- Education and Care Services National Regulations 2018.
- Fraser, E. (2005). *Protecting children from harm: The Blue card*. Wa [http://www.ccypcg.wa.gov.au/pdf/publications/speeches/speeches\\_05/Ministerial-Fellowship.pdf](http://www.ccypcg.wa.gov.au/pdf/publications/speeches/speeches_05/Ministerial-Fellowship.pdf) accessed 21 November 2013
- Guide to the National Quality Standard 2018
- NAPCAN. (n.d.). *Listening to children*. <http://napcan.org.au/wordpress/wp-content/uploads/2013/08/listeningtochildren.pdf> accessed 21 November 2013

### Further reading

- Department of Communities, Child Safety and Disability Services – Child Safety Services. (2013). *Child safety service centre*. <http://www.communities.wa.gov.au/childsafety/about-us/contact-us> accessed 21 November 2013

### Useful websites

- Commission for Children and Young People and Child Guardian – <http://www.ccypcg.wa.gov.au/index.aspx>
- Department of Communities, Child Safety and Disability Services (Child Safety Services) – <http://www.communities.wa.gov.au/childsafety/child-safety-services>
- Office of the Australian Information Commissioner – <http://www.oaic.gov.au/>
- WA Police Service – <http://www.police.wa.gov.au/>

### Policy review

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The Service encourages staff and parents to be actively involved in the annual review of each of its policies and procedures. In addition, the Service will accommodate any new legislative changes as they occur and any issues identified as part of the Service's commitment to quality improvement. The Service consults with relevant recognised authorities as part of the annual review to ensure the policy contents are consistent with current research and contemporary views on best practice.



## STATEMENT OF COMMITMENT

*Giggles Day Care Centre* is committed to the safety and wellbeing of children and young people, especially those in the Service's immediate care.

Our staff will treat the children with dignity and respect, taking care to value all children's rights under the provisions of the United Nations Convention on the Rights of the Child.

The Service will endeavour to provide a safe and supportive environment for children and young people by acknowledging that children have the right to:

- feel safe
- be listened to
- be involved in decisions that affect them
- have their cultural values respected
- not be unjustly discriminated against on the basis of their status, activities or expressed opinions, or the beliefs of their parents
- have their best interests considered.





## **CODE OF CONDUCT – CHILD PROTECTION**

### **Code of conduct for children and young people**

*As children and young people who are part of Giggles Day care we agree that:*

We will respect other children, young people and adults

We will cooperate and play by the rules

We will listen and receive instructions

We will control our tempers

We will have a say about what we are involved in

We will speak up if we are worried or concerned about something

We will not be bullies or accept any bullying that we see

### **Code of conduct for Parents/Educators**

*As a parent/carer of a child involved in the service provided by Giggles Day care I agree that:*

I will respect the rights, dignity and worth of every person, regardless of their abilities, gender, religion or cultural background.

I will respect the decisions of the Service's staff and teach children to do likewise

I will focus on and encourage children's efforts and performance

I will support all efforts to remove any form of abuse in this organisation and encourage a safe and supportive service environment

I will remember that every child participates in activities for their own enjoyment, not mine

I will raise any issues or concerns with educators or the Nominated Supervisor

I will not treat any child or young person in an unfair, unjust, or discriminatory manner



## BREACH MANAGEMENT PLAN

This Plan outlines the steps to be taken following a breach of the Service's *Child Protection and Risk Management Policy* in order to address the breach in a fair and supportive manner.

A breach is any action or inaction by any member of the Service, including children, that fails to comply with any part of the Service's *Child Protection and Risk Management Policy*.

This includes any breach in relation to the Service's:

- **Statement of Commitment** to the safety and wellbeing of children and the protection of children from harm
- **Code of Conduct** for interacting with children
- Procedures for recruiting, selecting, training and managing paid employees, and students and volunteers
- **Guidelines for Handling Disclosures of Harm** and **Guidelines for Handling Suspicions of Harm**, including reporting guidelines
- **Staff Summary Sheet** and **Staff Training Register**, particularly recording Police Check/ Suitability Card details
- **Risk Management Plan for High Risk Activity and Special Event**
- Strategies for communication and support (e.g. information about child protection available for parents, staff and other interested parties).

Breaches will be managed in a fair, unbiased and supportive manner. The following will occur:

- All people concerned will be advised of the process
- All people concerned will be given the opportunity to provide their version of events
- The details of the breach, including the versions of all parties, will be listened to, and recorded
- The outcome will be recorded
- Matters discussed in relation to the breach will be kept confidential
- An appropriate outcome will be decided.

Depending on the nature of the breach, the Nominated Supervisor/Approved Provider may:

- Explain the relevant sections of the *Child Protection and Risk Management Policy* (e.g. Code of Conduct), and confirm that the person understands
- Supervise the person more closely
- Provide education and training
- Mediate, if appropriate, between the parties involved
- Institute disciplinary procedures
- Evaluate its response to the breach
- Review its current *Child Protection and Risk Management Policy*.



## RECYCLING WISH LIST

### Help Us to Recycle

Our program works to extend each child's imagination and creativity. To do this we use many recyclable materials found in homes as well as items we purchase. It is always helpful if families are able to contribute items from home that they may otherwise throw away. So, if you happen to be having a clean-up at home remember - child care educators are great recyclers. Please help us by saving the following items and bringing them in (all clean please):

Alfoil & tinsel	Clean Wood offcuts (no CCA treated timber)
Clean Toothbrushes	Matchboxes
Cotton Reels	Old typewriters
Pipe Cleaners	Any old Furniture (in reasonable and safe condition)
Seeds	Old calculators, scales, other simple machines
Lids of all colours and sizes	Lace
Shells (clean)	Old cameras
Paper	Old mobile Phones
Ribbons	Sandpaper
Clean take away containers	Dolls, toys (no broken items or toys with missing pieces or very small pieces to choke on)
Clean Sheets	Buttons
Cardboard	Hessian (clean)
Music – suitable CD's	Old bedspreads or blankets – clean
Material scraps	Wool & cotton wool
Old pots & pans (clean and secure handles)	Felt pieces
Old radios	Wrapping papers and cards
Shoe boxes, plastic containers with lids	Piping PVC lengths (clean)

WORK RELATED DRESS-UP CLOTHES & UNIFORMS are always popular items along with shoes, handbags, hats and scarves.

We can make use of almost anything - if you are not certain just ask us.

Thank you



**PLEASE PRINT AND RETURN IF POSSIBLE**

(if you are unable to print and would like a hard copy of this, please see Louise or Candice and they will be able to organise this for you)

Dear wonderful new family,

We kindly ask you to please sign below to indicate that you have read and understood all of the information in the Parent Handbook (given in the Enrolment Pack you received, if you need another copy, please let me know and I would be more than happy to send you another) and the attached Policies in this Welcome Pack.

Please feel free to talk to me should you require any clarification in any of these matters or if I can provide any assistance to you.

I, \_\_\_\_\_ the parent of \_\_\_\_\_ have read and understand all information on the Parent Handbook and the Policies in the Welcome Pack.

Signature: \_\_\_\_\_ Date:    /    /    .

We look forward to being a part of your child's wonderful learning journey.

Kind regards,

Louise Dack

Centre Co-Ordinator/Nominated Supervisor



## **Useful Forms**

Over the next few pages you will find some forms which you may find useful during your child's time at Giggles Day Care Centre. Please feel free to print these off as you please. We also have hard copies ready at the centre if need be. The forms include:

### **Grievance and Complaint Form –**

Please use this form to formally submit a grievance or complaint in regards to the centre. This form is to be handed to the Nominated Supervisor, Louise.

### **News from MY WORLD –**

Please complete this form if you would like to let us know what your child is doing at home so that we can impliment this into our program.

### **Menu –**

We are always looking for different dishes and snacks to include in our Centre Menu and ways that we can improve. If you have any reciepe ideas or ways that we could improve, we would love you to fill out this form and return it to the Nominated Supervisor, Louise Dack.



## GREIVANCE AND COMPLAINT FORM

(Use this form to record your initial complaint or grievance  
and forward to the Nominated Supervisor).

### Complainant Details:

Name: \_\_\_\_\_ Date:     /     /     .

*Nature of complaint or circumstances to report:*

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***If your complaint relates to a specific incident please provide the following details:***

*Time and location of the event in question:*

Time: \_\_\_\_\_ am / pm                      Location: \_\_\_\_\_

*Were other people present during the incident or event:*    YES        NO

*If so, please list their names here (if you know them):*

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*Signature of Complainant:* \_\_\_\_\_

*Complainant Telephone Number:* \_\_\_\_\_

*Name of person completing this form:* \_\_\_\_\_

*Complaint perused by Nominated Supervisor:*                      YES              NO

*Signature of Nominated Supervisor:* \_\_\_\_\_ *Date:*     /     /     .

*Entered into Grievance and Complaint Register:*                      YES              NO

*Date and time entered:*

*Date:*     /     /     .                      *Time:* \_\_\_\_\_ am / pm







**MENU – PARENT SURVEY (BRIEF)**

Dear Parents,

Our Service values your feedback and support in all aspects of your child’s day. Your thoughts, ideas and contributions help to keep the program fresh, interesting and meaningful for all children.

Our Menu is reviewed every six months to ensure it meets the high standards of nutrition and enjoyment we wish for all children. We also try to ensure our menu choices are fresh and seasonal. Our menu choices take into account important factors such as nutrition, availability of ingredients, preparation time and cost.

On this occasion, we seek your opinion on our current menu selections. We invite you to share your thoughts and perhaps, if you wish, to share a recipe or two that you feel the children might enjoy. If your child likes a particular meal, many other children may also like it.

Please complete the following form and return to the Nominated Supervisor when you are able. Your ideas are included when we plan future menu items and seasonal food changes.

We appreciate your support in this important issue.

*Your comments about our menu, including recipe ideas or other thoughts:*

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Parent Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Thank you again from the staff and children of Giggles Day Care Centre.