



BALLINA FOX STREET PRESCHOOL ACCEPTANCE AND REFUSAL OF AUTHORISATIONS POLICY AND PROCEDURE

AIM

This policy outlines authorisations requirements for services and actions to be taken where an authorisation submitted by parents or guardians is incomplete and therefore could lead to refusal to enact the authorisation.

Education and Care Services National Regulations require parent or guardian authorisation to be provided in matters relating to administration of medication, medical treatment of the child including transportation by an ambulance service, collection of children from the service.

Authorisation requirements: Authorisation documents are required for the following situations and must have details recorded as specified:

ADMINISTRATION OF MEDICATIONS:

- The name of the child.
- The authorisation to administer medication, signed by a parent or person named in the child's enrolment record as authorised to consent to administration of medication.
- The name of the medication to be administered.
- The time and date the medications is to be administered.
- The dosage of the medication to be administered.
- The period of authorisation from and to.
- The date the authorisation is signed.

MEDICAL TREATMENT OF THE CHILD INCLUDING TRANSPORTATION BY AN AMBULANCE SERVICE: (included and authorised initially as part of the child's enrolment record)

- The name of the child.
- Authorisation to seek medical treatment for the child from a registered medical practitioner, hospital or ambulance service.
- Authorisation for the transportation of the child by an ambulance service.
- The name, address and telephone number of the child's registered medical practitioner or medical service and if available the child's Medicare number.
- The name of the parent or guardian providing authorisation.
- The relationship to the child.
- The signature of the person providing authorisation and date. Emergency medical treatment (included and authorised initially as part of the child's enrolment record or as updates during enrolment):
- The service is able to seek emergency medical assistance for a child as required without seeking further authorisation from a parent or guardian in the case of an emergency (i.e. medical practitioner, ambulance or hospital) including for those emergencies relating to asthma and anaphylaxis.

COLLECTION OF CHILDREN: (included and authorised initially as part of the child’s enrolment record or as updated during enrolment):

- The name of the child.
- The name of the parent or the guardian of the child or the authorised nominee on the enrolment form providing authorisation.
- The name of the person/s authorised by a parent or authorised nominee named in the child's enrolment record to collect the child from the premises.
- The relationship to the child of the persons authorised to collect the child from the premises.
- The signature of the person providing authorisation and date.

All authorisation forms received (other than the initial enrolment form) from parents or guardians are to be checked for completion and checked that the authoriser (name and signature) is the nominated parent or guardian on the enrolment form.

If incomplete or inappropriately signed, the authorisation form should be returned to the parent or guardian for correction.

Unless confirmation has been proven, the activity will be suspended for the child’s participation until the form has been completed and authorised correctly.

Sources National Quality Standard Education and Care Services National Regulations 2011 Childcare Centre Desktop

Statutory Legislation & Consideration:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011

Refers to:

- Quality Area 2: Children’s Health and Safety
- Education and Care Services National law:
- Education and Care Services National Regulations: 92, 93, 94, 160, 161
- Link to National Quality Standard 2.1, 2.3 2.3 Each child is protected

Sources

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011
- Community Childcare Cooperative Sample Policies - www.ccccnsw.org.au

Date	Reason for the Review	Approved
10/10/13	Policy review updated in line with regulations	IB
06.03.2017	Annual Review	LM
05.02.2018	Annual Review	LM
06.06.2018	Update NQS codes	LM
05.02.2020	Annual Review	LM



BALLINA FOX STREET PRESCHOOL ACCESS TO CHILDREN AND THEIR RECORDS POLICY AND PROCEDURE

AIM

To ensure that Parents/Guardians have ready access to their child/ren, and their records, at all times unless there is a court order to the contrary.

To clarify the duty of the Preschool and the rights of Parents, Guardians and parent nominated individuals with reference to access to children and their records once enrolled at the Pre-School.

PROCEDURE

It is the Preschool's policy to allow access to children only to the person/s nominated on the enrolment form in accordance with our Privacy Policy.

Should a parent/guardian wish a person to have access to their child/ren and this person is not nominated on the enrolment form, the parent/guardian will need to notify the Preschool in writing or, in case of emergency, the parent/guardian may make a personal phone call to the Director or class teacher.

If a person who has not enrolled a child in Preschool and is not nominated on the enrolment form, comes to the Pre-School and demands a child, without prior notification from the parent/guardian, then we shall take the following steps:

- ✚ Ask the person to identify themselves with some documentation such as Driver's licence etc taking note of the name and address of the person.
- ✚ Ask upon what authority they come to the Preschool demanding the child.
- ✚ Consult the enrolling parent/guardian by telephone to ascertain whether the parent/guardian is agreeable to access being allowed to the person demanding same.
- ✚ If there is any doubt whatsoever, as to the advisability of the person having access to the child, we shall advise the person demanding the child that we will not permit them access to the child.
- ✚ If the person is, or becomes, angry or threatening, we shall ask them to leave the premises of the Preschool immediately and advise them that if they do not do so the police shall be phoned.
- ✚ If the person does not leave the Preschool, the police shall be phoned and advised of the situation.
- ✚ If staff are unable to prevent this person gaining access to the child by force, the enrolling parent/guardian and police will be informed immediately. A description of the person, details of any vehicle, registration number driven by that person shall be included with the name and address information obtained earlier.

Information and access to be denied to certain persons:

A person who has been forbidden by court order from having contact with a child attending the service:

- ✚ Must not be given any information concerning the child, and
- ✚ Must not be allowed to enter the premises of the children’s service while the child is attending the service, and
- ✚ Must not be permitted to collect the child from the service.
- ✚ The parent or person with parental responsibility will need to provide the preschool with a copy of any court orders that forbid contact with a person.
- ✚ If a person, other than those nominated on the enrolment form, visits the Pre-School with a Court Order which allows them to have access to the child/ren, then we have no legal right, and indeed we have an obligation not, to interfere with the operation of such an order.

A child’s records will be kept in a secure place.

Access to a child’s records will be limited to relevant Parent/s or guardian, certain authorised staff e.g. Director, Class teacher and/or Administrator, as nominated by the licensee and relevant Licensing Authorities (e.g. Director-General, CSA, FACS) unless prior permission from parent/s or guardian is obtained.

If a parent other than the enrolling parent/guardian or persons nominated on the enrolment form, requests inspection of the records in respect of a child, we must, upon proper verification that the person is indeed a parent of the child, make those records available.

If such a request is made, we shall take the following steps:

- ✚ Such information will not be given to anyone over the telephone.
- ✚ We shall ask that the request for the records be put in writing with evidence of the identification of the individual making the request sufficient to establish that the individual is indeed a parent of the child.
- ✚ We will alert the enrolling parent of the child, as soon as possible, that such a request has been received.

Statutory Legislation & Consideration:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011

Sources

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011
- Community Childcare Cooperative Sample Policies - www.cccnsw.org.au

Refers to:

Quality Area 7: Governance and Leadership
 Education and Care Services National Regulations: 102, 160-162
 Link to National Quality Standard 7.1.2 – Management Systems

Date	Reason for the Review	Approved
13/3/2013	Review of some responsibilities	IB

11/11/2014	Update of information	LM
16.02.2017	Review of information	LM
05.02.2018	Annual review	LM
06.06.2018	Update NQS codes	LM
05.02.2020	Update NQS Codes/ Annual Review	LM



BALLINA FOX STREET PRESCHOOL ANIMALS IN THE ENVIRONMENT POLICY AND PROCEDURE

AIM

Educators are “encouraged to foster children’s capacity to understand and respect the natural environment and the interdependence between people, plants, animals and the land.” Responsible ownership of pets, animals or birds that may reside at the Education and Care Service or visit the premises is vital. Role models of appropriate behaviours with animals and guidance in caring for the needs of animals is beneficial for children. This policy also considers the management of unwanted visitors such as pests and vermin.

- To provide a safe, clean and humane environment for all animals and birds that visit or reside at the service;
- To ensure pest control measures are regularly undertaken, and;
- To ensure there are procedures in place for removing unwanted animals, pests and vermin from the premises.

PROCEDURE

PRESCHOOL, PETS AND INVITED VISITORS

- Educators will ensure that all pets and their enclosures are kept clean and hygienic. Educators must ensure they have clean bedding and water. Food is available for the pet but kept out of reach of children at all times.
- Children must be supervised at all times when interacting with pets or animals. Educators will manage any health or safety risk for the children that may be caused by animals, such as asthma and allergies.
- Pets will not have access to children’s bedding, toys, food preparation areas, eating surfaces or utensils.
- Animals and birds visiting the education and care service as part of the educational program are the responsibility of the owner(s). The educators will ensure that the environment remains safe and hygienic at all times during the visit. Educators will complete risk assessment paperwork in relation to the visit.

ANIMALS AND BIRDS OTHER THAN PETS OR INVITED VISITORS

- There are situations that may spontaneously occur, involving animals. For example, there may be a situation where an animal or bird has made its way into the education and care service. Educators may use this as a spontaneous learning experience for the children. At all times they will ensure the safety and well being of the children.
- If an animal or bird is potentially dangerous; such as a snake or spider, educators will contact an appropriate authority for assistance. In NSW this authority is the National Parks and Wildlife Service - 1300 072 757 (8.30am – 5.00pm) or NSW Wildlife Information, Rescue and Education Service Inc on 13 000 WIRES - 13 00 094 737.
- The animal’s movements should be monitored to ensure a speedy and efficient capture by a
- Professional, but priority is to be given to educator, child and family safety. At no time is the

potentially dangerous animal, insect or bird to be approached or touched by educators, children or families.

PESTS AND VERMIN

- Pest control will occur at the education and care service on an annual basis. Educators will monitor any occurrences in the service to determine the success of control measures.
- If pests and vermin are seen, educators will advise the nominated supervisor. The approved provider is responsible for arranging additional pest control visits.
- Where appropriate, educators discuss with children safety issues relating to dangerous products, plants, vermin and objects.
- Educators will thoroughly clean all areas that animals or pests have accessed in the education and care service with hot, soapy water. If the remains of animal or animal faeces have been found, the remains will be disposed of according to the local Council guidelines and the area where the remains were found will be thoroughly disinfected with hot, soapy water.
- Educators will be responsible for assessing any situation in the education and care service where animals are involved to ensure the health, safety and well-being of children, families and animals.

Statutory Legislation & Considerations:

- The Work Health and Safety Act 2011 and the Work Health and Safety Regulation 2011

Refers to:

Quality Area 2: Children's Health and Safety
 Education and Care Services National Regulations 2011: 103, 168
 Link to National Quality Standard: 2.2.1 - Supervision

Sources:

- Community Childcare Cooperative Sample Policies
<http://cccnsw.org.au/resources/nqf/sample-policies>
- Kidsafe NSW Inc – www.kidsafensw.org.au
- NSW Department of Health - www.health.nsw.gov.au/factsheets/general/pettingzoo_fs.html
- Guide to the National Quality Standard (3) ACECQA (2011)
- Health and Safety in Children's Services Model Policies and Practices – 2nd Ed. revised (2003)
- www.community.nsw.gov.au/docswr/_assets/main/documents/childcare_model_policies.pdf
- Kidsafe NSW Inc – www.kidsafensw.org.au
- Staying Healthy in Child Care – Preventing Infectious Diseases in Early Childhood Education and Care Services - 5th Ed. 2013

Date	Reason for the Review	Approved
22/9/2013	Update information to include reference to new regulations and NQS references.	IB
16.02.2017	Review of information	LM
05.02.2018	Annual review	LM
06.06.2018	Update NQS codes	LM
05.02.2020	Update information/ Annual Review	LM



BALLINA FOX STREET PRESCHOOL

ARRIVAL AND DEPARTURE OF CHILDREN

POLICY AND PROCEDURE

AIM

This policy relates to the arrival and departure of children within the education and care setting. It is the responsibility of staff and families to ensure the safe arrival and departure of children at the education and care setting and the completion of statutory documentation. Practical and safe approaches will promote a smooth transition between home and Preschool and confirms children's presence or absence from the service. This ensures a child's arrival and departure at the service continues their safe care and custody.

The Preschool will:

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

Preschool hours are from 9:00am to 3.00pm
An Early Morning Service is available from
8:15am - 8:45am and 3.10pm -3.45 pm
and must be strictly adhered to.

PROCEDURE

1. A record of attendance, kept at the centre, includes full name of each child attending, arrival and departure times, and signature of the person who delivers and collects the child or the nominated supervisor or educator.

Responsibility of: **Approved provider or delegated authority.**

2. A child will leave the centre only with a parent, authorised nominee, an authorised delegate as a part of an excursion or because the child requires medical care. (This does not include a parent who is prohibited by a court order from having contact.)

Responsibility of: **Approved provider or delegated authority.**

In addition to these records the responsible person will:

- ✚ Review the Sign In and Out Sheet. Where parents or authorised persons have not signed in a staff member will note that the child is in attendance. Families will be reminded to complete this record.
- ✚ Ensure that two staff members verify all children have been signed out of the centre. If a child is not signed out educators/ staff members will check all areas of the centre to ensure no child remains. This will be confirmed via the Statement on the Sign In/ Out Sheet.

- ✚ Request a 'signed authority to release' form from the family prior to allowing anyone other than those listed on the enrolment form to collect a child from the service.
- ✚ Allow a child to leave the centre only with an authorised person who appears able to appropriately care for the child. Educators and staff will always act in the interest of safety for the child, themselves and other children in the care and education service.

It is at the educators' discretion to determine if they believe an authorised person is unable to appropriately care for the child based on the individual case and circumstances.

Families/family member or delegated authority will:

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

ARRIVAL AND DEPARTURE - THE EXPERIENCE FOR THE CHILD AND FAMILY

The responsible person will:

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

Educators and staff will:

- ✚ Set the environment with familiar areas for children to enjoy when they are settling into care. Changes in the environment will be discussed with children and families to promote consistency and to help children feel secure in their setting.
- ✚ Greet families and find out about the child's needs for the day.
- ✚ Support children to participate in an activity, assist with separation for both adults and children and to say goodbye.
- ✚ Welcome families at the conclusion of the day and communicate about the child's day. Any important messages will be passed on to families, including any changes in the child's routine, accident reports or medication needs.

Families/family member or delegated authority will:

- ✚ Communicate any changes of routine with educators. This communication may include information about medication, a change of routine, a person other than a known authorised adult picking up a child and completing documentation or if there is a change in time of arrival or departure for a child. These must be known by educators to ensure the safety and wellbeing of each child.

Statutory Legislation & Consideration:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011

Refers to:

Quality Area 7: Governance & Leadership
Education and Care Services National Regulations: 99
Link to National Quality Standard 7.1.2 – Management Systems

Sources

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011
- Community Childcare Cooperative Sample Policies - www.cccnsw.org.au

Date	Reason for the Review	Approved
13/3/2013	Review of some responsibilities	IB
11.11.2014	Update of information	LM
16.02.2017	Update of information	LM
05.02.2018	Annual Review	LM
06.06.2018	Update NQS codes	LM
05.02.2020	Update information/ Annual Review	LM



BALLINA FOX STREET PRESCHOOL

ATTENDANCE

POLICY AND PROCEDURE

AIM

To provide a quality early childhood care and education service for the community.

EXPLANATION

To structure attendance patterns according to the needs of the community whilst ensuring quality care for children.

PRACTICE

Our Preschool will provide quality early childhood education for 3 – 5 year old children.

Four Terms will comprise the Preschool Year with attendance days, public holidays and school holidays in accordance with those adopted by Department of Education and Communities. Department of Education and Communities Pupil Free days are not observed.

Hours of Preschool operation will be:

Children - 9.00am to 3.00pm.

An early start service will be available between 8.15am and 8.45am.
An afternoon late service will be available between 3.10pm and 3.45pm.

Staff – 8.00am to 4.00pm – i.e. 8 hours

The following groups will be offered:

2 day group 3-4 years - Monday and Tuesday **or**
3 day group 4-5 years- Wednesday Thursday and Friday

- ✚ Children will be offered a place in one of either group depending on the age they are turning in that year and when they will be transitioning to school.
- ✚ Each day parent/s, or their nominated person, must sign the register on arrival and departure of the child.
- ✚ Staff will receive children on arrival by greeting and welcoming parents and children.
- ✚ Staff must sign attendance register on arrival and departure. Two staff members are to ensure that all children are signed off at the end of each day and check the complete building to ensure that no-one is left on the premises. Staff will sign-off the attendance sheet to confirm that the building has been checked daily.

Statutory Legislation & Consideration:

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

- Education and Care Services National Regulations 2011

Sources

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011
- Community Childcare Cooperative Sample Policies - www.cccnsw.org.au

Refers to:

Quality Area 7: Governance & Leadership
 Education and Care Services National Regulations: 158,102, 160-162
 Link to National Quality Standard 7.1.2 – Management Systems

Date	Reason for the Review	Approved
13/3/2013	Update the early morning fee cost.	IB
16.02.2017	Update hours for children and staff	LM
05.02.2018	Annual review	LM
06.06.2018	Update NQS codes	LM
05.02.2020	Update information/ Annual review	LM



BALLINA FOX STREET PRESCHOOL BEHAVIOUR GUIDANCE POLICY AND PROCEDURE

AIM

To provide children with consistent emotional support that will help children develop skills and understandings needed to interact appropriately with their peers and staff. Educators will provide a welcoming environment that respects and values the child's family, allowing for meaningful relationships.

BACKGROUND INFORMATION

"Educators who give priority to nurturing relationships and providing children with consistent emotional support can assist children to develop the skills and understandings they need to interact positively with others". (EYLF 2009)

Behavioral mistakes are natural and children have the right to adult respect and support when faced with difficult moments of childhood.

PRACTICE

1. Develop secure and respectful relationships with each child's family and develop a partnership that allows for families to actively collaborate and to be involved in their child's learning/behavior and or discussions in relation to Preschool and at home.
2. Educators will recognize the parents are their child's first and most influential teacher. (EYLF 2009)
3. Take a positive approach to guiding children's behavior that is ultimately aimed at empowering children to regulate their own behavior and to develop the skills to negotiate and resolve conflicts or disagreements with others.
4. Develop guidance strategies that demonstrate respect and understanding of individual children when they strive to recognise and understand why each child may behave in a certain way, or why behavior may occur in particular circumstances or at specific times of the day
5. Adopt a holistic approach to teaching and learning and be responsive to children's strengths, abilities and interests.
6. Educators are aware of any one of a range of medical health, family or emotional influences could impact on a child's behavior and needs. Children can feel overwhelmed at times and cannot organise themselves. Dis-organised behaviors can lead to tantrums or aggression. At this point children need caring adults to guide and help children work through these emotions in a positive way.
7. Provide play experiences that promotes the inclusion of all children in play. Educators will help children recognize when play is unfair. And offer constructive ways to build a caring, fair and inclusive community. (EYLF 2009)
8. Educators will support children's well being, providing an avenue for children to cope with day-to-day stress and challenges.
9. Educators will be mindful of their own biases and opinions and focus on children's perspectives and understandings. Educators will seek support and assistance if unable to deal with a specific situation.

10. When necessary make an appointment with the child's parent (s)/carer (s) to discuss issues or concerns regarding the child's behavior and develop strategies with the parent or carer to assist the child.
11. In partnership with parents/carers utilise other specialist services or agencies, i.e. family therapists, psychologists etc to provide assistance in developing strategies and offer advice if necessary.
12. Provide opportunities for parents/carers to gain further information relating to child development and behavior management strategies for example, parent meetings, literature and access to parent courses.
13. At times children may present a danger to themselves and other children within the Preschool. At the discretion of the Manager/Nominated Supervisor parents may be called to collect their child when all other behavioural guidance techniques have been exhausted.

STRATEGIES

Staff will:

- ✚ Maintain interactions with children, which convey to them that they are valued as competent and capable learners.
- ✚ Be actively engaged in children's learning and share decision-making with them.
- ✚ Ensure children participate actively in everyday routines and are empowered by having authentic decision-making capabilities.
- ✚ Encourage team-work, collaboration, meetings, dialogue and discussion.
- ✚ Role-model and engage in constructive everyday interactions and shared learning experiences with each other.
- ✚ Ensure interactions with children are warm and responsive.
- ✚ Mediate and assist children to negotiate their rights in relation to the rights of others.
- ✚ Structure the physical environment and routines of the preschool to ensure there are large periods of time for the children to engage in projects and play experiences of their own choosing.
- ✚ Establish an environment conducive to small group work.
- ✚ Establish spaces, resources and routines, which minimise times when children are likely to experience stress or frustration.
- ✚ Discuss emotions, feelings and issues of inclusion and exclusion.
- ✚ Listen empathetically.
- ✚ Preempt potential conflicts or challenging behaviours by monitoring children's play and supporting interactions where there is conflict.
- ✚ Use positive language, facial expressions and gestures when redirecting children's behaviour.
- ✚ Respond promptly to children's aggressive or bullying behaviour.
- ✚ Reinforce children's positive behaviour and decision-making.

AREAS OF CONCERN

Breaching The Peace – the wellbeing of **all** our children is paramount and there are times when one child's behavior is unable to be guided and results in the inability of all the other children to learn and participate in the preschool program. Whilst all our educators are very experienced in working with all children, there are also times when this is insufficient to settle a child and when this occurs, parents will be called to collect their child. This should not be viewed as punishment for the child but rather as a last resort to ensuring that the peace and learning environment is maintained for all children.

EVALUATION

Ballina Fox Street Preschool will regularly evaluate the goals and strategies of this policy through daily pedagogical dialogue between staff and between staff and children, pedagogical documentation, staff meetings, discussions with families and committee meetings. Pedagogical documentation will allow us to make visible the interactions between all members of the environment and ways in which we are addressing the goals of this policy.

Statutory Legislation & Consideration:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011
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Refers to:

- Quality Area 5: Relationships with children
- Education and Care Services National Law: 166-167
- Education and Care Services National Regulations: 84, 168
- Link to National Quality Standard 5.2.2 Self-Regulation

Sources:

- The Guide to the National Quality Standard (2011)
- Early Years Learning Framework (2009)
- Code of Ethics Early Childhood Australia
- Community Childcare Cooperative Sample Policies - www.ccccnsw.org.au
- United Nations Convention on the Rights of the Child (1989)

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10/4/2013	Annual review	IB
11.11.2014	Annual review	LM
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16.02.2017	Update and review of information	LM
05.02.2018	Annual Review	LM
06.06.2018	Update NQS codes	LM
05.02.2020	Update information/ Annual Review	LM



BALLINA FOX STREET PRESCHOOL

BREACH OF THE PEACE

POLICY AND PROCEDURE

AIM

To provide a safe and peaceful environment for children and staff.

BACKGROUND

Behaviour that results in a breach of the peace can have a detrimental effect on the emotional and physical wellbeing of both children and staff. To ensure a peaceful environment conducive to wellbeing is maintained, it is essential to have the necessary procedures in place to facilitate the safe and swift resolution of a breach of the peace.

PROCEDURE

In the case of an ***intruder***:

- + Staff will alert the Director who will establish the identity of the individual and the purpose of their presence on Preschool premises.
- + Anyone behaving suspiciously will not be approached.
- + If the Director deems it necessary, the police / relevant authorities shall be telephoned to investigate / attend.
- + Children will remain under staff supervision and if necessary, emergency evacuation procedures or lock down procedures will be implemented (see Emergency - Fire and Evacuation Policy).
- + Parents/guardians will be notified of an incident at the discretion of the Director.

In the case of ***Unresolved Conflict***:

- + Staff will advise the Director immediately should a situation of conflict arise.
- + The Director, in the company of another member of staff, shall do everything reasonable and within means to resolve the conflict.
- + Should the Director deem it necessary, the police / relevant authorities shall be telephoned to attend the Preschool.
- + Children will remain under staff supervision and if necessary emergency evacuation or lock-down procedures will be implemented (see Emergency - Fire and Evacuation Policy).
- + Parents/guardians shall be notified of an incident at the discretion of the Director.

<i>Statutory Legislation & Consideration:</i>
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| <ul style="list-style-type: none">- Children (Education and Care Services National Law Application) Act 2010- Education and Care Services National Regulations 2011 |
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<i>Refers to:</i>

- Quality Area 2: Children’s Health and Safety
- Education and Care Services National Regulations: 97,168
- Link to National Quality Standard 2.2: Safety – 2.2.1, 2.2.2

Sources:

- The Guide to the National Quality Standard (2011)
- Early Years Learning Framework (2009)
- Community Childcare Cooperative Sample Policies - www.cccnsw.org.au
- United Nations Convention on the Rights of the Child (1989)

Date	Reason for the Review	Approved
13/3/2013	Annual review	IB
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05.02.2018	Annual review	LM
06.06.2018	Update NQS codes	LM
05.02.2020	Update information/ Annual Review	LM



BALLINA FOX STREET PRESCHOOL CHILD PROTECTION POLICY AND PROCEDURES

AIM

Our service is committed to providing an environment that fosters health, development, spirituality, self-respect and dignity that is free from violence and exploitation. Under the Children and Young Persons (Care and Protection) Act 1998, children and young people must receive the care and protection necessary to ensure their safety, welfare and wellbeing.

All educators and volunteers of our service are Mandatory Reporters and are required to report to the Child Protection Helpline (Phone: 132 111) if they have reasonable grounds to suspect a child or young person is at risk of significant harm and have current concerns about the safety, welfare or wellbeing of a child or young person where the concerns arise during or from their work.

We are committed to ensuring all educators and staff has a full understanding of their responsibilities as a Mandatory Reporter and is supported in fulfilling these.

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

DEFINITIONS

'At risk of significant harm' - in relation to a child or young person means that there are current concerns for their safety, welfare or wellbeing because of the presence to a significant extent of any one or more of the following circumstances. (Any such circumstances may relate to a single act or omission or to a series of acts or omissions.)

- ✚ The child's or young person's basic physical or psychological needs are not being met or at risk of not being met;
- ✚ The parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive medical care;
- ✚ In the case of a child or young person who is required to attend school in accordance with the Education Act 1990 — the parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive and education in accordance with that Act;
- ✚ The child or young person has been, or is at risk of being, physically or sexually abused or ill-treated;
- ✚ The child or young person is living in a household where there have been incidents of domestic violence and, as a consequence, the child or young person is at risk of serious physical or psychological harm;
- ✚ A parent or other caregiver has behaved in such a way towards the child or young person that the child or young person has suffered or is at risk of suffering serious psychological harm; or
- ✚ The child was the subject of a pre-natal report under section 25 of the Children and Young Persons Care and Protection Act 1998 and the birth mother of the child did not engage successfully with the support services to eliminate, or minimise to the lowest level reasonably practical, the risk factors

that gave rise to the report.

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

- ✚ Your observations of the child, young person or family; or
- ✚ What the child, young person, parent or another person has told you. It does not mean that you are required to confirm your suspicions or have clear proof before making a report.

PROCEDURES

The Approved Provider/Nominated Supervisor will:

- ✚ Ensure that under the Child Protection (Working with Children) Act 2012 and the Child Protection (Working with Children Regulation 2013) each person in these roles has a clear Working With Children Check:
 1. An approved provider or manager of an education and care service
 2. A certified supervisor of an education and care service
- ✚ Ensure every adult working with children is made aware of the Children and Young Persons (Care and Protection) Act 1998 and Child Story: A shared approach to child wellbeing and of their obligations under this law and action plan (Education and Care Services National Regulation, Regulation 84, National Quality Standards QA 2);
- ✚ Orientate every working adult to this child protection policy, 'Child Story' protocols and Mandatory Reporter responsibilities and ensuring their regular review of these;

Educators and staff will:

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

DOCUMENTATION OF CURRENT CONCERNS

The Approved Provider/Nominated Supervisor will:

- ✚ Support staff through the process of documenting and reporting current concerns of children at risk of significant harm; and
- ✚ Provide all staff and educators with clear guidelines around documentation and a template to support this.

Educators and staff will:

- ✚ Make a record of the indicators observed that have led to the belief that there is a current risk of harm to a child or young person. Information on indicators of risk of harm are outlined in the NSW Mandatory Reporters Guide which is accessible at: <https://reporter.childstory.nsw.gov.au/s/mrg>

- ✚ Discuss any concerns with the Nominated Supervisor of the service.
- ✚ Advise the Nominated Supervisor of their intention to make a report to the Child Protection Helpline **(132 111)**;
- ✚ Advise the Nominated Supervisor when a report has been made to the Child Protection Helpline.

MANDATORY REPORTING

The Approved Provider/Nominated Supervisor will:

- ✚ Provide all staff and educators working directly with children with a copy of this Child Protection Policy and a copy of the Mandatory Reporters Guide to assist them in their reporting;
- ✚ Provide all staff and educators working directly with children with access to the Child Wellbeing and Child Protection NSW Interagency Guidelines; and
- ✚ Display the Child Protection Helpline number (132 111) on all phone and lists of emergency contact number in the interests of timely reporting.

Educators and Staff will:

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

If you are a mandatory reporter, you can make **non-imminent** suspected risk of significant harm reports to the Child Protection Helpline either by using Child Story website <https://reporter.childstory.nsw.gov.au/s/mrg>

or by phone. All urgent reports must be made by phone to the Helpline on **132 111**

The general public should call the Child Protection Helpline on 132 111.

If you are a **mandatory reporter employed in a government agency that has a Child Wellbeing Unit (CWU)** – you can call your CWU for help in identifying whether a case meets the statutory threshold of risk of significant harm.

If you are a **mandatory reporter employed by a non-government organisation or a government agency without a CWU** – you can report matters, where you believe a child is at risk of significant harm, to the Child Protection Helpline.

You are encouraged to use the [Mandatory Reporter Guide](#) before making a report to the Helpline

DISCLOSURES OF ABUSE

Educators and staff will:

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

Educators and staff will not:

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

It is important to understand that our role is solely to support the wellbeing of the child at all times, not to investigate further any disclosure made by the child.

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

Allegations of abuse against staff, educators, volunteers or students

The Approved Provider/Nominated Supervisor will:

- ✚ Develop and maintain a system of appropriate record keeping for all allegations to ensure detailed documentation is made and stored as required;
- ✚ Take all allegations of abuse seriously and clarify what is being alleged with the person who is making the allegation;
- ✚ Assess whether or not a child or young person is 'at risk of significant harm' and, if so, make a report to the Child Protection Helpline;
- ✚ Determine whether or not the allegation is a reportable allegation, a reportable conviction, or reportable conduct.
- ✚ Consider whether or not the police need to be informed of the allegation and if so, make a report;
- ✚ If a report is made to the police, complete a SI01 Notification Of Serious Incident Form and submit to Department of Education and Communities within 24 hours of the incident;
- ✚ If a report has not been made to the police, complete a NL01 Notification of Complaints and Incidents (other than serious incidents) Form and submit to the Department of Education and Communities within 7 days of the incident;
- ✚ Ensure confidentiality is maintained at all times and that systems are in place to deal with any breaches of confidentiality;
- ✚ Undertake a risk management approach following an allegation to ensure the protection and safety of children, staff and visitors to the service. Based on this risk assessment, decisions will be made in

order to manage the risks that have been identified;

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

If the allegation is being investigated by Family and Community Services or the Police, the service will be guided by their advice as to whether they should independently investigate the allegation. If the investigation is carried out by the service, the information that has been gathered will be assessed and a finding made as to whether the allegation is false, vexatious, misconceived, not reportable conduct, not sustained or sustained. The reasons for the finding will be clearly recorded to ensure that the decision-making has been transparent;

- ✚ The educator, volunteer or student will be advised of the outcome of the investigation in writing. Advice will be provided about the investigation finding and any follow up action that may be required. Advice will also be provided about any rights of appeal and the person will be advised that the NSW Ombudsman has been notified and the Commission of Children and Young Persons also notified of the relevant employment proceeding (if relevant);
- ✚ Part B of the Ombudsman Notification form will be completed and sent to the Child Protection Division, NSW Ombudsman with all supporting documentation gathered during the investigation;
- ✚ Family and Community Services will also be informed of the outcome of the investigation.

INFORMING THE EDUCATOR, VOLUNTEER/STUDENT

The Approved Provider/Nominated Supervisor will:

- ✚ Treat the staff member/educator/volunteer/student with fairness at all times and uphold their employee rights at all times;
- ✚ Depending on the nature of the allegation, arrange to inform the person immediately (though be guided by the advice of FaCS or the police);
- ✚ Arrange for the person against whom an allegation has been made, to have a support person attend the meeting. This support person must not participate in the discussions throughout the meeting;
- ✚ Make accurate documentation of all conversations, and ensure all records are kept confidentially;
- ✚ Offer counselling or support to the person subject to the allegation;
- ✚ Depending on the nature of the allegation made, the person subject to the allegation may be suspended pending further investigation;
- ✚ After all investigations are completed, provide the educator/carer/ volunteer with verbal and written notification of the outcome of the investigation.

RIGHTS OF ALL PARTIES

- ✚ The decision-making process throughout the investigation will be based on the safety and well being of the child/ren and the staff/ carers/carer's household members;
- ✚ Consideration will be taken in relation to actual or potential 'conflicts of interest' that may be held by the investigator
- ✚ All reportable allegations will be notified to the Ombudsman. The person, against whom the allegation has been made, will be notified of this and will also be notified of the investigation find and follow up action, including the notification to the Commission of Children and Young Persons, if relevant;
- ✚ The person, against whom the allegation has been made, will be notified of any appeal mechanisms if they are not satisfied with the investigation process or the outcome of the investigation;

- ✚ The Licensee, Authorised Supervisor, or other nominated person who conducts the investigation, will ensure that they act without bias, without delay and without conflict of interest; and
- ✚ All parties can complain to the Ombudsman if they are not satisfied with the conduct of the investigation;

Further information on the Ombudsman can be obtained by:
Phoning: 02 9286 1000 or toll-free (outside Sydney metro) 1800 451 524
Emailing: nswonbo@ombo.nsw.gov.au
Web: www.ombo.nsw.gov.au

CONFIDENTIALITY

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

Statutory Legislation & Considerations:

- Commission for Children and Young People Act 1998
- Ombudsman Act 1974
- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011
- Child Protection (Working With Children) Act 2012

Refers to:

- Quality Area 2:- Children’s health and Safety
- Education and Care Services National Regulations: 102, 160-162
- Link to National Quality Standard 2.2.3 – Child Protection

Sources:

- Council of Social Service of New South Wales 2010, Keep Them Safe: www.ncoss.org.au
- NSW Government, Department of Human Services, Community Services, Resources for Mandatory Reporters, accessed from: www.community.nsw.gov.au/preventing_child_abuse_and_neglect/resources_for_mandatory_reporters.html
- NSW Government, Department of Premier and Cabinet, Child Wellbeing & Child Protection: NSW Interagency Guidelines, accessed from: www.keepthemsafe.nsw.gov.au
- NSW Government, 2009, Department of Premier and Cabinet, Child Wellbeing & Child Protection: NSW Interagency Guidelines: Mandatory Reporter Guide, accessed from: www.sdm.community.nsw.gov.au/mrg/app/summary.page
- Community Childcare Cooperative Sample Policies - www.cccnsw.org.au

Date	Reason for the Review	Approved
10/4/2013	Annual review	IB
24.11.2014	Update information	LM
16.02.2017	Annual review	LM
26.09.2018	Update of Mandatory reporting	LM
05.02.2020	Update of information/ Annual Review	LM



BALLINA FOX STREET PRESCHOOL CHILD SAFE ENVIRONMENT POLICY AND PROCEDURE

AIM

This policy will provide a clear set of guidelines and procedures to ensure:

- ✚ All children attending Fox Street Preschool are provided with a safe environment.
- ✚ All reasonable steps are taken by the Approved Provider, educators and staff to ensure the health, safety and wellbeing of children attending the service
- ✚ Timely and effective intervention for children and young people who may be at risk of abuse or neglect.

Ballina Fox Street Preschool has a moral and legal responsibility to ensure that all children are safe in their care, and will provide training, resources, information and guidance to support this.

Our Preschool is committed to:

- ✚ Ensuring that the health, safety and wellbeing of children at the service are protected at all times while also promoting their learning and development.
- ✚ Ensuring a non-smoking environment.
- ✚ Fulfilling its duty of care (refer to Definitions) obligations under the law by protecting children from any reasonable, foreseeable risk of injury or harm.
- ✚ Ensuring that people caring for children at the service act in the best interests of the child and take all reasonable steps to ensure the child's safety and wellbeing at all times.
- ✚ Supporting the rights of all children to feel safe, and be safe, at all times.
- ✚ Developing and maintaining a culture in which children feel valued, respected and cared for.
- ✚ Encouraging active participation from parents/guardians and families at the service and ensuring that best practice is based on a partnership approach and shared responsibility for children's health, safety, wellbeing and development.
- ✚ Promoting children's development and wellbeing.

This policy applies to the Approved Provider, Nominated Supervisor, Responsible people, educators, staff, students on placement, volunteers, parents/guardians, children and others attending the programs and activities of Ballina Fox Street Preschool.

BACKGROUND AND LEGISLATION

Background:

"Every child has the right to live a full and productive life. It is up to all of us to ensure our children grow up in environments that build confidence, friendship, security and happiness, irrespective of a person's family circumstances and background" (Protecting the safety and wellbeing of children and young people – refer to Sources).

The protection of children, one of the most vulnerable groups in society, is a shared community responsibility and involves ensuring that all children are safe, their needs are met and the possibility of

child abuse is minimised. The Children, Youth and Families Act 2005 (CYFA) provides the legislative basis for the provision of services to vulnerable children, young people and their families, and places children's best interests at the heart of decision making and service delivery.

Under the Education and Care Services National Regulations 2011, the Approved Provider must ensure that all educators and staff are familiar with current policies and procedures with regard to child protection, including state and territory legislative responsibilities and their obligations under these laws (Regulation 84).

Early childhood educators, in daily contact with children and their families, are well placed to observe when a child appears to be at risk of harm arising from abuse or neglect. Services have a duty of care (refer to Definitions) to act immediately to protect and preserve the safety and wellbeing of the children in their care. Any person who believes, on reasonable grounds, that a child is in need of protection may report their concerns to Child Protection (refer to Definitions) (Protecting the safety and wellbeing of children and young people – refer to Sources).

The Education and Care Services National Law Act 2010 and the Education and Care Services National Regulations 2011 require that approved services protect children from any harm and hazards, and to adequately supervise children at all times. Adult supervision is a key factor in creating and maintaining child safe environments. Active supervision together with risk minimisation strategies can prevent or reduce the risk of injury to children.

Risk minimisation strategies, supported by clear policies and procedures for specific areas of child safety will help ensure the environment and practices at the service are child safe. Policies and procedures must be developed in relation to all matters specified in Regulation 168(2), including emergency and evacuation, water safety, sun protection, delivery and collection of children, and incident, injury, trauma and illness. Risks in the child's physical environment can be minimised by ensuring the safety of buildings, grounds, equipment, materials and furniture used at the service, and the safe storage and use of dangerous substances such as cleaning products and chemicals.

PROCEDURES

The Approved Provider is responsible for: *In relation to child protection matters:*

- ✚ Ensuring that the Nominated Supervisor and staff members at the service who work with children are advised of current child protection legislation, its application, and any obligations that they may have under that law (Regulation 84).
- ✚ Identifying the potential for and signs of child abuse, developing and implementing effective prevention strategies in consultation with the Nominated Supervisor and educators/staff.
- ✚ Ensuring recruitment and induction processes for educators, staff and contractors are in line with this policy.
- ✚ Screening all educators and staff, including undertaking criminal history checks (if required), Working with Children Checks, reference checks and interviews (refer to Staffing Policy).
- ✚ Ensuring that volunteers/students, parents/guardians and other visitors to the service are not left with sole supervision of individual children or groups of children.
- ✚ Ensuring that where the service has been notified of a court order prohibiting an adult from contacting an enrolled child, such contact does not occur while the child is on the service premises.
- ✚ Ensuring clear procedures are in place for reporting suspected child abuse and management of complaints

The Nominated Supervisor is responsible for: In relation to child protection matters:

- ✚ Ensuring that they are aware of current child protection legislation, its application and any obligations that they may have under that law.
- ✚ Keeping up to date and complying with any relevant changes in legislation and practices in relation to this policy.
- ✚ Arranging appropriate training and education for educators and staff on child protection, including recognising the signs and symptoms of child abuse (refer to Definitions), knowing how to respond, and understanding processes for reporting and managing concerns/incidents.
- ✚ Identifying the potential for child abuse and developing and implementing effective prevention strategies in consultation with the Approved Provider and educators/staff.
- ✚ Ensuring that where the service has been notified of a court order prohibiting an adult from contacting an enrolled child, such contact does not occur while the child is on the service premises.
- ✚ Identifying and implementing appropriate programs and practices to support the principles of a child safe organisation in consultation with the Approved Provider and educators at the service.
- ✚ Co-operating with other services and/or professionals in the best interests of children and their families.
- ✚ Ensuring that families are made aware of support services available to them and of the assistance these services can provide.
- ✚ Ensuring that no child is left alone (or is out of sight) with a contractor, visitor, volunteer, student or parent/guardian at the service.
- ✚ Implementing the procedures for reporting suspected child abuse and management of complaints.
- ✚ Notifying the Approved Provider immediately on becoming aware of a concern, complaint or allegation regarding the health, safety and welfare of a child.
- ✚ Offering support to the child and their family, and to educators and staff in response to concerns or reports relating to the health, safety and wellbeing of a child.
- ✚ Implementing and reviewing this policy in consultation with the Approved Provider, educators, staff, contractors and parents/guardians.
- ✚ Maintaining confidentiality at all times.

In relation to providing a child safe environment at the service:

- ✚ Ensuring that all educators and staff who work with children are aware of this policy and are supported to implement it in the service.
- ✚ Protecting the rights of children and families and encouraging their participation in decision-making at the service.
- ✚ Ensuring that all children are adequately supervised at all times (refer to Supervision of Children Policy and Interactions with Children Policy).
- ✚ Ensuring learning environments are established that provide sufficient space and include carefully chosen and well-maintained resources and equipment that will help enhance the quality of children's learning and experiences.

Organising/facilitating regular safety audits of the following:

- Emergency equipment.
- Playgrounds and fixed equipment in outdoor environments.
- Cleaning services.
- Horticultural maintenance.
- Pest control.

- Ensuring that all cupboards/rooms are labelled accordingly, including those that contain chemicals and first aid kits, and that child-proof locks are installed on doors and cupboards where contents may be harmful.
- Ensuring that all contractors/visitors sign in to the visitor's log book.
- Ensuring the physical environment at the service is safe, secure and free from hazards for children.
- Ensuring all equipment and materials used at the service meet relevant safety standards.
- Implementing and practising emergency and evacuation procedures ensuring there are appropriate procedures in place for the safe delivery and collection of children ensuring that all educators and staff at the service who work with children are aware that it is an offence to subject a child to any form of corporal punishment, or any discipline that is unreasonable or excessive in the circumstances.
- Implementing and reviewing this policy in consultation with the Nominated Supervisor, educators, staff, contractors and parents/guardians.
- Identifying and providing appropriate resources and training to assist educators, staff, contractors, visitors, volunteers and students to implement this policy.
- Keeping up to date and complying with any relevant changes in legislation and practices in relation to this policy.

Responsible person and other educators are responsible for: In relation to child protection matters:

- ✚ Keeping up to date and complying with any relevant changes in legislation and practices in relation to this policy.
- ✚ Undertaking appropriate training and education on child protection, including recognising the signs and symptoms of child abuse (refer to Definitions), knowing how to respond, and understanding processes for reporting and managing concerns/incidents.
- ✚ Identifying the potential for child abuse and developing and implementing effective prevention strategies in consultation with the Approved Provider and the Nominated Supervisor.
- ✚ Ensuring that where the service has been notified of a court order prohibiting an adult from contacting an enrolled child, such contact does not occur while the child is on the service premises.
- ✚ Identifying and implementing appropriate programs and practices to support the principles of a child safe organisation in consultation with the Approved Provider and Nominated Supervisor at the service.
- ✚ Co-operating with other services and/or professionals in the best interests of children and their families.
- ✚ Informing families of support services available to them and of the assistance these services can provide.
- ✚ Ensuring that no child is left alone (or is out of sight) with a contractor, visitor, volunteer, student or parent/guardian at the service.
- ✚ Implementing the procedures for reporting suspected child abuse and management of complaints.
- ✚ Notifying the Nominated Supervisor or the Approved Provider immediately on becoming aware of any concerns, complaints or allegations regarding the health, safety and welfare of a child.
- ✚ Offering support to the child and their family, and to other educators and staff in response to concerns or reports relating to the health, safety and wellbeing of a child.
- ✚ Maintaining confidentiality at all times.
- ✚ Reviewing this policy in consultation with the Approved Provider, Nominated Supervisor, educators, staff, contractors and parents/guardians.

In relation to providing a child safe environment at the service:

- ✚ Maintaining learning environments that provide sufficient space and include carefully chosen and well maintained resources and equipment to ensure a safe environment.
- ✚ Maintaining a regular cleaning schedule for all equipment to avoid cross-infection.
- ✚ Maintaining a clean environment daily and removing tripping/slipping hazards as soon as these become apparent (refer to Occupational Health and Safety Policy).
- ✚ Conducting a daily check of the building, ensuring all children are signed out of the service, doors and windows are closed and locked, and appliances are switched off etc.
- ✚ Actively supervising children at all times.
- ✚ Educating and empowering children to talk about events and situations that make them feel uncomfortable.
- ✚ Ensuring children are adequately supervised at all times.
- ✚ Ensuring the physical environment at the service is safe, secure and free from hazards for children.
- ✚ Ensuring all equipment and materials used at the service meet relevant safety standards.
- ✚ Implementing and practising emergency and evacuation procedures,
- ✚ Ensuring there are appropriate procedures in place for the safe delivery and collection of children.
- ✚ Ensuring that children at the service are not subjected to any form of corporal punishment, or any discipline that is unreasonable or excessive in the circumstances.
- ✚ Implementing and reviewing this policy in consultation with the Nominated Supervisor, educators, staff, contractors and parents/guardians.
- ✚ Identifying and providing appropriate resources and training to assist educators, staff, contractors, visitors, volunteers and students to implement this policy.
- ✚ Protecting the rights of children and families, and encouraging their participation in decision-making.
- ✚ Keeping up to date and complying with any changes in legislation and practices in relation to this policy.

The educators and staff are responsible for:

- ✚ Ensuring educators undertake appropriate training and education on child protection, including recognising the signs and symptoms of child abuse (refer to Definitions), knowing how to respond, and understanding processes for reporting and managing concerns/incidents.
- ✚ Offering support to the child and their family, and to educators and staff in response to concerns or reports relating to the health, safety and wellbeing of a child.
- ✚ Developing co-operative relationships with appropriate services and/or professionals in the best interests of children and their families.
- ✚ Identifying and implementing appropriate programs and practices to support the principles of a child safe organisation, in consultation with the Nominated Supervisor and educators/staff at the service.
- ✚ Notifying DET, in writing, within 24 hours of becoming aware of a notifiable complaint (refer to Definitions) or allegation regarding the health, safety and/or welfare of a child.
- ✚ Maintaining confidentiality at all times.

In relation to providing a child safe environment at the service:

- ✚ Ensuring children are adequately supervised and that educator-to-child ratios are maintained at all times.

- ✚ Ensuring parents/guardians have completed the enrolment form including details of authorised nominees, and permission forms for excursions and administration of medication.
- ✚ Ensuring the physical environment at the service is safe, secure and free from hazards for children.
- ✚ Ensuring all equipment and materials used at the service meet relevant safety standards.
- ✚ Implementing and practising emergency and evacuation procedures ensuring there are appropriate procedures in place for the safe delivery and collection of children.
- ✚ Ensuring that the Nominated Supervisor, educators and all staff at the service who work with children are aware that it is an offence to subject a child to any form of corporal punishment, or any discipline that is unreasonable or excessive in the circumstances.
- ✚ Implementing and reviewing this policy in consultation with the Nominated Supervisor, educators, staff and parents/guardians.
- ✚ Identifying and providing appropriate resources and training to assist educators and staff to implement this policy.
- ✚ Protecting the rights of children and families, and encouraging their participation in decision-making.
- ✚ Ensuring the Nominated Supervisor, educators, staff, contractors, volunteers and students are kept informed of any relevant changes in legislation and practices in relation to this policy.

Parents/guardians are responsible for:

- ✚ Reading and complying with this policy.
- ✚ Reporting any concerns, including in relation to potential for child abuse, to the Nominated Supervisor.
- ✚ Abiding by the service’s Family Code of Conduct and the ECA Code of Ethics

Volunteers and students, while at the service, are responsible for following this policy and its procedures.

EVALUATION

In order to assess whether the values and purposes of the policy have been achieved, the Approved Provider of Ballina Fox Street Preschool will:

- ✚ Regularly seek feedback from everyone affected by the policy regarding its effectiveness particularly in relation to identifying and responding to child safety concerns.
- ✚ Monitor the implementation, compliance, complaints and incidents in relation to this policy.
- ✚ Keep the policy up to date with current legislation, research, policy and best practice.
- ✚ Revise the policy and procedures as part of the service’s policy review cycle, or as required.
- ✚ Notify parents/guardians at least 14 days before making any changes to this policy or its procedures.

DEFINITIONS

The terms defined in this section relate specifically to this policy. For commonly used terms e.g. Approved Provider, Nominated Supervisor, Regulatory Authority etc. refer to the General Definitions section of this manual.

Abuser: A person who mistreats and/or harms a child or young person.

Abuse: (In the context of this policy) refers to physical and/or emotional mistreatment, and/or lack of care of the child. Examples include sexual abuse, the witnessing of family violence and any non-accidental injury to a child.

Bullying: Repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Bullying occurs when one or more people deliberately and repeatedly upset or hurt another person, damage their property, reputation or social acceptance. **Child:** A child or young person is a person under 18 years of age.

Child abuse: An act or omission by an adult that endangers or impairs a child's physical and/or emotional health and development. Child abuse can be a single incident but often takes place over time. Abuse, neglect and maltreatment (refer to Definitions) are generic terms used to describe situations in which a child may need protection.

Child abuse includes any and all of the following:

- ✚ **Physical abuse:** When a child suffers or is likely to suffer significant harm from an injury inflicted by a parent/guardian, caregiver or other adult. The injury may be inflicted intentionally, or be the consequence of physical punishment or the physically aggressive treatment of a child. Physical injury and significant harm to a child can also result from neglect by a parent/guardian, caregiver or other adult. The injury may take the form of bruises, cuts, burns or fractures, poisoning, internal injuries, shaking injuries or strangulation.
- ✚ **Sexual abuse:** When a person uses power or authority over a child, or inducements such as money or special attention, to involve the child in sexual activity. It includes a wide range of sexual behaviour from inappropriate touching/fondling of a child or exposing a child to pornography, to having sex with a child³.
- ✚ **Emotional and psychological abuse:** Involves continuing behaviour by adults towards children, which erodes social competence or self-esteem over time. It occurs when a person engages in inappropriate behaviours, such as rejecting, ignoring, threatening or verbally abusing a child, or allowing others to do so.
- ✚ **Racial, cultural and religious abuse:** Conduct that demonstrates contempt, ridicule, hatred or negativity towards a child because of their race, culture or religion (OCSC).

Child sex offender: Someone who sexually abuses children, and who may or may not have prior convictions.

Child protection: The term used to describe the whole-of-community approach to the prevention of harm to children. It includes strategic action for early intervention, for the protection of those considered most vulnerable and for responses to all forms of abuse.

Child Protection Service: The statutory child protection, to protect children and young people at risk of abuse and neglect. This service also works closely with Family Services to support the assessment and engagement of vulnerable children and families in community-based.

Code of conduct: A set of rules or practices that establish a standard of behaviour to be followed by individuals and organisations. A code of conduct defines how individuals should behave towards each other and towards other organisations and individuals in the community (refer to Code of Conduct Policy).

Disclosure: (In the context of this policy) refers to a statement that a child or young person makes to another person that describes or reveals abuse.

Domestic/family violence: The repeated use of violent, threatening, coercive or controlling behaviour by an individual against a family member(s) or someone with who they have or have had an intimate relationship, including carers.

Duty of care: A common law concept that refers to the responsibilities of organisations to provide people with an adequate level of protection against harm and all reasonable foreseeable risk of injury. In the context of this policy, duty of care refers to the responsibility of education and care services to provide

children with an adequate level of care and protection against foreseeable harm and injury.

Maltreatment: (In the context of this policy) refers to physical and/or emotional mistreatment, and/or lack of care of the child. Examples include sexual abuse, the witnessing of family violence and any non-accidental injury to a child.

Mandatory reporting: The legal obligation of certain professionals and community members to report when they believe, on reasonable grounds, that a child is in need of protection from harm. A broad range of professional groups are identified in the CYFA as 'mandatory reporters'. Mandated staff members must make a report to Child Protection as soon as is practicable after forming a belief, on reasonable grounds, that a child or young person is in need of protection from significant harm as a result of physical injury or sexual abuse, and the child's parents/guardians are unwilling or unable to protect the child (Protecting the safety and wellbeing of children and young people – refer to Sources). To have reasonable grounds to believe a child is in need of protection, a mandatory reporter should believe both that there is risk of significant harm as a result of physical injury or sexual abuse, and that the parents/guardians are unwilling or unable to protect the child (Sections 162(c) (d) and 184 of the Children, Youth and Families Act 2005 (amended in 2011)). Section 182 of the Children, Youth and Families Act 2005 (amended in 2011) lists those who are mandated to report.

Mandatory reporters must report the abuse/neglect to:

- ✚ Police, by calling 000, if the offence requires immediate police attention, or
- ✚ Child Protection authorities, if they suspect, on reasonable grounds, that a child is suffering abuse or neglect, or wish to discuss their concerns about a child or young person.

Neglect: The failure to provide a child with the basic necessities of life, such as food, clothing, shelter, medical attention or supervision, to the extent that the child's health and development is, or is likely to be, significantly harmed.

Negligence: Doing, or failing to do something that a reasonable person would, or would not do in a certain situation, and which causes another person damage, injury or loss as a result.

Notifiable complaint: A complaint that alleges a breach of the Act or Regulation, or alleges that the health, safety or wellbeing of a child at the service may have been compromised. Any complaint of this nature must be reported by the Approved Provider to the secretary of DET (Department of Education NSW) within 24 hours of the complaint being made (Section 174(2) (b), Regulation 176(2) (b)). If the Approved Provider is unsure whether the matter is a notifiable complaint, it is good practice to contact DET for confirmation. Written reports to DET must include:

- ✚ Details of the event or incident.
- ✚ The name of the person who initially made the complaint.
- ✚ If appropriate, the name of the child concerned and the condition of the child, including a medical or incident report (where relevant).
- ✚ Contact details of a nominated member of the Grievances Subcommittee/investigator.
- ✚ Any other relevant information. Written notification of complaints must be submitted using the appropriate forms, which can be found on the ACECQA website: www.acecqa.gov.au

Offender: A person who mistreats and/or harms a child or young person. **Perpetrator:** A person who mistreats and/or harms a child or young person. **Reasonable grounds:** A person may form a belief on reasonable grounds that a child or young person is in need of protection after becoming aware that the child or young person's health, safety or wellbeing is at risk and the child's parents/guardians are unwilling or unable to protect them.

There may be reasonable grounds for forming such a belief if:

- ✚ A child or young person states that they have been physically or sexually abused.
- ✚ A child or young person states that they know someone who has been physically or sexually abused (sometimes the child may be referring to themselves)
- ✚ Someone who knows the child or young person states that the child or young person has been physically or sexually abused.
- ✚ A child shows signs of being physically or sexually abused.
- ✚ The person is aware of persistent family violence or parental substance misuse, psychiatric illness or intellectual disability that is impacting on the child or young person's safety, stability or development.
- ✚ The person observes signs or indicators of abuse, including non-accidental or unexplained injury, persistent neglect, poor care or lack of appropriate supervision.
- ✚ A child's/young person's actions or behaviour may place them at risk of significant harm and the parents/guardians are unwilling or unable to protect the child.

Voluntary (non-mandated) notification: A notification to the Child Protection Service by a person who believes that a child is in need of protection. Section 183 of the Children, Youth and Families Act 2005 (amended in 2011) states that any person who believes, on reasonable grounds, that a child is in need of protection, may notify a protective intervener of that belief and of the reasonable grounds that the belief is based on. Under this part of the Act, notifications are made out of moral obligation, rather than legislative obligation. The person making the notification is not expected to prove the abuse, and the law protects the anonymity of the person making the notification.

Young person: A child or young person is a person under 18 years of age.

Statutory Legislation & Consideration:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011
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Refers to:

- Quality Area 2: Children's health and safety
- Education and Care Services National law: 165, 166, 167
- Education and Care Services National Regulations: 12,87,90, 91, 92-96, 178, 181-184
- National Quality Standard – 2.2.3 – Child Protection, 2.2 – Safety, 2.2.1 - Supervision

Sources:

- The Guide to the National Quality Standard (2011)
- Early Years Learning Framework (2009)
- Community Childcare Cooperative Sample Policies - www.cccnsw.org.au
- United Nations Convention on the Rights of the Child (1989)

Date	Reason for the Review	Approved
25/3/2013	Annual review	IB
06.06.2018	Update NQS codes	LM
05.02.2020	Update information/ Annual Review	LM



BALLINA FOX STREET PRESCHOOL CLEANING AND MAINTAINING THE ENVIRONMENT POLICY AND PROCEDURE

INTRODUCTION

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

AIM

- ✚ Follow procedures and schedules that ensure the buildings, premises, furniture and equipment are safe, clean and well maintained.
- ✚ Promote awareness of environmental sustainability through daily practices and information sharing.
- ✚ Involve children in discussions about health and safety issues and support children to develop guidelines to keep the environment safe for all.
- ✚ Encourage eco-friendly practices and encourage staff, children and families to use chemical free options for cleaning.

PROCEDURE

Approved Provider will:

- ✚ Arrange for the education and care service to be cleaned by professional cleaners at the end of each day.
- ✚ Ensure that written policies and procedures regarding child safe environments are developed.
- ✚ Develop systems to ensure that daily checks and risk assessments of the environment are documented and that where repairs, cleaning or maintenance issues are identified, they are attended to promptly.

The Nominated Supervisor will:

- ✚ Develop systems to ensure that the daily cleaning of the service is carried out to a satisfactory standard.
- ✚ Ensure that educators are familiar with policies related to cleaning and maintaining safe environments for children.
- ✚ Ensure that daily checks and risk assessments of the environment are conducted and documented.
- ✚ Respond to any identified risks, repairs, cleaning or maintenance issues promptly.
- ✚ Support educators to research and consider alternative and sustainable cleaning options and arrange for regular professional development to ensure a clean and safe environment for children.

Educators will:

- ✚ Ensure that cleaning duties do not compromise care and supervision of children at any time.
- ✚ Identify when the building, premises, furniture or equipment require cleaning or maintenance. The

identified issue will be dealt with immediately. This will be done by cleaning as required or by removing the damaged furniture or equipment to be repaired or discarded as decided by the nominated supervisor and the approved provider. The educator will complete required documentation and refer this to the nominated supervisor for attention.

- ✚ Involve children in discussions about health and safety issues and support children to develop guidelines to keep the environment safe for all.
- ✚ Role model good cleaning practices for the children and encourage children to be involved in the cleaning of the environment where appropriate.
- ✚ Support children to have an active role in caring for their environment and to contribute to a sustainable future.
- ✚ Be responsible for spot cleaning the Preschool to ensure cleanliness and hygiene standards are maintained throughout the day.
- ✚ Seek to minimise the use of chemicals in the education and care environment.
- ✚ Research natural cleaning alternatives for use in the education and care environment. Natural or chemical-free options that are sensitive to the needs of educators and children with allergies will be utilized when possible.
- ✚ Consider sustainable practice when they are cleaning. They will reflect on their practices and access professional development, journals and the Internet for more ideas on eco-friendly cleaning options.
- ✚ Use soapy water for daily cleaning of all surfaces, tables, chairs, shelves, mouthed toys and general spills both indoors and outside. The soapy water can be made from pH Neutral detergent diluted in water and stored in a labeled spray bottle out of reach of children.
- ✚ Consider the use of vinegar and water as an alternate to disinfectant for cleaning the bathrooms throughout the day. The vinegar and water can be made in a labeled spray bottle with equal parts of white vinegar and water and stored out of reach of children.

Consider using the following:

- ✚ Bicarbonate of Soda (made into a paste)—replaces Jif and Gumption.
- ✚ Lemon juice—an alternate to bleach.
- ✚ Borax—alternate to bleach, disinfectant and insect sprays.
- ✚ Bees wax—alternate to furniture polish.

Aim to minimise waste by:

- ✚ Encouraging recyclable materials to be placed in labeled recycling containers rather than garbage bins.
- ✚ Recycling food scraps at meal and snack times.
- ✚ Children and educators can place food scraps into these containers which will then be placed in composting or worm farm containers.

Links to other policies

- Child Protection
- Interactions with Children
- Hygiene and Infection Control
- Infectious Diseases
- Sustainability
- Incident, Injury, Trauma and Illness
- Workplace Health and Safety

Statutory Legislation & Considerations:

- Children (Education and Care Services National Law Application) Act 2010
- Guide to the National Quality Standard (3) ACECQA (2011)
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2011.
- The NSW Work Health and Safety Act 2011 and the NSW Work Health and Safety Regulation 2011
- Staying Healthy in Child Care- 4th Edition

Refers to:

- Quality Area 2 and 3: Children's Health and Safety/Physical Environment
- Education and Care Services National Regulations 2011:103, 168
- Link to National Quality Standard: 2.1 – Health – 2.1.2 – Health Practices and Procedures – 3.1 – Design – 3.1.2 - Upkeep

Date	Reason for the Review	Approved
9/10/2013	Annual Review	IB
08.11.2014	Annual Review	LM
16.02.2017	Annual Review	LM
05.02.2018	Annual review, update of information (introduced use of vinegar and natural oil spray cleaners)	LM
06.06.2018	Update NQS codes	LM
05.02.2020	Update information/ Annual Reveiw	LM



BALLINA FOX STREET PRESCHOOL CLOTHING AND FOOTWEAR POLICY AND PROCEDURE

INTRODUCTION

Children need protective, comfortable and appropriate clothing and footwear to explore their environments. Clothing needs to protect children from injury and sun exposure while promoting self-help abilities. Appropriate footwear will fit a child's foot correctly and ensure comfort. Educators will also dress to prevent injury and sun exposure and will be encouraged to dress in a professional and respectful manner.

AIM

The Preschool will:

- ✚ Develop and maintain a sun protection policy.
- ✚ Follow the guidelines set by Cancer Council Australia to reduce UV exposure throughout the year.
- ✚ Encourage both educators and children to wear appropriate clothing for the weather conditions, work environment and social/cultural circumstances.
- ✚ Aim to ensure the comfort, protection, dignity and rights of children at all times of the day by recommending appropriate clothing and footwear guidelines.
- ✚ Provide information to families about suitable clothing for play experiences, sun protections and safety.
- ✚ Respect cultural differences and individual family and educator needs when recommending suitable clothing.

PROCEDURE

The Approved Provider will:

- ✚ Ensure that a sun protection policy is developed and maintained.
- ✚ Ensure that educators are provided with personal protective equipment (e.g. gloves, goggles, etc) to facilitate cleaning and health protection measures.

The Nominated Supervisor will:

- ✚ Provide information for educators about suitable clothing and footwear expectations for the education and care work environment.
- ✚ Ensure educators are aware of the sun protection policy.
- ✚ Provide information for families about suitable clothing and footwear. This information will also be available at the education and care service using a variety of communication strategies including newsletters, brochures, websites and posters.

Educators will:

- ✚ Consult with families about the individual needs of children with respect to different values and

beliefs associated with clothing and footwear.

- ✚ Monitor children's clothing and footwear to ensure compliance with the Sun Protection Policy and to support the safety, comfort and well-being of every child.
- ✚ Consider clothing and footwear needs associated with excursions or planned learning experiences and communicate clearly with families about the need for extraordinary protective clothing requirements.
- ✚ Provide protective clothing, such as aprons, for messy play experiences. Children will be encouraged by educators to wear protective clothing during messy and water play.
- ✚ Encourage children to remove shoes and heavy/excess layers of clothing during rest times and to reflect the room temperature, as recommended practice by SIDS and Kids.
- ✚ Encourage children to utilize their self help skills as appropriate to put on and remove clothing and shoes to meet their needs. For younger children, educators will use observation and monitoring skills to ensure child's clothing and footwear is appropriate for children's clothing and footwear is appropriate for the environment and weather conditions.

Families will be encouraged to:

- ✚ Provide spare clothing in children's bags to allow for dirty or soiled clothing and changing weather conditions. Spare clothing will be available at the Preschool for emergency clothing needs.
- ✚ Dress children appropriately.

Statutory Legislation & Consideration:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011
- The NSW Work Health and Safety Act 2011 and the NSW Work Health and Safety Regulation 2011
- Staying Healthy: Preventing Infectious Diseases in Early Childhood Education and Care Services (5th edition) 2013

Refers to:

- Quality Area 4: Staffing Arrangements
- Education and Care Services National law:
- Education and Care Services National Regulations: 168
- Link to National Quality Standard 4.2 – Professionalism – 4.2.2 – Professional Standards.

Sources

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011
- Community Childcare Cooperative Sample Policies - www.cccnsw.org.au
- SIDS and Kids – www.sidsandkids.org
- Cancer Council Australia – www.cancer.org.au

- Podiatry Care – www.podiatrycare.com.au
- Raising children network – www.raisingchildren.net.au
- Healthy and Safety in Children’s Centers: Model Policies and Practices (2nd Edition).

Date	Reason for the Review	Approved
10/10/13	Policy review updated in line with regulations	IB
06.03.2017	Annual Review	LM
05.02.2018	Annual Review	LM
06.06.2018	Update NQS codes	LM
05.02.2020	Update information/ Annual Review	LM



BALLINA FOX STREET PRESCHOOL

CODE OF CONDUCT - PARENTS AND VISITORS

POLICY AND PROCEDURES

AIM

Ballina Fox Street Preschool and staff maintains that the appropriate behaviour of all staff, parents and visitors is essential to the effective function of the school. All staff and students and other parents have a right to feel safe at school and to have their privacy protected. Effective and cordial relationships are achieved when all individuals are committed to some simple ground rules for behavior whilst in the preschool. All staff and Management Committee members must also agree to the code of conduct.

PROCEDURE

All parents and visitors agree to:

1. Greet each other in a cordial manner;
2. Not to access information about other families or children for own advantage;
3. Act appropriately and treat staff and other visitors with respect, never being derogatory in our speech or manner;
4. Act in a way that is fair and unbiased;
5. Not allow personal or individual disputes to affect conduct within the pre-school;
6. Ensure that any comments made do not amount to a personal attack on another individual and avoid using heated, emotional and value loaded language and behavior;
7. When discussing matters with staff be open and honest about concerns;
8. If a matter cannot be resolved please refer to the Director or refer to Grievance Policy.

Breaches of Code of Conduct

Any person not complying with this Code of Conduct may be asked to leave by the Director. If asked to leave, the individual/s will not be allowed to return until they agree to abide by the Code of Conduct.

Statutory Legislation & Consideration:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011

Refers to:

- Quality Area 7 and 2: Governance & Leadership /Children's Health and Safety
- Education and Care Services National Law: 166-167
- Education and Care Services National Regulations: 84, 168
- Link to National Quality Standard – 7.1 – Governance – 7.1.2 – 2.2 – Safety

Sources:

- The Guide to the National Quality Framework (2011)
- Early Years Learning Framework (2009)
- Community Childcare Cooperative Sample Policies - www.ccccnsw.org.au
- United Nations Convention on the Rights of the Child (1989)
- Child Protection Act 2010

Date	Reason for the Review	Approved
10/2/2012	New policy	IB
13/3/2013	Annual review	IB
25.11.2014	Annual review	LM
16.02.2017	Annual Review	LM
05.02.2018	Annual Review	LM
06.06.2018	Update NQS codes	LM
05.02.2020	Update Information/ Annual Review	LM



BALLINA FOX STREET PRESCHOOL DECISION MAKING POLICY AND PROCEDURE

AIM

To facilitate provision of information to the Licensee and Director facilitating authorised administrative action.

BACKGROUND

All administrative information needs to be communicated to the Director for consideration by the Director and/or the Licensee prior to action. Administrative action must have prior authority from the Director and/or The Licensee to ensure that Licensing Standards and Education and Care National Regulations 2011 are met.

PROCEDURE

- ✚ When any matter requiring action/decision within the Preschool (other than the standing order process for disposable equipment), comes to the attention of a staff member, the staff should inform either the Director. Staff should bring any urgent matter to the immediate attention of the Director.
- ✚ The Director will refer relevant matters to the Management Committee (i.e. the Licensee of the Preschool).
- ✚ The Director and/or Licensee will authorise action and delegate to the relevant persons for operation.

Delegated Persons shall carry out actions required. On completion of task, the Director should be notified, and details noted.

Statutory Legislation & Consideration:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011

Refers to:

- Quality Area 7: Governance & Leadership
- Education and Care Services National Regulations:
- Link to National Quality Standard 7.1 – Governance - 7.1.2, 7.1.3

Date	Reason for the Review	Approved
13/3/2013	Annual review	IB
16.02.2017	Annual review	LM
05.02.2018	Annual Review	LM
06.06.2018	Update NQS codes	LM
05.02.2020	Update information/ Annual Review	LM



BALLINA FOX STREET PRESCHOOL DENTAL POLICY AND PROCEDURE

AIM

Promote good dental health behaviour to help reduce the prevalence of dental caries (tooth decay) in the preschool children in our care. Facilitate the prevention and management of dental trauma (accidents) for all children in our setting.

INTRODUCTION

At Ballina Fox Street Preschool we understand that healthy and strong teeth are an important part of a child's health. We encourage:

- ✚ **Educators** to implement oral health education programs for children in our care and to provide oral health information to the children's families.
- ✚ **Children** to participate in oral health education programs.
- ✚ **Parents** to be provided with information to support the implementation of good oral hygiene practices at home.

PROCEDURE

Educators will:

- Encourage and promote healthy eating and increase awareness in children that too much sugary foods can create holes in your teeth.
- Provide fresh drinking water and encourage children to drink water rather than juice or sugary drinks.
- Promote recommended tooth brushing habits, i.e. brushing twice a day, after breakfast and before sleeping, with a pea sized amount of toothpaste.
- Encourage children to rinse their mouths after eating.
- Encourage all parents/carers to take their child for regular dental checkups (once a year is best).
- Provide our children with a visit from our local dentist to talk about the importance of dental hygiene.

Educators will report to the family any signs of:

- Visible decay
- Gum swelling
- Infection of the mouth (gums are very red or bleeding)
- Problems chewing, eating, swallowing
- The child complaining about oral discomfort and pain
- The child complaining about being woken up at night with a sore tooth.

Dental Trauma (accidents) Practice

We will follow the following steps as outlined in the "NSW Little Smiles, Dental Health resource Package for Childcare Professionals" (2010) document:

Step 1

Remain calm and try to find the tooth. A dental professional will want to see the tooth and/or the tooth fragment(s). It is important to know whether the tooth or tooth fragment(s) has been inhaled.

- ✚ **Inhaled teeth are a medical emergency and the child MUST be taken immediately to the Emergency Department of a Hospital for a check-up and a possible chest x-ray.**

Step 2

If it is a baby tooth, do not put it back in the socket because it will damage the underlying developing permanent (adult) tooth. **Children aged 0-5 years of age are more likely to have baby teeth than permanent teeth.** If there is any doubt about whether it is a baby tooth or an adult tooth, put the tooth in milk or saline and take the child to a dental clinic immediately.

- ✚ If a permanent tooth has been knocked out, place it in milk or saline immediately to avoid dehydrating and damaging the delicate cells on the root. Do not rinse or scrub dirt off the tooth. Do not allow the tooth to remain dry at any stage.
- ✚ Notify parents / carers of the incident.
- ✚ Go to a dental clinic or the Emergency Department of a Hospital as soon as possible. Time is a critical factor in saving the tooth.

N.B. Refer to the Incidents, Injury, Trauma, Illness Policy for the procedures to follow in the event of a dental incident or injury.

Statutory Legislation & Considerations:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011

Refers to:

- Quality Area 2: Children's Health and Safety
- Education and Care Services National Regulations 2011:12, 85-87, 89, 90-96, 168, 177-178, 181-184
- Link to National Quality Standard 2.1 – Health – 2.1.2, 2.1.3

Sources:

- ACECQA Guide to the National Quality Standard 2011
- NSW Department of Health "NSW Little Smiles, Dental Health resource Package for Childcare Professionals" 2010

Date	Reason for the Review	Approved
9/9/2013	Review to include links to other policies	IB
16.02.2017	Annual review	LM
05.02.2018	Annual review	LM
06.06.2018	Update NQS codes	LM
05.02.2020	Update information/ Annual Review	LM



BALLINA FOX STREET PRESCHOOL DETERMINING RESPONSIBLE PERSON POLICY AND PROCEDURE

INTRODUCTION

The Education and Care Services National Law determines that a responsible person must be physically present at a centre based service at all times that an Approved service operates.

- ✚ A responsible person will be on the premises at all times, and the details of the responsible person at any time will be clearly displayed for educators, staff and families.
- ✚ The process for determining the responsible person will be clear to all educators and staff and followed at all times.
- ✚ Details of the person responsible are documented and displayed for all users of the preschool

PROCEDURE

A service must always have a responsible person physically present at all times.

A responsible person can be:

1. The **APPROVED PROVIDER** – someone with management and control of the service.
2. The **NOMINATED SUPERVISOR** – this is a person with a Supervisor's certificate designated by the service as the Nominated Supervisor. This person is in charge of the service.
3. A **CERTIFIED SUPERVISOR** who has been placed in day-to-day charge of the service in the absence of the Nominated Supervisor.

The Approved Provider will:

1. Ensure Nominated Supervisors and Certified Supervisors have a clear understanding of the role of the Responsible person;
2. Ensure the responsible person is appropriately skilled and qualified;
3. Ensure a responsible person is physically present at the centre. A substitute for the responsible person will be in present where a Waiver is in place.

The Nominated Supervisor or delegated authority will:

1. Arrange for the keeping of a "Responsible person record." These records will document the current responsible person.
2. The name of the responsible person will be displayed in the main entrance at the service.
3. Develop rosters in accordance with the availability of responsible persons, preschool operation and attendance patterns of children.

<i>Statutory Legislation & Consideration:</i>
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- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011

Refers to:

- Quality Area 7: Governance & Leadership
- Education and Care Services National law:
- Education and Care Services National Regulations: 168
- Link to National Quality Standard 7.1 – Governance – 7.1.2, 7.1.3

Sources

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011
- Community Childcare Cooperative Sample Policies - www.cccnsw.org.au

Date	Reason for the Review	Approved
10/10/13	Policy review updated in line with regulations	IB
06.03.2017	Annual Review	LM
05.02.2018	Annual Review	LM
06.06.2018	Update NQS codes	LM
05.02.2020	Update information/ Annual Review	LM



BALLINA FOX STREET PRESCHOOL DRUGS AND ALCOHOL IN THE WORKPLACE POLICY AND PROCEDURE

AIM

To provide a healthy safe and peaceful environment for all children, their families and staff.

BACKGROUND

Ballina Fox Street Preschool is a tobacco, drug and alcohol free environment. This applies to all staff, students, volunteers, visitors and families.

In accordance with Regulation 83 of the Education and Care Services National Regulations 2011, Ballina Fox Street Preschool has a documented code of conduct that states that no employee is to commence work, or return to work while under the influence of drugs (including medication which impairs normal functioning) or alcohol.

PROCEDURE

Employees are required to:

- ✚ inform the Management Committee/Authorised Supervisor if, due to prescribed medication, they are unable to fulfil all the tasks associated with their role in a way that is safe and does endanger the health and safety of yourself or others in your workplace, so that appropriate adjustments to their workload can be made
- ✚ seek professional advice if they (or others) think their drinking or drug taking is a problem for themselves or a danger to others.
- ✚ Staff attending work intoxicated with be sent home and subjected to disciplinary action.

AUTHORISED PARENTS

- ✚ The Approved Provider (Management Committee) and the Director of Ballina Fox Street Preschool has a duty of care to all children. Parents under the influence of drugs and alcohol will not be permitted to enter the preschool and if it is deemed unsafe, children will not be released into their care.

Statutory Legislation & Consideration:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011

Sources:

- The Guide to the National Quality Standard (2011)
- Early Years Learning Framework (2009)
- Community Childcare Cooperative Sample Policies - www.cccnsw.org.au
- United Nations Convention on the Rights of the Child (1989)
- Code of Conduct 2010

See also: Smoke Free Policy

Date	Reason for the Review	Approved
19/8/2013	Review and policy updated to reflect national regulations	IB
28/01/2015	Annual Review	LM
16.02.2017	Annual Review	LM
05.02.2018	Annual review	LM
06.06.2018	Update NQS codes	LM
05.02.2020	Update information/ Annual review	LM



BALLINA FOX STREET PRESCHOOL ELECTRICAL EQUIPMENT POLICY AND PROCEDURE

INTRODUCTION

Employees are required to:

- Visually check all electrical goods before use to identify any potential fault i.e. damaged leads, frayed cords, cracked plugs etc.
- Any damaged/faulty equipment is to be unplugged and reported immediately
- Where possible, keep leads away from hot surfaces, walkways or other areas where they can be damaged easily.

The Management Committee is responsible for ensuring:

- ✚ Electrical equipment is tested, inspected and/or protectively earthed (as required) and tagged annually by a qualified electrician.
- ✚ a record of all electrical equipment testing and maintenance is kept in the Equipment & Substance Register
- ✚ privately owned electrical equipment (for example, tools brought to working bees, or by employees on special days) are used **only** by the owner
- ✚ power boards with safety overrides are used if multiple outlets are required, but where possible new power points to be installed
- ✚ non-portable and portable RCDs, in permanent positions, are push button tested at least once a year to ensure that their tripping mechanism has not failed
- ✚ non-portable / portable RCDs (*whichever applies*) are tested by a qualified electrician every two (2) years
- ✚ All electrical equipment at Ballina Fox Street Preschool is properly maintained and manufacturer's instructions followed. Where necessary, employees deemed are trained in their safe use.
- ✚ all repairs are undertaken by a qualified, accredited expert only
- ✚ any equipment, which is purchased second hand, is tested before use
- ✚ electrical appliances are unplugged when not in use, stored out of reach of children, and not left on (except where a continuous power supply is essential e.g. fridge, fax) when the service is closed
- ✚ electrical appliances are not to be used near water
- ✚ electrical outlets that may be accessed by the children are covered

Extension cords are not used to provide permanent power. When in use at Ballina Fox Street Preschool they are:

- well maintained and regularly examined for signs of wear and tear
- they are tested and tagged annually by a qualified, accredited electrician

- They are disconnected and stored appropriately until needed again.

Note: Joining cords together to cover significant distances can reduce the effectiveness of circuit breakers and safety switches and may prevent them from functioning in cases of short circuit and overload.

- This procedure is audited at least annually.

Statutory Legislation & Consideration:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011

Refers to:

- Quality Area 3: Physical Environment
- Education and Care Services National law:
- Education and Care Services National Regulations: 168, 172
- Link to National Quality Standard - 3.1.2 - Upkeep

Sources

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011
- Community Childcare Cooperative Sample Policies - www.cccnsw.org.au

Date	Reason for the Review	Approved
10/10/13	Policy review updated in line with regulations	IB
06.03.2017	Annual Review	LM
05.02.2018	Annual Review	LM
06.06.2018	Update NQS codes	LM
05.02.2020	Annual Review	LM



BALLINA FOX STREET PRESCHOOL EMERGENCY FIRE AND EVACUATION POLICY AND PROCEDURE

AIM

To ensure the safe evacuation of all persons and from the premises.

IMPLEMENTATION

Equipment must be supplied and placed appropriately in accordance with the requirements of the Centre Based and Mobile Child Care Services Regulation.

The aforementioned equipment is to be maintained and kept in proper working condition by a professional service, in accordance with the requirements of AS1851-1995 for level 1 service, every 6 months.

At least three people holding a current first aid qualification will be present on the premises at all times when children are at the centre premises.

An emergency plan for fire and other emergencies shall be displayed in each classroom and at each exit in the preschool building.

Emergency/Evacuation drills will be carried out at least once per term or every three (3) months, whichever comes first, without prior notice.

Records of each fire drill / evacuation practice will be kept at our centre for a period of 2 years after the practice.

NSW Fire Services will conduct an evacuation drill with all children once a year.

PROCEDURE

Fire drill / evacuation procedure is as follows:

- The Director will blow the whistle will blow announcing emergency evacuation is required
- Staff and children proceed in an orderly manner from the building to the entry gate located at Fox Street.
- Concurrently, Director or Responsible Person will check the building and rescue any one if it is safe to do so.
- The Emergency Officer (the Director or Responsible Person) will phone "000" for emergency services and will contain and/or extinguish fire if necessary and safe to do so.
- Class staff will collect sign on sheets.
- Office staff will collect hard drives, telephone and visitor registers. If office staff are not onsite during the incident, one staff member will collect the hard drive only.
- At the Fox Street gate, children will be seated in the amphitheatre and staff will take a head count / roll call.

- If necessary, children and staff will evacuate to Biala Special School located at Fox Street and remain there until the Fox Street Preschool premises is safe for all children and staff to return.
- Parent/s shall be contacted if deemed necessary by the Director or Responsible Person.

DEVELOPMENT OF THIS PROCEDURE

This procedure has developed in consultation the NSW Fire Services – Lismore Station.

Statutory Legislation & Consideration:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011

Refers to:

- Quality Area 2: Children’s Health and Safety
- Education and Care Services National law:
- Education and Care Services National Regulations: 97, 168
- Link to National Quality Standard 2.2 – Safety – 2.2.2

Sources:

- The Guide to the National Quality Standard (2011)
- Early Years Learning Framework (2009)
- Community Childcare Cooperative Sample Policies - www.cccnsw.org.au
- United Nations Convention on the Rights of the Child (1989)

Date	Reason for the Review	Approved
19/8/2013	Review and policy updated to reflect changes to national regulations. Draft provided to NSW Fire Services – Lismore station for review	IB
19/09/2013	Final policy issue	IB
28.01.2015	Annual Review	LM
16.02.2017	Annual Review	LM
05.02.2018	Annual Review & update of evacuation	LM
22.05.2018	Added NQS codes	LM
06.06.2018	Update NQS codes	LM
05.02.2020	Update information/ Annual Review	LM



BALLINA FOX STREET PRESCHOOL

EMERGENCY - MEDICAL / DENTAL / INJURY

POLICY AND PROCEDURE

AIM

To ensure the wellbeing of children and staff during circumstances requiring emergency action. To promote parent participation in case of emergency.

BACKGROUND

Although every care is taken by staff when children attend preschool, the staff or Preschool management committee cannot be held responsible for any accident which may occur. It is therefore necessary to notify / consult parents and to utilise the professional services for a child in case of emergency.

PROCEDURE

Emergency contact information, for each child enrolled at the Preschool, must be on record at the Preschool Premises. Emergency contact information for each child is requested by the Preschool from the parents via the Enrolment Form provided by the Preschool. The following information must be provided by parents on enrolment of their child:

- ✚ Parent contact details in case of emergency
- ✚ Alternative persons details to contact in case of emergency
- ✚ A doctor's name, address and phone number for treatment in case of emergency
- ✚ A Dentist's name, address and phone number for treatment in case of emergency
- ✚ Information about any medical conditions e.g. Asthma, anaphylaxis, epilepsy, minor allergies the child may have
- ✚ Information about any special medical needs the child may have.
- ✚ Detail of any other health or non health related difficulties that the child may have.

On enrolment (per the enrolment form) parents or guardians must sign permission for staff to act in case of emergency or accident and, if the child has a pre-existing medical condition parents or guardians must complete an Emergency Action Plan and an Asthma and Allergy Action Plans (whichever is relevant to the child's medical condition).

In case of an emergency staff will:

- ✚ Initiate the Emergency Plan which is on display in each classroom and kitchen area.
- ✚ Refer to the child's Emergency Illness Action Plan kept in the child's individual record in the classroom, on the wall next to the photocopier, and in the child's office file.
- ✚ Ensure that the child is kept under adult supervision, advise the Nominated Supervisor, and have trained staff apply their expertise in first aid.
- ✚ Every effort will be made by staff to contact the child's parent/s as soon as possible.
- ✚ If parents can not be contacted, every effort shall be made to notify those nominated by the parent as emergency contacts.

- ✚ Source an Ambulance, Hospital, Doctor, Dentist services should this be considered necessary. One staff member is to accompany the child in the ambulance.
- ✚ Write a report of the emergency and action taken and have the parents/guardian or authorised pick-up person sign the report on collection of the child. A copy will be issued to this person. A copy of these reports will be kept with the child's health records at the Preschool.
- ✚ Child is returned as soon as practical to the care of a parent.
- ✚ Appropriate records will be maintained at the Preschool (see Medication Policy, Children's Records/Personal Health Records Policy, Minimising Risk of Harm to Children With Severe Allergies Causing Anaphylaxis policy).
- ✚ Notify Insurers if required.

The Nominated Supervisor of Ballina Fox Street Preschool once becoming aware of a serious accident involving a child attending the service, being an accident that requires the child to receive medical, dental or hospital treatment, must immediately cause notice of that fact to be given to:

- ✚ a parent of the child, and
- ✚ the Director General
- ✚ the licensee of the service

The Nominated Supervisor of Ballina Fox Street Preschool once becoming aware of a serious accident involving a child attending the service, being an accident that requires the child to be hospitalised or causes the child to die, must immediately cause notice of that fact to be given to be given to the licensee of the service.

The Nominated Supervisor who becomes aware of the death of a child while being provided with the children's service at the premises of the children's service, must immediately cause notice of the fact to be given to:

- ✚ a parent of the child, and
- ✚ a police officer, and
- ✚ the Director General, and
- ✚ the licensee of the service

At least one person holding a current first aid qualification will be present on the Preschool premises at all times when children enrolled for the service are at the Preschool premises.

Statutory Legislation & Consideration:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011

Refers to:

- Quality Area 2: Children's Health and Safety
- Education and Care Services National Law: 174
- Education and Care Services National Regulations: 85-87, 168, 177-178,183
- Link to National Quality Standard 2.1 – Health – 2.1.2

Date	Reason for the Review	Approved
18/3/2013	Annual review	IB
08.12.2014	Annual review	LM
16.02.2017	Annual review	LM
05.02.2018	Annual review	LM
06.06.2018	Update NQS codes	LM
05.02.2020	Update information/ Annual Review	LM



BALLINA FOX STREET PRESCHOOL ENROLMENT AND ORIENTATION POLICY AND PROCEDURE

AIM

Enrolment and orientation procedures form the foundation for strong relationships between families and early education and care settings and promote a quality experience of education and care for children. Good procedures include consistent information around the Preschool's operation and authorisations promoting compliance and a safe and secure environment for children and families.

Our aim is to ensure that:

- ✚ Enrolment and orientation processes are planned and implemented.
- ✚ Due consideration is given to culture and language in undertaking processes.
- ✚ Documentation, including authorisations, completed during the enrolment and orientation process.
- ✚ A thoughtful process is planned in consultation with families, to orient a child and family to Ballina Fox Street Preschool.

PROCEDURE

Pre-enrolment orientation

Our education and care Preschool welcomes visits from prospective families and Children. The Nominated Supervisor or delegated authority may provide the visiting family with a tour of the Preschool environment and information that may include:

- ✚ Preschool philosophy and curriculum;
- ✚ Approaches to documentation, curriculum and planning;
- ✚ Introduction to educators and staff;
- ✚ The physical environment;
- ✚ Administrative matters, cost, and fee payment methods;
- ✚ How to provide feedback.
- ✚ Location of the Preschool's website.

Next steps

Following a pre-enrolment orientation a family may wish to place their child's name on the waiting list. After consideration of access guidelines and availability of a position by the Nominated Supervisor, the child/ren may be offered a position at the centre. The family will be asked to accept the offer of the position.

Enrolment

The Nominated Supervisor will conduct an enrolment process following the acceptance of an offer. An enrolment package will be given to the family and will include:

- ✚ An enrolment form-that includes authorisations;

- ✚ Reference to the website which contains policies, the UN Rights of the Child, information on our structure, the NQF and EYLF.
- ✚ Current fee structure and payment details;
- ✚ A families information book;
- ✚ Policies including, but not limited to, those required under Regulation 168;
- ✚ ECA Code of Ethics brochure.

The Preschool is an approved child care provider:

The information in the enrolment package is retained by the family for future reference. Prior to conducting the enrolment interview the Nominated Supervisor should consider the language and cultural needs of the family. A translator may be required along with an alternative venue for the enrolment visit.

During the enrolment interview a process of orientation will be planned in collaboration with families to provide the best possible start for the child at the service.

Families will provide the following, prior to the agreed start date for the child:

- ✚ A completed enrolment form including authorisations;
- ✚ A bond payment as outlined in Preschool fee policy;
- ✚ Current Immunisation records;
- ✚ Birth Certificate, Passport or other identification;
- ✚ Current contact information for parents and emergency contacts;
- ✚ Information on children’s additional needs (including medical conditions, health and developmental concerns).
- ✚ This information will be kept at the Preschool premises in accordance with Preschool policies and the Education and Care Services National Regulations 2011.

Prior to formally commencing at Preschool:

1. Prior to the child’s first day educators and staff will familiarise themselves with information about the child from the enrolment information provided. They will ensure they are aware of any medical conditions and how to manage them if required.
2. The Nominated Supervisor will inform the educators and staff of the intended time for any pre-commencement orientation visits.
3. A family member will remain in the premises Preschool during these orientation visits. The family must sign the visitor’s book/register on arrival and when they leave. The child cannot be left at the Preschool until they have formally commenced at the Preschool and are therefore not included in the ratios.
4. During the orientation process educators and staff will interact with the child and actively encourage them to engage in the Preschool program and activities. They will also be available to the family to answer any questions they may have, whilst ensuring they are not compromising the supervision of other children or required ratios.

Upon commencement

On the child’s first day of attendance educators and staff will welcome the family and the child, ensuring that there is a space ready for the child’s belongings. Educators will reassure the family and assist with separation if required. Throughout the day, educators will contact the family to let them know how their child is settling.

The Nominated Supervisor will undertake a final check of enrolment details, authorisations and information updates prior to the family departing the Preschool.

Temporary / Emergency Enrolments

At the discretion of the Director, application can be made to the Minister for Community Services for the placement of a child, over and above licensed positions, in case of emergency. Application shall be made via completion of a dedicated form at the Ballina Office of the Department of Families and Community Services. Preschool Enrolment Form must be completed.

Statutory Legislation & Consideration:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011

Refers to:

- Quality Area 6: Collaborative partnerships with families
- Education and Care Services National law: 172, 175
- Education and Care Services National Regulations: 73, 75-76, 80, 86, 99, 102, 111, 157, 168, 171, 173
- Link to National Quality Standard 6.1: Supportive relationships with families – 6.1.1

Sources:

- The Guide to the National Quality Framework (2011)
- Early Years Learning Framework (2009)
- Community Childcare Cooperative Sample Policies - www.cccnsw.org.au

Date	Reason for the Review	Approved
18/3/2013	Annual review	IB
08.12.2014	Annual review	LM
16.02.2017	Annual review	LM
05.02.2018	Annual review & update of information	LM
06.06.2018	Update NQS codes	LM
05.02.2020	Update information/ Annual Review	LM



BALLINA FOX STREET PRESCHOOL ENVIRONMENTAL SUSTAINABILITY POLICY AND PROCEDURE

INTRODUCTION

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

AIM

- The Service will ensure the centre is safe, clean and maintained.
- To promote children's awareness of the environment through daily practices, resources and interactions.
- To encourage sustainable practices within the Centre and encourages staff, children and families to become advocates for a "green" environment.

PROCEDURE

Staff will make sustainable practices a part of the daily routine. These include:

- **Recycling**
- **Gardening**
- **Energy conservation**
- **Water conservation**
- **Sustainable equipment purchases**

Staff will include recycling as part of the everyday practices at the Centre. Recycling containers will be provided throughout the Centre to encourage staff to role model sustainable practices.

Staff will discuss sustainable practices with the children as part of the Centre's curriculum. Idea sharing will be encouraged between the staff, children and families sustainable ideas, implementation and resources. This can be done at parent meetings, through emails, newsletters and conversations.

Staff will role model energy and water conservation practices of turning off lights and air-conditioning when a room is not in use, emptying water play containers onto garden areas, air drying laundry and soaking paint equipment.

Staff will aim to purchase equipment that is eco-friendly where possible. Staff will reduce the amount of plastic and disposable equipment they purchase and select materials that are made of natural materials and fibres.

The staff will think about Centre practices and how the Centre can become more sustainable. Reduce; re-use and recycle will become everyday practice for both children and staff to help build lifelong attitudes towards sustainable practices.

The staff will use the Council and Government departments as sources of information on sustainable practices used in the local community. They will liaise with the Council and Government departments for possible grants available to put in place water and energy conservation practices in the Centre.

'Fox Street Preschool has installed and use water tanks, dual flush toilet cisterns and water saving taps.'

The Centre program will encourage staff and children to engage in innovative practices and appreciate the wonderment of the natural world while protecting the planet for future generations.

EVALUATION

Our environment reflects sustainable practices, "Green Cleaning" and eco-friendly choices. Staff, children, families and the wider community will learn together and embrace environmentally friendly practices.

Statutory Legislation & Consideration:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011

Refers to:

- Quality Area 3: Physical Environment
- Education and Care Services National law:
- Education and Care Services National Regulations:
- Link to National Quality Standard - 3.2.3

Sources:

- The Guide to the National Quality Standard (2011)
- Early Years Learning Framework (2009)
- Community Childcare Cooperative Sample Policies - www.cccnsw.org.au
- United Nations Convention on the Rights of the Child (1989)

Date	Reason for the Review	Approved
05/02/2015	IMPLEMENTATION OF POLICY	LM
16.02.2017	Annual Review	LM
06.06.2018	Update NQS codes	LM
05.02.2020	Update information/ Annual Review	LM



BALLINA FOX STREET PRESCHOOL EQUALITY OF OPPORTUNITY POLICY AND PROCEDURE

AIM

- ✚ To provide all children at the Preschool with the opportunity to realise their potential.
- ✚ To meet the funding and regulation requirements of the Anti-Discrimination Act and relevant Commonwealth Acts.
- ✚ To have a Preschool which recognises the diversity of society in Australia and provides opportunities for all children to learn of and respect individuality.

BACKGROUND

The Preschool recognises that Australia is a multi-culturally diverse society composed of people from a wide variety of backgrounds, values and beliefs. The Preschool also acknowledges that there are individual differences in appearance and abilities amongst people which makes each one of us unique. Therefore, we aim to help foster within each child an awareness of diversity and acceptance of others.

PROCEDURE

STAFF

- ✚ Staff will be aware of the way in which they treat individual children and their families, and all children and families will be treated without bias in all areas.
- ✚ Staff attitudes, assumptions and expectations will reflect inclusivity of all children and families.
- ✚ Staff will be provided with appropriate in servicing to support this policy.
- ✚ Staff will actively develop strategies for addressing acceptance of diversity across the program and will actively prevent discrimination occurring.

THE PROGRAM

- ✚ The program will provide a wide range of experiences for all children which heighten an awareness and appreciation of diversity and are not based on stereotypes of people.
- ✚ The use of resource materials will reflect diversity of peoples and non-stereotypic images.
- ✚ Teaching methods used to implement the program will reflect acceptance and appreciation of diversity.
- ✚ Resources and supplementary support will be made available to each child according to their individual needs to ensure that they have the opportunity to realise their full potential.

FAMILIES

- ✚ Parent information will be accessible to all families. Where possible and necessary, parent information will be translated into other languages.

PRESCHOOL

- ✚ The Preschool's employment policies will reflect this policy of equality of opportunity.

Statutory Legislation & Consideration:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011

Refers to:

- Quality Area 5: Relationships with children
- Education and Care Services National law:
- Education and Care Services National Regulations: 155,156, 168
- Link to National Quality Standard 5.1- Relationships between educators and children – 5.1.1, 5.1.2

Sources:

- The Guide to the National Quality Standard (2011)
- Early Years Learning Framework (2009)
- Community Childcare Cooperative Sample Policies - www.cccnsw.org.au
- United Nations Convention on the Rights of the Child (1989)

Date	Reason for the Review	Approved
25/3/2013	Annual review	IB
08.12.2014	Annual review	LM
16.02.2017	Annual review	LM
05.02.2018	Annual review	LM
06.06.2018	Update NQS codes	LM
05.02.2020	Update information/ Annual Review	LM



BALLINA FOX STREET PRESCHOOL ETHICAL CONDUCT POLICY AND PROCEDURE

PRINCIPALS OF ETHICAL CONDUCT

Adherence to this code involves a commitment to;

- + View the well being of the individual child as having fundamental importance.
- + Acknowledge the uniqueness of each person.
- + Consider the needs of the child in context of the family and culture.
- + Take into account the critical impact of self-esteem of a child's development.
- + Base practice on sound knowledge, research and theories.
- + Work to fulfil the right of all children and their families
- + To provide an excellent education based service, based on national quality standards.

PRACTICE

- + Ballina Fox Street Preschool ensures that all staff and committee abide by the Early Childhood Australia Code of Ethics and all staff and committee members will read and sign Early Childhood Australia Code of Ethics.
- + Ballina Fox Street Preschool is committed to the implementation of the principles of the Early Years Learning Framework which include the concepts of Being, Belonging and Becoming.
- + Ballina Fox Street Preschool is committed to adhering to the UN Charter on the Rights of the Child.

Attached:

- + Early Childhood Australia Code of Ethics
- + UN Declaration on the Rights of the Child – child friendly version.

Statutory Legislation & Consideration:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011

Refers to:

- Quality Area 5: Relationships with children
- Education and Care Services National law:
- Education and Care Services National Regulations: 155,156, 168
- Link to National Quality Standard 5.1: Relationships between educators and children – 5.1.1, 5.1.2

Sources:

- The Guide to the National Quality Standard (2011)

- Early Years Learning Framework (2009)
- Community Childcare Cooperative Sample Policies - www.cccnsw.org.au
- United Nations Convention on the Rights of the Child (1989)

Date	Reason for the Review	Approved
20/3/2013	Review to include the Principles of the EYLF and the UN Declaration on the Rights of the Child	IB
16.02.2017	Annual Review	LM
05.02.2018	Annual Review	LM
06.06.2018	Update NQS codes	LM
05.02.2020	Updated information/ Annual review	LM



BALLINA FOX STREET PRESCHOOL EXCURSIONS POLICY AND PROCEDURE

STATEMENT:

BALLINA FOX STREET PRESCHOOL DOES NOT CONDUCT EXCURSIONS.

Statutory Legislation & Consideration:

- Children (Education and Care Services National Law Application) Act 2010
 - Education and Care Services National Regulations 2011
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Refers to:

- Quality Area 2: Children's Health and Safety
 - Education and Care Services National law:
 - Education and Care Services National Regulations: 99-102
 - Link to National Quality Standard Safety – 2.2.1, 2.2.2
-

Sources:

- The Guide to the National Quality Standard (2011)
- Early Years Learning Framework (2009)
- Community Childcare Cooperative Sample Policies - www.ccccsw.org.au
- United Nations Convention on the Rights of the Child (1989)

Date	Reason for the Review	Approved
10/10/2013	Provide clarity on the subject	IB
05/09/2018	Update NQS codes	LM
05.02.2020	Annual Review	LM



BALLINA FOX STREET PRESCHOOL FAMILIES AND CARER'S PARTICIPATION POLICY AND PROCEDURE

INTRODUCTION

“Partnerships with families contribute to building a strong, inclusive community within the service. Continuous, honest and open two-way communication with educators assists families to feel connected with their children’s first experience in education and helps them develop trust and confidence in the preschool. Shared decision making with families supports consistency between children’s experiences at home and at the service, helping children to feel safe, secure and supported.” Family participation in the education and care service is an important part of making the service a true part of the community and creating an environment that is welcoming and inclusive and supports a sense of belonging for children, families and educators.

Guide to the National Quality Standard (3) ACECQA (2011), p.148.

Ballina Fox Street Preschool welcomes and facilitates family participation and open communication in the Preschool by encouraging families to engage with their children’s education and care. Families are invited to attend Management Committee meetings, assist with projects and attend social gatherings. The Preschool has an open door policy for families. We value the input of families, educators and the wider community to help create service that meets the needs of the children who attend our Preschool. The Preschool has a website where information regarding our program, our policies, our staff and our environment is regularly updated.

Ballina Fox Street Preschool encourages open communication through the enrolment and orientation process, policy review, feedback forms, the Management Committee, the daily program, documentation, formal and informal meetings, emails and conversations.

AIM

1. To encourage parents to actively participate in the care of their children through involvement in decision making with regards to their child’s care and education.
2. To provide resources for parents.
3. To respect individual families’ needs and differences.
4. To promote a friendly, comfortable, and co-operative relationship between parents and staff through daily contacts.

BACKGROUND

PARENT INVOLVEMENT

All parents have the right to be involved in the administration, management and day-to-day activities of the Preschool which their children attend. Parent involvement establishes trust between parents and staff. The children in turn sense this trust, and feel more at ease in the Preschool.

Parents in all Preschools are to be given the opportunity to become involved in a way that suits them best. This may be as a member of the Preschool Management Committee, taking part in fund-raising activities, helping out in the Preschool daily routine, assisting with Preschool maintenance, or interacting with

children in activities. By providing a number of options for parents, there is a greater chance of succeeding in involving the majority of parents.

The responsibility of ensuring the opportunity for parent involvement is shared between the Preschool Management Committee and staff.

The Preschool Management Committee must consider the Preschool's structure and protocol to examine the messages that these give parents, e.g. circulation of minutes from meetings, opportunities for all parents to be involved in decision making, meeting times etc.

The staff have a major role in ensuring parent involvement as they have the most contact with parents. Staff need to ensure open communication with all parents.

PARENT ACCESS TO CHILDREN'S RECORDS

All parents must be made aware that individual developmental records are kept on their child/children and the form these take. These records must be made available, at the parent's request, for parents to discuss with a staff member.

PARENT LIBRARY

Our Preschool has a small parent library consisting of publications relating to subject areas such as child development, parenting, recreation, health and fitness. Staff are able to provide specific information to families.

PARENTS FROM NON-ENGLISH SPEAKING BACKGROUNDS

To ensure that parents from non-English speaking backgrounds have equal opportunities for parent involvement and have an understanding of all matters relating to the Preschool and their child, it may be necessary to enlist the help of an interpreting service.

Contact the Telephone Interpreting Service Office (008) 112477, open twenty four (24) hours. The Preschool can when appropriate obtain pamphlets from this service to give to non-English speaking parents.

PROCEDURE

The Preschool will have the following structures in place to ensure open communication with parents:

1. The daily program outline is provided for parents in the families handbook and on our website.
2. A parent notice board is placed in a position visible to all parents. This is to be used by both Preschool Management Committee and staff to inform parents of any matters relating to the Preschool or the community. The Preschool's website is also used to inform parents as well as our email system.
3. Preschool Newsletters, compiled by the Director, informing parents of Preschool happenings, changes in policy, forth-coming events, and providing resources to parents will be circulated as necessary. These are also located on our website.
4. The information contained in the minutes from Preschool Management Committee meetings is often confidential and sensitive and may related to families and hence all Management Committee members must sign a confidentiality statement at each meeting.

Only non-sensitive information is to be made available to all parents upon request of that specific information. Non-specific information includes budgets, policies etc.

5. Daily verbal communication between staff and all parents. Direct personal contact is vital, as putting up a notice alone may not be sufficient.
6. Each parent is to be given an up-to-date copy of the Preschool information book.
7. Guidelines are to be developed by the Director with regards to the responsibility of staff in discussing concerns and needs of the child with parents, i.e. which staff are able to discuss such matters with parents.

INVOLVEMENT IN DECISIONS WITH REGARD TO CHILDREN



Each parent has the right to be involved in decisions with regard to their child's education. Staff need to allocate time to talk to parents about individuals' programs for children, and the child's overall developmental progress. Any major decisions being made in regard to the child's education must be made in consultation with parents, e.g. transferring a child from one group to another.

PARENT SUPPORT

Many parents live far away from the support of their own families, or may feel that times have changed in child rearing practices. They are often in need of the support and knowledge. This support is to be provided by each staff member through daily contact, and by the Director through the organisation of parent discussion groups, with a guest speaker if other professional input is needed.

INFORMING PARENTS OF POLICIES

It is important that Preschool policies are explained to parents at the time of enrolment. All policies related to families and children are located on the Preschool' website. Hard copies can be provided to families upon request.

-  Any changes or additions to Preschool policies are approved by the Director.
-  New policies are approved by the Preschool Management Committee.

<http://www.ballinafoxstreetpreschool.com/>

Statutory Legislation & Consideration:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011
- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011 - 75, 76,80, 86, 111, 157, 172, 185
- Early Years Learning Framework for Australia: Belonging, Being and Becoming, 2009

Refers to:

- Quality Area 6: Collaborative partnerships with families and communities
- Education and Care Services National law: 172, 175
- Education and Care Services National Regulations: 73, 75-76,80, 86, 99, 102, 111, 157, 168, 171, 173
- Link to National Quality Standard 6.1, 6.1.1,6.1.2, 6.1.3, 6.2, 6.2.2

Sources:

- The Guide to the National Quality Standard (2011)
- Early Years Learning Framework (2009)
- Community Childcare Cooperative Sample Policies - www.ccccsw.org.au
- United Nations Convention on the Rights of the Child (1989)
- Raising Children Network – Involving parents in school and childcare - http://raisingchildren.net.au/articles/involving_parents_in_school_and_childcare.html

Date	Reason for the Review	Approved
25/3/2013	Annual review	IB
20/9/2013	Review to incorporated website as a source of information.	IB
28.01.2015	Annual review	LM
16.02.2017	Annual review	LM
05.02.2018	Annual review	LM
06.06.2018	Update NQS codes	LM
05.02.2020	Update information/ Annual Review	LM



BALLINA FOX STREET PRESCHOOL

FEES PAYMENT

POLICY AND PROCEDURE

AIM

To fund the costs of providing and maintaining quality pre-school education, qualified and experience staff, equipment and building for the children in attendance.

BACKGROUND

In order for the Preschool to run to its full potential, certain expenses must be met, including wages, equipment, training, professional development and other costs as required to comply with regulations and funding / grants. The fees that members pay make up a large percentage of the Preschool's funds. Our fees also reflect Ballina Fox Street Preschool's commitment to providing and maintaining a high standard of quality preschool education by providing a very high standard of experienced and qualified staff and therapists. Our Preschool is a not-for-profit organisation which is managed by our parent community and within that framework our budget is closely monitored.





There is NO provision for outstanding debt, nor can the centre be expected to accommodate any outstanding debts.






ACCOUNTS AND PAYMENT PROCEDURES

Accounts:

1. An Enrolment Fee is required upon admission which covers Membership of the Association and a Personal Accident Risk Insurance Policy for your child during their time at Preschool.
2. Attendance Fees - These are set by the Management Committee and will be notified to families on enrolment. Fees are formulated and expressed on a 'per day basis'. Public Holidays and absences, other than gazetted School Holidays are invoiced and are to be paid for by families. The school year is generally 41 weeks.
3. Equipment Fee - the cost of craft materials, equipment and incidental costs are generally covered with a fee levied at beginning of Term's 1,2,3 & 4, however occasionally parents may be asked to pay a minimal fee for special events.
4. Fundraising Fee – at the beginning of each term parents are required to pay a fundraising levy. This is to cover the costs of a large percentage of equipment, upgrades and costs of therapists which are not covered by the Preschool's fees.
5. Detailed Tax invoices with payment dates will be issued in advance for the fees relating to the coming term.
6. All fees MUST be paid and kept two weeks in advance at all times.

Payments:

-  In the interest of security and safety the Preschool has adopted a NO-Cash on premise policy.
-  Payments can be made by the following methods only:-
-  Credit Card by phone (call 1300 855 558)
-  Credit Card by internet (www.myob.au/ezybillpay)

-  BPAY via your financial institution
-  Electronic Funds Transfer (EFT)
-  Cheque
-  Cash or EFTPOS at any Post Office (NOT at the Pre-School)
-  Centre pay (if eligible)

1. Failure to keep your fees paid 2 weeks in advance will jeopardize the enrolment of your child.
2. If account payment is requested but not forthcoming the Preschool will issue a final notice asking the family to pay within a reasonable but specified timeframe.
3. If the final notice does not result in account settlement the Preschool will advise in writing that the child's position has been forfeited due to a breach of terms and the position will be offered to another child on the waiting list.
4. Following the termination of enrolment, the account will be handed to the Preschools debt recovery agent. The individual/s financially responsible for the enrolment may have their credit rating affected and they will be liable for all legal & recovery costs, interest, administration fees and the full amount of the overdue balance.
5. Two weeks written notice is required when a family no longer requires a position with our Preschool. Payment of two weeks fees is applicable if two weeks notice is not provided.
6. Fees and conditions may change at the discretion of the Committee, but notice will be given to families of any impending changes.

The Administrator will monitor the receivables and is responsible for ensuring accounts are always 2 weeks in advance. Your privacy will be respected as per the Privacy Act. Names and overdue account details will only be provided to the Director, the Preschool Administrator the Preschool Treasurer, the Preschool Debt Collection Agent, and Solicitors engaged in any legal action for recovery of debt.

Statutory Legislation & Consideration:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011

Refers to:

- Chapter 6: 6.3 – Administration - Fees
- Education and Care Services National law: 227, 261
- Education and Care Services National Regulations: 232-236
- Link to National Quality Standard

Sources:

- The Guide to the National Quality Standard (2011)
- Early Years Learning Framework (2009)
- Community Childcare Cooperative Sample Policies - www.cccnsw.org.au
- United Nations Convention on the Rights of the Child (1989)

Date	Reason for the Review	Approved
22/1/2013	Review to include methods of payment	IB
17/7/2013	Fundraising levy included in fees	IB
28.01.2015	Annual Review	LM
01.03.2017	Annual Review	LM
05.02.2018	Annual Review & update of information	LM
05.02.2020	Update information/ Annual Review	LM



BALLINA FOX STREET PRESCHOOL

FIRST AID

POLICY AND PROCEDURE

AIM

To provide a safe environment with Educators who are trained to respond to incident's requiring first aid.

To ensure that Ballina Fox Street Preschool complies with its regulatory requirements in regards to the provision of first aid.

PROCEDURE

In relation to first aid kits:

- ✚ To ensure the number, location and contents of the first aid kit(s) provided at Ballina Fox Street Preschool, the Manager:
 - ✚ consults with employees to determine typical hazards, injuries or illnesses that occur at the service and commonly require first aid treatment (*for example, sprains from manual handling, fractures, bruises or cuts from falls, sunburn, frostbite, heat stress, dizziness, vomiting, dermatitis from hazardous substances, infections etc.*)
 - ✚ reviews the first aid register records, and the accident, illness, hazard and near miss investigation reports from the preceding twelve (12) months
 - ✚ takes into account:
 - the number and location of the employees, children and potential others at or near the service environment
 - Any additional needs the employees or the children may have, for example, allergies, chronic illness, a disability etc.
 - the layout of the service environment
 - The number of trained first aiders.

In relation to the employer's responsibilities:

The Management Committee/Director is responsible for ensuring:

- ✚ The names for first aiders are:
 - prominently displayed on the door in the kitchen marked first aid kit
 - Staff's qualifications are current.
 - an appropriately qualified first aider is employed for each shift
- ✚ relevant posters and signs (*for example, Cardio Pulmonary Resuscitation (CPR) techniques, emergency contact lists etc.*) are:
 - prominently displayed
 - current

- ✚ all employees are aware of their individual first aid responsibilities through first aid training
- ✚ and that information in relation to first aid training, kits etc. is reviewed at least annually
- ✚ all employees are aware of the location of the first aid kits
 - first aid kits:
 - are prominent and accessible at all times
 - include a list of contents and a blank first aid treatment forms for recording any first aid treatment(s) administered at Ballina Fox Street Preschool
 - are checked every three (3) months, and after use, to assess requirements
 - Do not contain over the counter, non prescription medications (for example, analgesics, cough syrups etc.)
- ✚ employee first aid certificates and immunisation records are current, and updated as required
- ✚ medication allergy records of all employees and children are located adjacent to first aid kits, in a secure location, to ensure confidentiality
- ✚ Personal Protective Equipment (PPE) is available for first aiders. (As a minimum, disposable latex gloves, safety glasses and disposable resuscitation masks or resuscitation masks with a disposable mouth piece should be provided)
- ✚ First aid personnel, and other persons at or near the service, who are exposed to blood borne pathogens during work related tasks are tested by a medical doctor. The cost for any such tests is met by the Management Committee.
- ✚ all first aid treatment records are legible
- ✚ completed First Aid Treatment Reports are:
 - maintained in the First Aid Register
 - retained for at least two year (2) years on the premises in a safe and secure location, in the case of child or an adult and/or until a child is twenty four (24) years of age at a place approved by the Director General of FaCS.

In relation to first aid trained personnel:

The role and responsibility of first aid personnel at Ballina Fox Street Preschool is to:

- ✚ discuss preventive vaccinations (as recommended by the Australian Standard Schedule for Vaccinations or state/territory requirements) with their medical practitioner
- ✚ wear PPE at all times when treating an injured person
- ✚ treat injuries within their level of competence and training and/or refer injured person(s) to a health professional if required
- ✚ complete a First Aid Treatment Report after providing treatment
- ✚ maintain treatment records with due regard for confidentiality
- ✚ ensure a copy of the completed treatment form accompanies the injured person if they are transferred to a hospital or medical service
- ✚ give a copy of the completed treatment form to the injured person (or the child's parent) and provide access to the original form on request

- ✚ maintain and restock first aid kits – provide an order to the Administrator
- ✚ give the injured person(s) an Accident, Incident, Hazard or Near Miss Investigation Report Form to complete; if a child is injured, the relevant carer should complete this form
- ✚ Treat any blood and/or body fluids as if it were infected. Wherever possible, the injured person is asked to contain their own blood by, for example, holding a bandage on their own wound to help stem the bleeding
- ✚ Clean the contaminated work area and any affected equipment with either alcohol or a mixture of bleach and water (1 part bleach to 9 parts water). Appropriate PPE (as recommended by the MSDS) is worn when cleaning.
- ✚ In the case of resuscitation masks with a disposable mouth piece, the mask is cleaned in soapy water and disinfected by soaking in a household bleach and water solution. (The recommended ratio is 1 part bleach to 64 parts water.)
- ✚ dispose of any contaminated clothing, resuscitation masks or mouth pieces, and/or bandages in accordance with Ballina Fox Street Preschool’s risk control measures for biological hazards
- ✚ evaluate the effectiveness of the first aid response and make changes (if necessary) after each treatment

If an injured person *refuses* first aid treatment, the attending first aider completes a First Aid Treatment Form including as many details as possible.

In relation to employee responsibilities:

All *employees* are responsible for:

- ✚ knowing who the first aiders are, the location of the first aid kit(s) and their role in Ballina Fox Street Preschool’s first aid treatment arrangements
- ✚ First aid kit and related PPE are located in the paint room and are identified by the green cross on a white background on the outside of the kit.
- ✚ All people entering Ballina Fox Street Preschool are made aware of essential information about first aid arrangements via for example, posters and/or signs in the service environment, newsletters, parent information books, website etc.

Statutory Legislation & Consideration:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011

Refers to:

- Quality Area 2: Children’s Health and Safety
- Education and Care Services National law:
- Education and Care Services National Regulations: 89, 168
- Link to National Quality Standard 2.2.2 – Incident and emergency management

Sources:

- The Guide to the National Quality Standard (2011)

- Early Years Learning Framework (2009)
- Community Childcare Cooperative Sample Policies - www.ccccnsw.org.au
- United Nations Convention on the Rights of the Child (1989)

Date	Reason for the Review	Approved
9/10/2013	Annual review	IB
01.03.2017	Annual Review	LM
05.02.2018	Annual Review	LM
06.06.2018	Update NQS codes	LM
05.02.2020	Update information/ Annual review	LM



BALLINA FOX STREET PRESCHOOL FOOD HANDLING POLICY AND PROCEDURE

FOOD HANDLING

In relation to personal hygiene:

- personal items and spare clothes are stored away from the away from the food handling area
- any wound, infection or cracks on the hand or arms is completely covered with a waterproof band aid. If the wound or infection is unable to be covered, the employee is excluded from food handling duties
- in cases where the wound is on a hand, disposable gloves are worn in addition to the band aid
- if an employee handling food has experienced diarrhoea or vomiting, they do not resume food handling duties until at least forty eight (48) hours after the illness has abated

In relation to visitors in the kitchen:

- As far as is reasonably practical, only those persons involved in food preparation and serving are allowed in the kitchen.

In relation to food storage and handling:

- The operating temperatures of the refrigerator, freezer and the thermometer or control panel are effective are monitored
- The freezer and refrigerator are defrosted as required and are not overloaded at any time
- Equipment failures are reported to the Management Committee promptly
- Where food from home remains uneaten, the food is disposed of appropriately
- Cooking activities in which the children are active participants only involve the preparation of foods that must be cooked. Long hair is tied back, loose clothing removed, and children who are unwell do not participate.

In relation to cleaning procedures:

- All cleaning agents are stored away from the food preparation and food storage areas
- All other areas, for example, stoves, microwave ovens, refrigerators, exhaust hoods and filters, the dishwasher etc. are maintained and cleaned as required
- Paper towels (or disposable cloths) are used for cleaning. In cases where, regular cloths are used, they are washed in hot water regularly, aired to dry effectively, and replaced with new cloths as necessary.

In relation to pest control:

- Waste is disposed of regularly and appropriately in sealed bags. Garbage bins are cleaned and disinfected as required

- Insect screens are provided to all windows
- As far as is reasonably practical, all cracks and crevices are sealed to prevent access by vermin
- Pest control contractors are brought in at least yearly to inspect and apply treatment as necessary

This procedure is audited at least annually.

Statutory Legislation & Consideration:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011

Refers to:

- Quality Area 2: Children’s Health and Safety
- Education and Care Services National law:
- Education and Care Services National Regulations: 77, 168
- Link to National Quality Standard 2.1.2 – Health Practices & Procedures

Sources

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011
- Community Childcare Cooperative Sample Policies - www.cccnsw.org.au

Date	Reason for the Review	Approved
10/10/13	Policy review updated in line with regulations	IB
06.03.2017	Annual Review	LM
05.02.2018	Annual Review	LM
06.06.2018	Update NQS codes	LM
05.02.2020	Update information/ Annual Review	LM



BALLINA FOX STREET PRESCHOOL GOVERNANCE AND MANAGEMENT OF SERVICE POLICY AND PROCEDURE

AIM

Governance is the system or process by which Preschools are directed, controlled and held accountable to ensure that the right decisions are made. Ballina Fox Street Preschool recognises the importance of having a framework of rules, relationships, systems and processes within and by which authority is exercised and controlled in the organization. At Ballina Fox Street Preschool we view good governance and management as essential to our provision of quality education and care in a responsible manner.

To ensure our Preschool has good governance we will:

- ✚ Conduct our affairs legally, ethically and with integrity;
- ✚ Identify Preschool risks and legal obligations and manage these through policies and relevant processes; and
- ✚ Ensure that mechanisms are in place for fair and transparent governance.

PROCEDURE

Management

The management of our preschool is overseen by the Management Committee. The Management Committee is accountable to members for the performance of the Preschool.

Management Committee Role

The Management Committee has overall responsibility to members for the sustainability and relevance of the service. The Management will direct its activities towards achieving the Preschool's goals and implementing the Preschool's Quality Improvement Plan by guiding and monitoring the Preschool's business and affairs in line with the objects as set out in the Preschool's rules and in line with the Preschool's philosophy. In carrying out its responsibilities, the Management Committee undertakes to maximise the value and contribution of the Preschool to the community, and to serve the interests of the Preschool's members, employees and families and children using the service. In serving these interests there is an implicit understanding that the rights of the child are paramount in all decision making. The Management Committee is the employer of all staff of the Preschool and is responsible for the management and control of the Preschool as the *Approved Provider* of education and care under the Children (Education and Care Services National Law Application) Act 2010 and the Education and Care Services National Regulations.

If service is regulated under State regulations i.e. not in scope of the NQF substitute the above with the Children (Education and Care) Supplementary Provisions Act 2011 and the Children (Education and Care Services) Supplementary Provisions Regulation 2004.]

Policies

The Management Committee will:

- ✚ Ensure that a comprehensive set of policies are in place as required under Education and Care Service Regulations and other Regulations and laws that the service must comply with;
- ✚ Ensure that these policies comply with relevant legislation; and
- Update these policies on a regular basis.

Compliance Measures

The Management Committee will:

- ✚ Ensure that mechanisms are in place such as compliance tools and a compliance calendar to assist them to assess that the Preschool's policies are implemented; and
- ✚ Prepare a sample service summary sheet for new committee members

Constitution

The Management Committee of the Association will:

- ✚ Ensure that the Preschool's constitution/articles of association is/are followed at all times;
- ✚ Ensure that the constitution/ articles of association are reviewed at least every three years; and
- ✚ Ensure that each new member of the Management Committee is provided with a copy of the Preschool's constitution and Management Committee handbook on their appointment to the Management Committee.

Management Committee Powers

The Management Committee sets the strategic direction and monitors performance of the Preschool. The Management Committee will provide effective governance to ensure excellent overall management of the Preschool's business and financial objectives. In addition, the Management Committee members may delegate any of their powers (with the exception of the power of delegation and responsibilities as Approved Provider) to a committee of directors, a director, an employee or any other person.

The Management Committee delegates the responsibility of implementing the strategic plan and day-to-day management of the Preschool to the service's Director.

In discharging its powers, each Management Committee member will be bound by the Associations Act/Corporations Act, the Constitution and all policies of the Preschool.

The Management Committee's authority includes:

- ✚ Overseeing the Preschool including its control and accountability systems;
- ✚ Appointing and removing the Director;
- ✚ Ratifying the appointment of all staff members;
- ✚ Developing the Preschool's strategy and performance objectives;
- ✚ Reviewing, ratifying and monitoring systems of risk management and internal control, codes of conduct, and legal compliance;
- ✚ Monitoring the Director's performance and implementation of strategy;
- ✚ Approving and monitoring financial and other reporting;
- ✚ Authorising appropriate delegations within the Preschool;
- ✚ Ensuring appropriate resources are available to carry out the Preschool's functions; and
- ✚ Approving and monitoring the progress of major capital expenditure.

Risk Management

The Management Committee will:

- ✚ Ensure the Preschool operates with and to a valid Constitution/Articles of Association and that all governance and management practices of the Management Committee and staff align with the Constitution/Articles of Association;

- ✚ Demonstrate achievement of this through accessible meeting minutes and Management Committee self assessments; and
- ✚ Assist Board members to receive ongoing support and professional development in the implementation of effective and evidence based governance practice.

Code of Conduct

Management Committee members will:

- Be fit and proper persons and provide a criminal history statement;
- Commit themselves members to ethical, businesslike, and lawful conduct, including proper use of authority and professional decorum when acting as Management Committee members;
- Demonstrate un-conflicted loyalty to the interests of the Preschool when acting as a Management Committee member;
- Avoid conflicts of interest with respect to their role;
- Annually disclose their involvement with other Preschools or companies that currently do business or may do business with the Preschool;
- Immediately disclose to the Management Committee any and all impending conflicts of interest. That member shall absent herself or himself without comment from both the deliberation and final decision-making;
- Not use information exclusive to Management Committee members for personal gain and will respect the confidentiality of all information obtained during meetings or through their role; and
- Respect the confidentiality appropriate to issues of a sensitive nature.

EVALUATION

The Preschool is recognised for effective governance management practices. The Preschool's philosophy is adhered to, its goals are reached, and it continues its quality improvement journey. The Preschool's risks and legal obligations are identified and managed through policies and relevant processes.

Statutory Legislation & Consideration:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011

Refers to:

- Quality Area 7: Governance & Leadership
- Education and Care Services National law:
- Education and Care Services National Regulations: 168-172
- Link to National Quality Standard 7.1: Governance - 7.1.2

Sources:

- The Guide to the National Quality Standard (2011)

- Early Years Learning Framework (2009)
- Community Childcare Cooperative Sample Policies - www.cccnsw.org.au
- United Nations Convention on the Rights of the Child (1989)

See: Confidentiality policy
Ballina Fox Street Preschool Constitution

Date	Reason for the Review	Approved
15/5/2013	New policy	IB
28/01/2015	Annual Review	LM
01.03.2017	Annual Review	LM
05.02.2018	Annual Review	LM
06.06.2018	Update NQS codes	LM
05.02.2020	Update information/ Annual Review	LM



BALLINA FOX STREET PRESCHOOL IMMUNISATION POLICY AND PROCEDURE

AIM

To comply with the requirement of the Public Health (Amendment) Act, 1992 (NSW), the Preschool must keep an up to date Immunisation register.

BACKGROUND

Immunisation of children and adults significantly reduces the risks, complications and mortality associated with vaccine preventable diseases. Staff benefit from up to date immunisation in the reduction of risks in pregnancy from infectious diseases. Keeping up to date immunisation records for children, children's Preschool staff and other staff members will facilitate immunisation and the control of infectious diseases during outbreaks in the Preschool. Children in childcare settings are at increased risk of infectious disease compared to children cared for at home. Vaccine-preventable diseases can have serious effects especially in younger children. Children in childcare settings should be age appropriately immunised. Childcare staff also appears to be at greater risk of some infections than most occupational groups and need protection against infectious diseases.

PROCEDURE

To minimise risks, complications and the spread of preventable diseases at Ballina Fox Street Preschool we will –

- ✚ On enrolment, ask parents to provide current documentation of their child's immunisation status. This can be satisfied by the 'History Statement' as provided by the Australian Immunisation Register (in accordance with the Public Health Act (1991)) Phone 1800 653 809
- ✚ Maintain an Immunisation Register with a separate record for each child and children's Preschool staff. This will be kept in the format recommended by the NSW Health Department with the following details: name; birth date; age at which immunisation is due; date given; date vaccination record was sighted; where or by whom it was given; whether they are up to date with immunisation; whether they are due for an immunisation; whether the child has not been immunised because of parental choice. A photocopy of the 'History Statement' will satisfy these requirements.
- ✚ Provide information on and encourage as far as possible all children and staff to have up-to-date or age appropriate immunisation in accordance with the current Australian Standard Vaccination Schedule and the current edition of the Australian Immunisation Handbook.
- ✚ Be aware and inform families that homeopathic immunisation has not been proven to give protection against infectious diseases. Such children are considered not to be protected against vaccine preventable diseases and they are not considered immunised for the purposes of the Public Health Act (1991)
- ✚ Be aware that Aboriginal and Torres Strait Islander children are at higher risk of many infectious diseases, especially respiratory and ear infections, and have a different immunisation schedule to non-ATSI children.

- ✚ Regularly review the immunisation records of children and Preschool staff, record if they are behind in their immunisation, and provide a written reminder. Highlight the importance of the vaccine doses at 4 years in accordance with the current Australian Standard Vaccination Schedule.

Exclusion of Unimmunised Children, Staff and Visitors

If any child, staff or visitor has a vaccine preventable disease, Ballina Fox Street Preschool are required under the Public Health Act 1991 to:

- ✚ Inform the local Public Health Unit directly and ask advice.
- ✚ Inform in writing, or request the Public Health Unit to inform in writing, all families, preschool staff, and persons normally working or visiting the premises that an outbreak of the particular infectious disease has occurred.
- ✚ On instruction of the PHU inform in writing (or ask the PHU to inform in writing) any staff member or family of any child who is excluded, giving the reason and length of exclusion period.

Records Required on Enrolment

At enrolment, parent/parents or legal guardian to sign an agreement that:

- ✚ Our Preschool requires a copy of a confirmed record of their child's immunisation, and the Preschool is required to keep this record updated as child receives their continuing immunisation,
- ✚ It is families responsibility to ensure their child's immunisation is up to date, a child whose immunisation is not up to date may be excluded during an outbreak of a vaccine preventable disease, even if their child is well, and that full fees will be applicable for the period of exclusion unless determined otherwise by the Management Committee. Parent/s will be required to sign a statement of agreement to these conditions, as part of enrolment procedures.
- ✚ the PHU or our Preschool (on their advice), will inform families when a vaccine preventable disease occurs in anyone attending, working or visiting the Preschool, what action needs to be taken to protect children, staff and others from risk of infection, and exclusion of children or staff from the Preschool until outbreak resolves,
- ✚ Homeopathic immunisation has not been proven to give protection against infectious diseases. Only conventional immunisations produce a measurable immune response, and homeopathic immunisation is not recommended as an alternative to conventional immunisation. Children who have only received homeopathic immunisations are considered not to be protected against vaccine preventable diseases and are not considered immunised for the purposes of the Public Health Act (1991).

Staff Immunisation

Upon employment (or updating records) staff will be given a copy of 'Recommended vaccinations for those at risk of occupationally-acquired vaccine preventable diseases. All staff need to provide current immunisation status to employer via the *Staff Immunisation Record* form. Each year at the beginning of term 1 staff will be asked to review and update their records. These records are kept confidential, known only to the Director and Administrator.

The Director should encourage that all staff of the Preschool to have all childhood immunisations and

encourage unimmunised staff to complete the required course of vaccines for Measles, Mumps, Rubella, Polio, Diphtheria, Whooping Cough, Hepatitis A, Pertussis and Tetanus. Staffs are encouraged to discuss their current status with their own Doctor, and to seek his guidance. Should an outbreak occur, staffs that are not protected against vaccine preventable diseases will be stood down during the outbreak period as noted above. Staffs are also encouraged to vaccinate against the yearly flu, in order to minimise the spread of the infection and the amount of sick leave taken. If staff are stood down over a preventable disease, this period will be covered by sick-leave and/or leave without pay.

Statutory Legislation & Consideration:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011

Refers to:

- Quality Area 2: Children’s Health and Safety
- Education and Care Services National law:
- Education and Care Services National Regulations: 4, 88
- Link to National Quality Standard 2.2.2 – Incident and emergency management

Sources

- Guide to the National Quality Standard (3) ACECQA (2011)
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2011
- EYLF – Belonging Being Becoming (2009)
- Health and Safety in Children’s Services Model Policies and Practices – 2nd Edition revised (2003)
- Staying Healthy in Child Care – Preventing Infectious Diseases in Child Care - 5th Edition (2013)
- NSW Ministry of Health: www.health.nsw.gov.au/
- National Health and Medical Research Council: www.nhmrc.gov.au/
- Immunisation Handbook – 9th Edition (2008) Australian Government – Department of Health and Ageing – National Health and Medical Research Council
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations (3) (2011)
- Community Childcare Cooperative Sample Policies - www.cccnsw.org.au

See: *Staff Immunisation Record* form (appendixed)
Immunisation Policy

Date	Reason for the Review	Approved
20/3/2013	Reviewed to include recommendation for staff to be immunised against yearly flu.	IB
9/9/2013	Included new staff immunization record form as appendix	IB
02.03.2017	Annual Review	LM

03.10.2017	New Immunisation information to include	LM
06.02.2018	Annual Review	LM
06.06.2018	Update for NQS codes	LM
05.02.2020	Update information/ Annual Review	LM








BALLINA FOX STREET PRESCHOOL INCIDENT, INJURY, TRAUMA AND ILLNESS POLICY AND PROCEDURE

AIM

This policy will define the responsibilities and procedures to be followed by the approved provider, nominated supervisor, staff, and parents/guardians if a person is ill, or are involved in a medical emergency or an incident at the service that results in injury or trauma. Outlined Practices to be followed to reduce the risk of an incident occurring at the service.

Ballina Fox Street Preschool is committed to:

-  Providing a safe and healthy environment for all children, staff, volunteers, students on placement and any other persons participating in or visiting the service.
-  Responding to the needs of an injured, ill or traumatised person at the service.
-  Preventing injuries and trauma.
-  Preventing the spread of illness through simple hygiene practices, monitoring immunisation records and complying with recommended exclusion guidelines.
-  Maintaining a duty of care to children and users of services administered.

This policy applies to the Approved Provider, Nominated Supervisor, Certified Supervisor, educators, staff, students on placement, volunteers, parents/guardians, children and others attending the programs and activities.



BACKGROUND AND LEGISLATION

Background people responsible for managing early childhood services and caring for children have a duty of care towards those children. All service staff has a responsibility and a duty of care to act to prevent accidents and emergencies at the service.

An approved service must have policies and procedures in place in the event that a child is injured, becomes ill or suffers trauma. These procedures should be followed and must include the requirement that a parent/guardian be notified in the event of an incident, injury, illness or trauma relating to their child as soon as possible and within 24 hours of the occurrence.

The National Regulations require an accurate Incident, Injury, Trauma and Illness Record to be kept and stored confidentially until the child is 25 years old (Regulation 183(2)).

Under the national legislation, each service must ensure that an entry is recorded in the Incident, Injury, Trauma and Illness Record.

-  An incident in relation to a child, an injury received by a child or trauma to which a child has been subjected.
-  An illness that becomes apparent.

Details that must be entered in the Incident, Injury, Trauma and Illness Record include the following:

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

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

Medical emergencies may include serious health issues such as asthma, anaphylaxis, diabetes, fractures, choking and seizures. Such emergencies generally involve only one child; however, they can affect everyone in the children's service. In some cases, it will be appropriate to refer to specific policies for guidance, such as the Dealing with Medical Conditions Policy, Asthma Policy and Anaphylaxis Policy.

PROCEDURES

The Approved Provider is responsible for:

- ✚ Ensuring that the premises are kept clean and in good repair.
- ✚ Ensuring that staff have access to medication, incident, injury, trauma and illness forms and WorkCover NSW incident report forms.
- ✚ Ensuring that the service has an occupational health and safety policy and procedures that outline the process for effectively identifying, managing and reviewing risks and hazards that are likely to cause injury and reporting notifiable incidents to appropriate authorities (refer to Occupational Health and Safety Policy).
- ✚ Ensuring that completed medication records are kept until the end of 3 years after the child's last attendance (Regulation 92, 183).
- ✚ Ensuring that a parent/guardian of the child is notified as soon as is practicable, but not later than 24 hours after the occurrence, if the child is involved in any incident, injury, trauma or illness while at the service (Regulation 86).
- ✚ Ensuring that incident, injury, trauma and illness records are kept and stored securely until the child is 25 years old (Regulations 87, 183).
- ✚ Ensuring that there is a minimum of one educator with a current approved first aid qualification on the premises at all times (refer to First Aid Policy).
- ✚ Ensuring that there are an appropriate number of up-to-date, fully equipped first aid kits that are accessible at all times (refer to First Aid Policy).
- ✚ Ensuring that the orientation and induction of new and relief staff include an overview of their responsibilities in the event of an incident or medical emergency.

- ✚ Ensuring that children’s enrolment forms provide authorisation for the service to seek emergency medical treatment by a medical practitioner, hospital or ambulance service.
- ✚ Ensuring that an incident report (SI01) is completed and a copy forwarded to the regional DET office as soon as is practicable but not later than 24 hours after the occurrence.

The Nominated Supervisor, Responsible person and other educators are responsible for:

- ✚ Ensuring that the emergency numbers are displayed in the staff room.
- ✚ Ensuring that volunteers and parents on duty are aware of children’s medical management plans and their responsibilities in the event of an incident, injury or medical emergency.
- ✚ Responding immediately to any incident, injury or medical emergency.
- ✚ Implementing individual children’s medical management plans, where relevant.
- ✚ Notifying parents/guardians immediately after an incident, injury, trauma or medical emergency, or as soon as is practicable.
- ✚ Requesting the parents/guardians make arrangements for the child or children involved in an incident or medical emergency to be collected from the service or informing parents/guardians if an ambulance has been called.
- ✚ Notifying other person/s as authorised on the child’s enrolment form when the parents/guardians are not contactable.
- ✚ Recording details of any incident, injury or illness in the Incident, Injury, Trauma and Illness Record as soon as is practicable but not later than 24 hours after the occurrence.
- ✚ Ensuring that regulatory and legislative responsibilities are met in relation to any incident, injury or medical emergency.
- ✚ Maintaining all enrolment and other medical records in a confidential manner (refer to Privacy and Confidentiality Policy).
- ✚ Regularly checking equipment in both indoor and outdoor areas for hazards and taking the appropriate action to ensure the safety of the children when a hazard is identified.
- ✚ Assisting the Approved Provider with regular hazard inspections.
- ✚ Reviewing the cause of any incident, injury or illness and taking appropriate action to remove the cause if required.
- ✚ Notifying DET in writing within 24 hours of an incident involving the death of a child, or any incident, illness or trauma that requires treatment by a registered medical practitioner or admission to a hospital.
- ✚ Ensuring that the following contact numbers are displayed in close proximity of each telephone:
 - 000
 - DET (Department of Education) regional office.
 - Approved Provider.
 - Asthma NSW: toll free 1800 278 462
 - Poisons Information Centre: 13 11 26
 - Local council or shire.

When there is a medical emergency, educators will:

- ✚ Call an ambulance, where necessary.
- ✚ Administer first aid and provide care and comfort to the child prior to the parents/guardians or ambulance arriving.
- ✚ Implement the child’s current medical management plan, where appropriate.
- ✚ Notify parents/guardians as soon as is practicable of any serious medical emergency, incident or injury concerning the child, and request the parents/guardians make arrangements for the child to

be collected from the service and/or inform the parents/guardians that an ambulance has been called.

- ✚ Notify other person/s as authorised on the child's enrolment form, if the parents/guardians are not contactable.
- ✚ Ensure ongoing supervision of all children in attendance at the service.
- ✚ Accompany the child in the ambulance when the parents/guardians are not present, provided that staff-to-child ratios can be maintained at the service.
- ✚ Notify the Approved Provider of the medical emergency, incident or injury as soon as is practicable.
- ✚ Complete and submit an incident report to DET, the Approved Provider and the service's public liability insurer following a serious incident.

When a child develops symptoms of illness while at the service, educators will:

- ✚ Ensure that the Nominated Supervisor or person in day-to-day care of the service, contacts the parents/guardians or authorised emergency contact for the child to outline the signs and symptoms observed.
- ✚ Request that the child is collected from the service if the child is not well enough to participate in the program.
- ✚ Ensure that they separate the child from the group and have a staff member remain with the child until the child recovers, a parent/guardian arrives, or another responsible person takes charge.
- ✚ Call an ambulance (refer to definition of medical emergency) if a child appears very unwell or has a serious injury that needs urgent medical attention.
- ✚ Ensure that the child is returned to the care of the parent/guardian or authorised emergency contact person as soon as is practicable.
- ✚ Ensure that, where medication, medical or dental treatment is obtained, the parents/guardians are notified as soon as is practicable and within 24 hours and are provided with details of the illness and subsequent treatment administered to the child.
- ✚ Ensure that the Approved Provider is notified of the incident.
- ✚ Ensure that the Incident, Injury, Trauma and Illness Record are completed as soon as is practicable and within 24 hours of the occurrence.

Parents/guardians are responsible for:

- ✚ Providing authorisation in their child's enrolment record for the service to seek emergency medical treatment by a medical practitioner, hospital or ambulance service (Regulation 161(1))
- ✚ Payment of all costs incurred when an ambulance service is called to attend to their child at the service.
- ✚ Notifying the service, upon enrolment or diagnosis, of any medical conditions and/or needs, and any management procedure to be followed with respect to that condition or need (Regulation 162).
- ✚ Ensuring that they provide the service with a current medical management plan, if applicable (Regulation 162(d)).
- ✚ Collecting their child as soon as possible when notified of an incident, injury or medical emergency involving their child.
- ✚ Informing the service of an infectious disease or illness that has been identified while the child has not attended the service and that may impact on the health and wellbeing of other children, staff and parents/guardians attending the service.
- ✚ Being contactable, either directly or through emergency contacts listed on the child's enrolment form, in the event of an incident requiring medical attention.
- ✚ Signing the Incident, Injury, Trauma and Illness Record, thereby acknowledging that they have been made aware of the incident.

- ✚ Notifying the service by telephone when their child will be absent from their regular program.
- ✚ Notifying staff/educators if there is a change in the condition of their child's health or if there have been any recent accidents or incidents that may impact on the child's care e.g. any bruising or head injuries.

DEFINITIONS

The terms defined in this section relate specifically to this policy. For commonly used terms e.g. Approved Provider, Nominated Supervisor, Regulatory Authority etc. refer to the General Definitions section of this manual.

Emergency services: Includes ambulance, fire brigade, police and state emergency services.

First aid: The provision of initial care in response to an illness or injury. It generally consists of a series of techniques to preserve life, protect a person (particularly if unconscious), prevent a condition worsening and promote recovery. First aid training should be delivered by approved first aid providers, and a list is published on the **ACECQA website**: www.acecqa.gov.au/qualifications/approved-first-aidqualifications

Hazard: A source or situation with a potential for harm in terms of human injury or ill health, damage to property, damage to the environment or a combination of these.

Incident: Any unplanned event resulting in or having potential for injury, ill health, damage or other loss.

Injury: Any physical damage to the body caused by violence or an incident.

Medication: Any substance, as defined in the Therapeutic Goods Act 1989 (Cth), that is administered for the treatment of an illness or medical condition.

Medical management plan: A document that has been prepared and signed by a doctor that describes symptoms, causes, clear instructions on action and treatment for the child's specific medical condition, and includes the child's name and a photograph of the child.

Medical attention: Includes a visit to a registered medical practitioner or attendance at a hospital.

Medical emergency: An injury or illness that is acute and poses an immediate risk to a person's life or long-term health.

Minor incident: An incident that results in an injury that is small and does not require medical attention.

Notifiable incident: An incident involving workplace health and safety that is required by law to be reported to WorkCover NSW. Notification is required for incidents that result in death or serious injury/illness, or dangerous occurrences. For a complete list of incidents that must be reported to WorkCover, refer to the Guide to Incident Notification on the WorkCover NSW website:

<http://www.workcover.nsw.gov.au/>

Serious incident: An incident resulting in the death of a child, or an injury, trauma or illness for which the attention of a registered medical practitioner, emergency services or hospital is sought or should have been sought. This also includes an incident in which a child appears to be missing, cannot be accounted for, is removed from the service in contravention of the regulations or is mistakenly locked in/out of the service premises (Regulation 12). A serious incident should be documented in an Incident, Injury, Trauma and Illness Record (sample form available on the ACECQA website) as soon as possible and within 24 hours of the incident. The Regulatory Authority (DET) must be notified within 24 hours of a serious incident occurring at the service (Regulation 176(2) (a)). Records are required to be retained for the periods specified in Regulation 183.

Trauma: An emotional wound or shock that often has long-lasting effects or any physical damage to the body caused by violence or an incident.

EVALUATION

In order to assess whether the values and purposes of the policy have been achieved, Ballina Fox Street Preschool will:

- ✚ Regularly seek feedback from everyone affected by the policy regarding its effectiveness.
- ✚ Monitor the implementation, compliance, complaints and incidents in relation to this policy.
- ✚ Review and analyse information gathered from the Incident, Injury, Trauma and Illness Record and staff first aid records regarding incidents at the service.
- ✚ Keep the policy up to date with current legislation, research, policy and best practice.
- ✚ Revise the policy and procedures as part of the service's policy review cycle, or as required.
- ✚ Notify parents/guardians at least 14 days before making any changes to this policy or its procedures.

Statutory Legislation & Consideration:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011

Refers to:

- Quality Area 2: Children's health and safety
 - Education and Care Services National law: Section 174(2).
 - Education and Care Services National Regulations: 77, 85–87, 103, 177, 183
- National Quality Standard 2.1 – Health, 2.1.2, 2.2.2

Sources:

- The Guide to the National Quality Standard (2011)
- Early Years Learning Framework (2009)
- Community Childcare Cooperative Sample Policies - www.cccnsw.org.au
- United Nations Convention on the Rights of the Child (1989)

Date	Reason for the Review	Approved
25/3/2013	Annual review	IB
06.06.2018	Update NQS codes	LM
05.02.2020	Update information/ Annual Review	LM



BALLINA FOX STREET PRESCHOOL INFECTION CONTROL – CONTACT WITH BODY FLUIDS POLICY AND PROCEDURE

AIM

To minimise the risk of infection from blood and body fluids by treating all blood and body fluids as if they could be infectious. The education and care service aim to maintain a healthy and hygienic environment for children, educators and families by providing professional cleaning services on a daily basis. The Preschool will ensure that additional procedures implemented to minimize the potential risk of disease and illness.

These procedures will include:

- ✚ Spot and routine cleaning by educators;
- ✚ Effective hand washing practices;
- ✚ Identifying and excluding sick children and educators as per the Infectious Diseases and the Management of Unwell children policies;
- ✚ Maintaining updated immunization records as per the Infectious diseases policies;
- ✚ Effective handling, storage and disposal or washing of soiled items; and
- ✚ The use of personal protection equipment.

PROCEDURE

The Approved Provider will:

- ✚ Ensure procedures that prevent the spread of infectious diseases are designed to be implemented by educators and volunteers.
- ✚ Ensure the Nominated Supervisor, educators and volunteers are aware of the need to implement health, hygiene practices and safe food handling and storage practices in order to minimize risks for children in the education and care services.

The Nominated Supervisor will:

- ✚ Ensure that educators and volunteers implement health, hygiene practices and safe food handling and storage practices in order to minimize risks for the children in the education and care service.
- ✚ Ensure that in the event of an infectious disease being identified within the children, families or educators in the services, steps are taken to prevent the spread of the infectious disease and parents and emergency contact details are notified about the occurrence of an infectious disease as soon as possible.
- ✚ Maintain up-to-date immunization records for all children. Families will be given reminder notifications when scheduled immunizations are due. If any outbreak occurs within the education and care service children who are not immunized will be excluded as per the Infectious Diseases Policy.
- ✚ Introduce cleaning systems that prevent contamination and cross infection. Cleaning buckets, cloths, mops etc will be clearly labeled, coded to indicate their specific use and stored in a location inaccessible to children.

- ✚ Ensure that new educators, casual educators and volunteers are informed about the strategies and procedures, implemented by the education and care service to keep themselves and the children protected.
- ✚ Prioritise training and professional development for educators regarding current hygiene and infection control practices.
- ✚ Place a copy of hand washing procedures near all hand washing areas for educators to follow.
- ✚ Monitor sand cleanliness and arrange for annual change or topping up as needed.

Educators will:

- ✚ Engage in training, research and professional development about current hygiene and infection control practices.
- ✚ Be responsible for routine cleaning of the education and care services. This will include sweeping and mopping floors after meal and activity times, wiping tables with soapy water before and after meals, sanitizing toys and equipment after use; particularly after children have mouthed toys. The sandpits will be raked daily, covered each night and sand cleaned frequently.
- ✚ Ensure that children's hand-washing areas have a visual procedure available for children to refer to. Educators will role model correct hand washing techniques and give verbal reminders to children when washing hands.
- ✚ Monitor children's health and wellbeing while they are at the preschool: Educators will observe children's activity carefully. If a child shows symptoms such as lethargy, high temperature, vomiting, skin rash, difficulty in breathing, diarrhea or when educators have concerns about a child's health, they will immediately inform the Nominated Supervisor and the family. (Implement the Incident, Injury, traumas and Illness Policy and the Infectious diseases policy.).
- ✚ Wear gloves at all times when assisting a child with soiled or wet their clothing, and during toileting routines.
- ✚ Cover any cuts, abrasions, dermatitis or open skin on hands with a water-resistant dressing.
- ✚ Spot clean bathroom areas as required during the day and clean the areas thoroughly once daily.
- ✚ Effectively manage bodily fluid spills and accidents. Blood or bodily fluid spills will be isolated with barricades until the educator can remove the spill hygienically. The educator will: avoid direct contact with the spill; use personal protective equipment; contain the spill as far as possible using paper towel, disposing of it in a sealed plastic clinical waste bag; clean the spill using neutral detergent; dry or ventilate the area; notify the work cover authority if there has been exposure to bodily fluids that may present the risk of the transmission of blood borne diseases.
- ✚ Administer first aid to any educator who has blood or bodily fluids splash into their eyes or mouth by irrigating the eyes for 5-10 minutes and/or blow nose and spit out and rinse out the mouth.
- ✚ Store and dispose of soiled items appropriately. Soiled items not belonging to an individual child or family that have been exposed to bodily fluids will be rinsed in cold water and washed separately in a machine using hot water.
- ✚ Encourage children to cover their noses and mouths when sneezing or coughing and to wash and dry their hands afterwards. Model these behaviors.
- ✚ Use every precaution to minimize the risk of infection within the education and care service environment for themselves, the children and the families.
- ✚ All cuts and abrasions, particularly on hands of staff, are to be covered with a band aid or appropriate dressing at all times.
- ✚ Wear disposable gloves if possible before attending to a child who is bleeding or, as soon as possible, get someone wearing gloves to take over from you.
- ✚ If there is a spill of blood or body fluids onto a child or adult, wash the affected area with soap and warm water.
- ✚ If blood or body fluid is splashed in the eyes or on mucous membrane, rinse with running water for

several minutes.

- ✚ If blood or body fluid contacts an open wound or broken skin, wash the area thoroughly with soap and water.
- ✚ When finished dealing with spill or covering wound, remove gloves and put them in a plastic bag then in a bin.
- ✚ Soak any implements used from the first-aid box in warm soapy water, using the Preschool's pH neutral detergent.
- ✚ Wash your hands thoroughly when finished.
- ✚ If blood or body fluid contact eye, open wounds, or mucous tissue report this to the Preschool's Director.

**FOLLOW THE UNIVERSAL INFECTION CONTROL (UIC) PROCEDURES
(POSTER ATTACHED FOR HAND RUB AND HAND WASH):**

- ✚ Always wash hands:
 - before preparing food
 - before eating (wash children's too)
 - after toileting yourself or a child
 - before (if possible) and after giving first aid
- ✚ Wash blood, faeces and urine off your skin with soapy water
- ✚ Regularly clean floors, equipment and toys
- ✚ Clean up any spilt blood or faeces with soapy water, using pH neutral detergent
- ✚ Cover any cuts on your skin or on a child's skin
- ✚ If you have cuts on your hands, wear disposable gloves when dealing with faeces, urine or blood
- ✚ If you get blood splashed in your eyes or on your face, rinse with running water for several minutes.
- ✚ Soak any bloodied clothes or implements used for the first aid, for 5-10 soapy water, using Centre's pH neutral detergent.

See: Infectious Diseases Policy

Statutory Legislation & Consideration:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011
- The Work Health and safety Act 2001 and the Work Health and Safety regulation 2011

Refers to:

- Quality Area 2: Children's Health and Safety
- Education and Care Services National law:
- Education and Care Services National Regulations: 4, 88
- Link to National Quality Standard 2.1 – Health – 2.1.2

Sources:

- The Guide to the National Quality Standard (2011)
- Early Years Learning Framework (2009)
- Community Childcare Cooperative Sample Policies - www.cccnsw.org.au
- Staying Healthy: Preventing Infectious Diseases in Early Childhood education and care services (5th edition) 2013.
- Work cover NSW – www.workcover.nsw.gov.au
- Centre for community Child Health – www.rch.org.au
- National Health and Medical Research Council – www.nhmrc.gov.au

Date	Reason for the Review	Approved
9/9/2013	Reviewed policy	IB
02.03.2017	Annual Review	LM
06.02.2018	Annual Review	LM
06.06.2018	Update NQS codes	LM
05.02.2020	Update information/ Annual review	LM



BALLINA FOX STREET PRESCHOOL INTERACTIONS POLICY AND PROCEDURES

AIM

To provide an environment where children feel safe and secure and are able to develop a strong sense of belonging and Identity.

BACKGROUND

Research shows that, Educators who give priority to nurturing relationships with children can assist children to develop skills and understandings they need to interact positively with others. Learning outcomes for children are achieved with highly trained and qualified staff.

Relevant Legislation

Education and Care Services National Regulation 2011

Key Resources

- Early Years Learning Framework 2009
- United Nations Conventions-The rights of the child
- Early Childhood Australia - Code of Ethics

PROCEDURE

Children:

- ✚ Are encouraged to express themselves and their opinions;
- ✚ Have their family's values;
- ✚ Are given the opportunity to become self reliant and to develop self esteem;
- ✚ Are given positive guidance and encouragement towards acceptable behavior;
- ✚ Have their dignity and rights maintained at all times, specifically excluding any child management techniques that include punishment that humiliates, frightens or threatens them;
- ✚ Not isolated for any reason other than illness or a pre-arranged appointment with parental consent;
- ✚ Acknowledged and respected;
- ✚ Have support offered if regarding children's learning experiences;
- ✚ Are given emotional support;

Educators will:

- ✚ Respond to children's needs, strengths and abilities and facilitate opportunities for children to build on their knowledge and ensure their involvement in meaningful learning experiences.
- ✚ Listen to children's ideas and help them to understand their learning by asking questions and being

involved in conversations that stimulate curiosity and thinking.

- ✚ Be emotionally available to children and support children’s expression of their thoughts and feelings.
- ✚ Value cultures and traditions of each family and this well are reflected in our culturally inclusive program.
- ✚ Encourage children to communicate and provide assistance when children are having difficulty.
- ✚ Use knowledge of children to respond to each child- individualising expectations, interactions and experiences.
- ✚ Are aware that children’s welfare and well being is an integral part of children’s learning.
- ✚ Anticipate the child’s needs and respond appropriately.
- ✚ Comfort distressed children quickly and sensitively.
- ✚ Give children appropriate amounts of physical attention and respond to their needs and individual preferences.
- ✚ Provide learning environments that encourage children to explore create and construct.

Statutory Legislation & Consideration:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011

Refers to:

- Quality Area 5: Relationships with Children
- Education and Care Services National law
- Education and Care Services National Regulations: 155, 156
- Link to National Quality Standard 5.1: 5.1.1, 5.1.2

Sources:

- The Guide to the National Quality Standard (2011)
- Early Years Learning Framework (2009)
- Community Childcare Cooperative Sample Policies - www.cccnsw.org.au
- United Nations Convention on the Rights of the Child (1989)
- Early Childhood Australia – Code of Ethics

Date	Reason for the Review	Approved
10/8/2012	Updated	IB
25/3/2013	Annual review	IB
28/01/2015	Annual review	LM
02.03.2017	Annual review	LM
06.02.2018	Annual review	LM
06.06.2018	Update NQS codes	LM
05.02.2020	Update information/ Annual Review	LM



BALLINA FOX STREET PRESCHOOL MANAGEMENT OF UNWELL CHILDREN POLICY AND PROCEDURE

AIM

To ensure that an unwell child is noticed and cared for swiftly, and that appropriate action is taken to prevent the spread of infection ensuring the health and safety of all children and staff attending the preschool.

BACKGROUND

The Preschool has a Duty of Care to protect all staff and children from unnecessary exposure to illness and therefore the Preschool cannot provide extended care for sick children.

FACILITIES

A medications register is kept on the premises and maintained by the Manager. The register is a record of parents' prior consent and orders for their child's medication. A record is kept of the dose and frequency of any medication administered to a child.

See *Children's Record/Personal Health Records Policy and Medication Policy*.

PROCEDURE

If a child becomes ill while attending preschool, or is brought to preschool unwell, and in the opinion of staff, unfit for attendance, their parent (s)/guardian will be contacted and requested to take their child home. If the parent (s)/guardian cannot be contacted, then the child's emergency contact person will be contacted, and the child's doctor. The following steps will be taken by the preschool staff in the event that a child is unwell:

- (1) Inform the Manager and the parents of the child
- (2) If the child is suspected of having an influenza type of infection the unwell child is to wear a mask provided by the preschool until the child is taken home
- (3) Separate the unwell child from other children, until child is taken home by parent (s)/guardian
- (4) Child's temperature will be taken, and action taken if necessary, to reduce fever
- (5) Record occurrence in illness report and decide if the condition requires exclusion
- (6) Inform parent (s)/ guardians of conditions of exclusion and re-admission
- (7) Inform other parents of infectious/transmittable diseases such as glandular
- (8) fever, gastroenteritis, head lice (see Health Notice to Parents and Carers)
- (9) Inform Public Health Unit if necessary.

If a child is sent home unwell, they should not return to the Preschool until they have fully recovered or are no longer infectious to the other children and staff. If parents suspect their child has an infectious condition or early symptoms of illness they should be kept at home and be reviewed by a doctor.

Signs and symptoms may include:

- (a) High temperature or fever (Normal temperature 37 degrees, Fever – Oral temperature (37.5 degrees C., armpit temperature 37.2 degrees C.)
- (b) Cold symptoms (sneezing, cough, runny nose)
- (c) Unusually tired, listless, pale, irritable, fretful
- (d) Vomiting and diarrhoea
- (e) Rashes and/or irritation you cannot identify
- (f) Feel cold and look pale
- (g) Cry readily and not be comforted easily
- (h) Lose interest in playing
- (i) Loss of appetite

Parents are requested to notify the Manager immediately if any infectious disease has been contracted by their child. Please refer to *Staying Healthy in Childcare, Edition 4*, for Recommended Minimum Exclusion Periods.

ASTHMA MANAGEMENT

One in five Australian children has asthma, making it the most common chronic medical condition in childhood (*Staying Healthy in Childcare, Edition 4*). Apart from coughs and colds of childhood, asthma is the condition most likely to be encountered in early childhood settings.

It is the responsibility of the child's parent(s)/guardians to ensure staff of the Preschool are aware of their child's asthma. Every child with asthma will have a written Asthma Management Plan and Emergency Illness Action Plan completed in consultation with their child's General Practitioner. This is so both the child's parent(s)/guardians and preschool educators are very clear on the best management of the child in the event of an acute attack.

Each child's management plan for asthma will be updated every three months, to ensure that medication is appropriate to each child's current asthma status. Details of routine, extra medications and the actions to be undertaken in the event of increased symptoms must be specified in the child's asthma management plan and Emergency Illness Action Plan.

Parents will be contacted and/or medical assistance sought if the child's asthma symptoms progress whilst at the Preschool.

TREATMENT FOR FEVER.

The child's temperature will be taken by placing a thermometer under the child's arm for at least three minutes. A normal temperature taken by this method is a little over 36deg. C.

If the child has a fever, the parent(s)/guardian should be informed. If they cannot be contacted, then the emergencies contact person and then the child's doctor.

SENDING UNWELL CHILDREN TO PRESCHOOL

The Preschool has a duty of care to protect all children and staff from risk of illness as far as reasonable and feasible. Unwell children are also more susceptible to asymptomatic illnesses which may be present in other children at the Preschool.

Parents/ carers must **not send an unwell child to Preschool.**

An unwell child is one that has:

- ✚ Shown symptoms of illness prior to attending preschool that day;
- ✚ Been provided with un-prescribed medication that morning to assist in the management of the illness e.g. Paracetamol or Nurofen.

Providing unwell children with un-prescribed medication has the affect of masking the symptoms of illness which Preschool staff are trained to recognize and respond to. If a child requires Paracetamol or Nurofen because they are unwell, they must not attend Preschool until they have recovered from the illness.

Statutory Legislation & Consideration:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011

Refers to:

- Quality Area 2: Children’s health and safety
- Education and Care Services National law:
- Education and Care Services National Regulations: 90-91
- Link to National Quality Standard 2.2 – Safety – 2.2.2

Sources:

- The Guide to the National Quality Standard (2011)
- Early Years Learning Framework (2009)
- Community Childcare Cooperative Sample Policies - www.cccnsw.org.au
- United Nations Convention on the Rights of the Child (1989)

Date	Reason for the Review	Approved
25/3/2013	Annual review	IB
10/4/2013	Policy to include the wearing of masks for children suspected of having influenza type diseases and the notification of parents/carers through Health Notices.	IB
21/8/2013	Inclusion of ‘ <i>Sending Unwell Children to Preschool</i> ’ clause	IB
28.01.2015	Annual Review	LM
02.03.2017	Annual Review	LM
06.02.2018	Annual Review	LM
06.06.2018	Update NQS codes	LM
05.02.2020	Update information/ Annual Review	LM



BALLINA FOX STREET PRESCHOOL MEDICAL CONDITIONS POLICY AND PROCEDURE

INTRODUCTION

Medical conditions include, but are not limited to asthma, diabetes or a diagnosis that a child is at risk of anaphylaxis. In many cases these can be life threatening. Our service is committed to a planned approach to the management of medical conditions to ensure the safety and well-being of all children at this service. Our service is also committed to ensuring our educators and staff are equipped with the knowledge and skills to manage situations to ensure all children receive the highest level of care and to ensure their needs are considered at all times. Providing families with ongoing information about medical conditions and the management conditions is a key priority.

AIM

Our education and care service will minimise the risks around medical conditions of children by:

- ✚ Collaborating with families of children with diagnosed medical conditions to develop a risk minimisation plan for their child;
- ✚ Informing all staff, including casual staff, educators and volunteers, of all children diagnosed with a medical condition and the risk minimisation procedures for these;
- ✚ Providing all families with current information about identified medical conditions of children enrolled at the service with strategies to support the implementation of the risk minimisation plan;
- ✚ Ensuring all children with diagnosed medical conditions have a current risk minimisation plan that is accessible to all staff; and
- ✚ Ensuring all staff are adequately trained in the administration of emergency medication.

PROCEDURE

The Approved Provider will:

Ensure the Nominated Supervisor fulfils responsibilities in the management of medical conditions.

ENROLMENT OF CHILDREN IN THE SERVICE

The Nominated Supervisor will:

- ✚ Ensure that any parent with a child enrolled at the service that has a specific health care need, allergy or other relevant medical condition is provided with a copy of this Medical Conditions policy;
- ✚ Inform parents of the requirement to provide the service with a medical management plan of their child's condition;
- ✚ Collaborate with families of children with medical conditions to develop a risk minimisation plan to ensure the child's safety and wellbeing;

- 1) To ensure that the risks relating to the child's specific health care need, Allergy or relevant medical condition are assessed and minimised; and

- 2) If relevant, to ensure that practices and procedures in relation to the safe handling, preparation, consumption and service of food are developed and implemented; and
- 3) If relevant, to ensure that practices and procedures to ensure that the parents are notified of any known allergens that pose a risk to a child and strategies for minimising the risk are developed and implemented; and
- 4) To ensure that practices and procedures ensuring that all staff members and volunteers can identify the child, the child's medical management plan and the location of the child's medication are developed and implemented; and
- 5) if relevant, to ensure that practices and procedures ensuring that the child does not attend the service without medication prescribed by the child's medical practitioner in relation to the child's specific health care need, allergy or relevant medical condition are developed and implemented; and
- 6) Ensure that all staff and educators are aware of the medical management plan and risk minimisation plan;
- 7) Ensure that staff are adequately trained in procedures contained in the medical management plan; and
- 8) Inform other families enrolled at the centre of the need to prohibit any items which may present a hazard to children with diagnosed medical conditions.

“Providing families with ongoing information about medical conditions and the management conditions is a key priority.”

COMMUNICATION AND DISPLAY OF MEDICAL INFORMATION

The Nominated Supervisor will:

- ✚ Ensure all medical management and risk minimisation plans are accessible to all staff;
- ✚ Ensure that all plans are current and kept up to date;
- ✚ Develop a communication plan to ensure that relevant staff members and volunteers are informed of the medical conditions policy, the medical management plan and risk minimisation plan for the child;
- ✚ Develop a communication plan to ensure that parents can communicate any changes to the medical management plan and risk minimisation plan; and
- ✚ Update the communication plan as needed;

Educators and staff will:

- ✚ Ensure they are aware of enrolled children with medical conditions and be familiar with the medical management and risk minimisation plans of each child diagnosed with a medical condition; and
- ✚ Will consult the communication plan to ensure they are aware of their communication responsibilities.

MANAGEMENT OF ASTHMA AND ANAPHYLAXIS

The Nominated Supervisor will:

- ✚ Ensure that all staff are adequately trained in the management of asthma and anaphylaxis, and that training includes identifying medical emergencies; and
- ✚ Ensure that all staff are adequately trained in the administration of emergency medication such as the Epi-Pen or asthma medication.

Educators and staff will:

- ✚ Be alert to the immediate needs of children who present with symptoms of anaphylaxis and asthma;
- ✚ Administer emergency medication in accordance with their training, as required.

DOCUMENTATION AND RECORD KEEPING

The Approved Provider will:

- ✚ Ensure records are confidentially stored for the specified period of time as required by the Regulation.

The Nominated Supervisor will:

- ✚ Provide a copy of the Medication Record to medical staff in the event further medical intervention is required.

Educators and staff will:

- ✚ Complete a Medication Record when a child receives emergency medication; and
- ✚ Will provide parents with a copy of the Medication Record. Policy Availability
- ✚ The medical conditions policy will be readily accessible to all educators, staff, families and visitors, and ongoing feedback on this policy will be invited.

EVALUATION

- ✚ Educators respond in an effective manner to any medical conditions incident, and documentation is completed, shared, and stored as appropriate;
- ✚ Plans to effectively manage medical are developed in consultation with families, and implemented; and
- ✚ Regular reviews of procedures and policy are implemented.

Statutory Legislation & Consideration:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011

Refers to:

- Quality Area 2: Children’s health and safety
- Education and Care Services National law: 167 (protect from harm & hazards)
- Education and Care Services National Regulations: 90, 91, 94
- Link to National Quality Standard 2.2 – Safety – 2.2.2

Sources:

- The Guide to the National Quality Standard (2011)
- Early Years Learning Framework (2009)
- Community Childcare Cooperative Sample Policies - www.cccnsw.org.au
- United Nations Convention on the Rights of the Child (1989)

Date	Reason for the Review	Approved
04/02/2015	IMPLEMENTATION OF POLICY	LM
02.03.2017	Annual Review	LM
06.02.2018	Annual Review	LM
06.06.2018	Update NQS codes	LM
05.02.2020	Update information/ Annual Review	LM



BALLINA FOX STREET PRESCHOOL MEDICATION POLICY AND PROCEDURE

AIM

To ensure the safety, health and well-being of children enrolled at the Preschool. To ensure the appropriate administration of medication to children.

EXPLANATION

To provide the preschool with the complete information necessary to safely continue the administration of medication, while the child is in our care. Preschool children are too young for self-administration of medication; therefore the necessity arises for the transfer of responsibility from the parent to the staff. The administration of medication is considered high risk practice. Many children have chronic health problems such as asthma, diabetes, epilepsy and allergies and many may be at risk of medical emergency while at Preschool and require emergency treatment or medication.

PROCEDURE

IMPORTANT NOTE: PRESCHOOL STAFF WILL NOT ADMINISTER SCHEDULE EIGHT DRUGS (S8) Schedule 8 Medicines: S8 medicines under the Standard for the Uniform Scheduling of Medicines and Poisons in Australia are defined as: substances that should be available for use but require restrictions relating to manufacture, supply, distribution, possession and use to reduce abuse, misuse and physical or psychological dependence. (Schedule 8 Medicines attached)

- a) Are further classified as Non-Restricted or Restricted S8 Medicines. (DEPT OF HEALTH AND AGING, TGA)

For all other medications the following procedures are to be followed at all times:

- b) Other than medications listed in the Schedule of Staff Administrable Substances attached to this Policy, no medication will be administered to a child unless it is accompanied by a Medication Direction Form – **Form A** (doctor to complete) and Medication Authority Form - **Form B** (parent/guardian to complete).
- c) Both forms then need to be handed personally to the class teacher or Manager of the preschool.
- d) The Medication Direction must be completed fully and bear an original signature from the doctor and the relevant surgery's stamp.
- e) The Medication Authority Form must be completed by the parent/guardian of the child.
- f) children who live in two family homes, a Medical Authority Form (Form A) must be completed from BOTH family members from both homes.
- g) If there is a disagreement between family members, including between custodial and a non-

custodial parent, the Manager will obtain advice from NSW Department of Families and Community Services (DFACS). If any centre staff are in doubt that appropriate consent has not been given by all relevant family or guardians, do not administer the medication and obtain advice from DFACS.

- h) ON EACH DAY a child requires medication, the parent/guardian must inform the Class teacher or Manager in person when the child arrives at the centre AND complete the child's Medical Authority Administration form – **Form C**. The same form can be used, provided the information is entered each day.
- i) LONG TERM MEDICATION- parents can fill out one form -**Form D**- for those medications which are for long term use e.g. inhalers, eye drops, parents can fill out **one form per term** for the administration of long term use medications. A separate authority form must be filled out for each medication.
- j) Any medication to be administered must, without exception, be presented at the centre in the **original container** in which it was dispensed, and details of administration must be clearly set out on the label.
- k) Two staff members will check the medication complies with this policy and cross reference the label with the information on the Medication Authority Administration Form (Form C). One of those persons will then administer the medication and complete the Authority where provided, the other will counter-sign where provided.
- l) Medication will only be administered up to a maximum of twice daily by centre staff. If medication is required more frequently, the child is deemed too ill to attend the centre. Exceptions must be authorised by the Manager.
- m) In the case of medication required only in the case of emergency, the Medication Direction Form – Form A - should be marked where indicated and the conditions of administration clearly stated.
- n) In the case of emergency, the staff will make all reasonable attempts to contact the child's parent/guardian prior to administration of medication. If the parent/ guardian cannot be contacted, the staff will notify the child's doctor or failing that the casualty unit of the nearest hospital to advise what medication is to be administered.
- o) If the staff reasonably believe it necessary, after administration of medication, the parent/guardian will be contacted to collect the child or, if they cannot be contacted, arrangements will be made to transport the child to the casualty unit of the nearest hospital.
- p) Medication will not be administered unless a Medication Direction Form (Form A) is current except if in the case of an anaphylaxis or asthma emergency, whereby medication may be administered without authorization (Education and Care Services Regulations, 2011). A Medication Direction Form must be updated every three months and the staff accept no responsibility for ensuring the Direction for a child is current.
- q) If medication is administered in an emergency, the approved provider, or nominated supervisor of the service must ensure the parent of the child is notified as soon as practicable (Education and Care Services Regulations 2011).

- r) All Medication Direction Forms and Medical Authority Forms will be retained by the centre for a minimum of 6 years or in the case of a child until the child turns 24 years old.
- s) Over-the-counter (OTC) medication must have the child's full name on the container, and the manufacturer's original label with dosage, route, frequency, and any special instructions for administration and storage, and expiration date must be clearly visible. 9
- t) Any OTC without instructions for administration specific to the age of the child receiving the medication must have a completed Permission Form from the health care provider prior to being given in the service.

SCHEDULE OF STAFF ADMINISTERABLE SUBSTANCES

No medication direction required:

- * Normal saline
- * Water

Statutory Legislation & Consideration:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011

Refers to:

- Quality Area 2: Children's health and safety
- Education and Care Services National law: 167 (protect from harm & hazards)
- Education and Care Services National Regulations: 92-96, 178, 181-184
- Link to National Quality Standard 2.1 – Safety – 2.2.2

Sources:

- The Guide to the National Quality Standard (2011)
- Early Years Learning Framework (2009)
- Community Childcare Cooperative Sample Policies - www.cccnsw.org.au
- United Nations Convention on the Rights of the Child (1989)

Date	Reason for the Review	Approved
12/12/2011	Annual review	VM
17/08/2012	Update in line with new regulations	IB
3/3/2013	Include the non-administration of Schedule 8 Drugs and new form D, parent authority for use with long-term medication use.	IB
28.01.2015	Annual Review	LM
02.03.2017	Annual Review	LM
24.10.2017	Review of Forms – Add Emergency Illness Action Plan	LM
06.02.2018	Annual Review	LM
06.06.2018	Update for NQS codes	LM
05.02.2020	Update information/ Annual Review	LM



BALLINA FOX STREET PRESCHOOL MINIMISING RISK OF HARM TO CHILDREN WITH SEVERE ALLERGIES CAUSING ANAPHYLAXIS– POLICY AND PROCEDURE

Ballina Fox Street Preschool does not exclude Nuts, Shellfish, and Sesame, unless a child presents with a severe allergy to one of these, or other food products. Staff will work with sufferers and their families to minimise the risk of harm to the child and if a child has a severe allergy, all families will be requested to minimise the risk to that child by providing alternative foods to their own children. Please ensure that staff are well aware of children's allergies and that you complete an allergy management plan.

AIM

Ballina Fox Street Preschool aims to provide an environment that is safe and one that allows any child with allergies to participate in the centre's program while minimising the risk of exposure to allergens.

PROCEDURE

It is the responsibility of a child's parent or guardian to notify the Manager if their child is known to be at risk of an anaphylactic reaction at the time of enrolment, or, if the child is already enrolled, as soon after the diagnosis is made.

Information Sharing Strategies:

- ✚ If allergies are noted, further appropriate centre medical information forms and **'Individual Action Plan'** will need to be completed by a medical practitioner and provided to ensure the Director (and subsequently staff) are aware of the specific allergy. This information will include identification of the child's allergy trigger, symptoms and emergency treatment.
- ✚ The child's 'Individual Action Plan' will be displayed in an area closest to First Aid supplies – the enrolling parent(s) will be told that there is a greater need of ensuring safety, as opposed to confidentiality, in relation to display of child's action plan.
- ✚ Attention will be drawn to this policy upon enrolment. It will be included in the centre's Information Booklet.

We will attempt to minimise the foods within the Preschool environment that are the most common causes of severe allergies in young children and in particular, the substances that an enrolled child may be allergic to.

Avoidance of Triggers Strategies:

"The most common foods associated with allergic problems in children are milk, soy, egg, wheat, fish, shellfish, peanut and tree nuts. Nuts, seeds and shellfish are distinguished from other potential allergens in the decision to remove foods from the Centre because of the quantities that can cause an anaphylactic reaction. Minute quantities of nuts, shellfish and seeds can cause extreme reactions." Community Child

Care Co-op Ltd NSW – A guide to enrolling a child with severe food allergies in a childcare service. Further ...
Sesame seeds are one of the top eight allergens that cause 90% of food allergic reactions in Australia.
Grain breads are of concern to individuals with seed allergy because they often contain seeds as well as grains. (Anaphylaxis Aust. Inc.)

If a child presents with Anaphylaxis or severe allergies:

- ✚ All foods that clearly, obviously and identifiably contain nuts, sesame seeds or shellfish and other specific foods, will be excluded from the Preschool environment as far as possible.
- ✚ It is difficult, and at times impossible, to monitor all foods that may contain trace elements of these products, consequently, trace elements will not be referred to in this policy.
- ✚ Parents will be alerted to the 'avoidance of triggers strategies-food exclusions' upon enrolment and regularly through newsletters.
- ✚ Staff and visitors will be alerted to the 'avoidance of triggers strategies-food exclusions' during their Orientation process.
- ✚ Signs will be placed in prominent positions throughout the centre in relation to food exclusions.
- ✚ This procedure will apply even when there is no known allergic child enrolled at the centre. For some children, their first exposure to these products could occur at the centre.
- ✚ If trigger foods are sent into the centre with a child, the 'offending food' will be sent home. A staff member will notify the child's family of the 'offending food' and draw their attention to this policy.

This policy in relation to 'eliminated foods' will apply in relation to:

1. Ingredients being used for cooking experiences with children.
2. Birthday cakes or any other foods being brought into the centre.
3. During the daily program, staff at times, may appropriately speak of the eliminated foods in relation to health and safety – healthy for some, an allergy risk for others.

Only staff trained in the administration of EpiPen may administer this medication during an emergency. Please note that to minimise any risk associated with the administration of an anaphylaxis medication, if a child requires an EpiPen, parents will have to supply the Preschool with **two (2) EpiPens, which will be kept in the First Aid cupboard at the preschool during the day (one to be taken home each night)**. These will be both clearly marked for each individual child. The Preschool will purchase an EpiPen and keep it on the premise.

Educational opportunities and information sharing will be undertaken regularly in relation to staff and families, to support comprehension and concerns (or complaints) in relation to anaphylaxis and severe allergic reactions.

Statutory Legislation & Consideration:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011

Refers to:

- Quality Area 2: Children's health and safety
- Education and Care Services National law: 174, 167

- Education and Care Services National Regulations: 12,87,90, 91, 92-96, 178, 181-184
- Link to National Quality Standard 2.1 – Safety – 2.2.2, 2.2.3

Sources:

- The Guide to the National Quality Standard (2011)
- Early Years Learning Framework (2009)
- Community Childcare Cooperative Sample Policies - www.cccnsw.org.au
- United Nations Convention on the Rights of the Child (1989)

Date	Reason for the Review	Approved
25/3/2013	Annual review	IB
29/7/2013	EpiPen requirements – parents to supply two pens with each child.	IB
28.01.2015	Annual review	LM
02.03.2017	Annual review	LM
06.02.2018	Annual review	LM
06.06.2018	Update NQS codes	LM
05.02.2020	Update information/ Annual Review	LM



BALLINA FOX STREET PRESCHOOL

NUTRITION

POLICY AND PROCEDURE

AIM

The Preschool will aim to promote children's health and nutrition in accordance with the National Dietary Guidelines for children and Adolescents in Australia, that are appropriate to their age, cultural background, religion and medical needs.

BACKGROUND

"Good nutrition is necessary for active growth and development that takes place in early childhood. Good eating habits and a well balanced diet support children's well being and minimizes the risk of illness. Eating habits developed in the early years are likely to have a life long influence." (Get up and Grow, 2009)

Water is essential for many important bodily functions, including digestion, absorption, of nutrients and elimination of waste products. Children should have access to drinking water at all times.

PROCEDURE

Assist children to receive nutritious food:

- ✚ Parents/Carers are required to provide morning tea, lunch and a bottle of water.
- ✚ Morning tea and lunch should consist of nutritious food such as yoghurt, cheese, fruit and vegetables, cereals/grains, (bread, rice, pasta), meat, eggs. (refer to list of preferred food for Preschool)
- ✚ Lollies, chocolates, chips and sweet biscuits are of poor nutritional value and will be discouraged at Preschool.
- ✚ Children's lunch boxes will be stored in the baskets provided in each classroom, therefore Parents are required to supply an ice pack to keep food cool.
- ✚ Educators will ensure safe and predictable mealtime routines.
- ✚ Safe drinking water is available for children at all times throughout the day.
- ✚ Emergency food will be available for children who have brought insufficient food. Parents will be contacted if this occurs.
- ✚ Health and hygiene practices are implemented.

Management and Educators will plan for food allergies by:

- Discussing allergies with parents on enrolment forms
- Checking enrolment forms
- Printing food allergies and displaying in the room and kitchen
- Be aware of allergies when planning food experiences
- Work with families to provide alternatives
- Ensure children do not share food or drink bottles

Children and Educators will wash hands before handling food and snacks. Tongs and gloves will be used when handling common food.

Provide an eating environment that reflects family and multicultural values:

- ✚ Children are encouraged to make healthy food choices.
- ✚ Educators will ensure that all children are seated while eating to prevent choking incidents.
- ✚ Educators will sit with children at mealtimes to promote a safe and hygienic eating environment and ensure mealtimes are enjoyable experiences for children. Educators will model healthy eating.
- ✚ Clean tablecloths and where appropriate jugs of water will be placed on the table.
- ✚ Provide sufficient time for children to consume the appropriate amounts of food and drink, as well as enjoying social interaction with children and staff.
- ✚ Cultural differences will be recognized, nurtured and celebrated. Parents may bring in cakes to celebrate birthdays. Please check with your child's teacher so that all children can be included.
- ✚ Ensure children with allergies are not exposed to trigger foods. Refer to medical policy

To inform children and their families about nutrition:

- ✚ Parents will receive a copy of the nutrition policy at the time of enrolment.
- ✚ Parents will receive advice on every day foods to pack in their child's lunch box and sometime foods. This information will be provided through newsletters, pamphlets, and during the orientation process.
- ✚ Educators will create opportunities to teach the difference between every day food and sometimes food.
- ✚ Children will be encouraged to be involved in planning, planting, harvesting and nurturing the preschool vegetable garden. The children will also be involved in food experiences linked to our garden as well as food relating to cultural experiences, seasonal fruits and vegetables.
- ✚ The children will be encouraged to recycle food scraps into the "chook" bin.
- ✚ Educators will provide opportunities for the children to try a variety of foods including different textures and colours, as well as introduce children to new foods.

Note; children require simple and nutritious food while at Preschool. Let's encourage and support "nude food" to promote good health, reduce packaging, cost and show respect for the environment!

Food for Health: Dietary Guidelines for Children and Adolescents in Australia

Encourage and support breastfeeding.

Children and adolescents need sufficient nutritious foods to grow and develop normally.

- ✚ Growth should be checked regularly for young children.
- ✚ Physical activity is important for children and adolescents.

Enjoy a wide range of nutritious foods:

Children and adolescents should be encouraged to:

- ✚ Eat plenty of vegetables, legumes and fruits
- ✚ Eat plenty of cereals (including breads, rice, pasta and noodles), preferably wholegrain
- ✚ Include lean meat, fish, poultry and/or alternatives
- ✚ Include milks, yoghurts, cheeses and/or alternatives. Reduced-fat milks are not suitable for children under two years, because of their high energy needs, but reduced-fat varieties should be encouraged for older children and adolescents
- ✚ Choose water as a drink and care should be taken to:

- ✚ Limit saturated fat and moderate total fat intake. Low-fat diets are not suitable for infants
- ✚ Choose foods low in salt
- ✚ Consume only moderate amounts of sugars and foods containing added sugars.

Care for your child’s food: prepare and store it safely.

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Statutory Legislation & Consideration:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011
- *Dietary Guidelines for Children and Adolescents in Australia, NHMRC 2003*
- *Food Act 2003*

Refers to:

- Quality Area 2: Children’s Health and Safety
- Education and Care Services National law:
- Education and Care Services National Regulations: 78-80, 168
- Link to National Quality Standard 2.1 - Health – 2.1.3

Sources:

- Get up and Grow (Healthy Eating and Physical Activity for Early Childhood) 2009
- Australian Guide to Healthy Eating (DoHA)
- The Guide to the National Quality Standard (2011)
- Early Years Learning Framework (2009)
- Community Childcare Cooperative Sample Policies - www.cccnsw.org.au
- United Nations Convention on the Rights of the Child (1989)

Date	Reason for the Review	Approved
13/7/2012	Updated	IB
25/3/2013	Annual review	IB
25/01/2015	Annual review	LM
02.03.2017	Annual review	LM
06.02.2018	Annual review	LM
06.06.2018	Update NQS codes	LM
05.02.2020	Update information/ Annual Review	LM



BALLINA FOX STREET PRESCHOOL OPENING AND CLOSURE OF PRESCHOOL POLICY AND PROCEDURE

AIM

To keep children, parents and staff safe in the event of natural disasters, dangerous weather, and to control the spread of infectious diseases.

BACKGROUND

From time to time, floods, community outbreak of disease, and other events may make it difficult or impossible for staff and /or some children to be able to attend Preschool. During these times the Director will follow the recommendations made by the SES, Police, and NSW Department of Health.

PROCEDURE

1. During floods and other natural disasters, the preschool will be open as scheduled provided:
 - a. There is no perceived or actual danger to children or staff e.g. from fire (advice from Fire services, SES, Police), flood, strong winds.
 - b. The appropriate staff/child ratios can be maintained. At least one permanent Early childhood trained teaching staff member must be on site.
2. Staff unable to reach the preschool should notify the Director by 8am.
3. If no suitably qualified relief staff can be obtained, the preschool will remain closed.
4. In the event of possible closure, members of the Executive Management Committee will be contacted by telephone and a joint decision will be made as to whether the preschool will remain open.
5. Every effort will be made to contact parents by telephone. **A master list of contact details is prepared each year for this purpose.** Staff will share the responsibility of contacting parents.
6. **Parents will not be charged fees for the days the Preschool is closed.**
7. Permanent staff members will be paid.
8. A sign will be placed out the front of the gate by a staff member or member of the Management Committee notifying parents of the closure.

Statutory Legislation & Consideration:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011

Refers to:

- Quality Area 7: Governance & Leadership
- Education and Care Services National law:
- Education and Care Services National Regulations:
- Link to National Quality Standard 7.1 Governance – 7.1.2

Sources:

- The Guide to the National Quality Standard (2011)
- Early Years Learning Framework (2009)
- Community Childcare Cooperative Sample Policies - www.cccnsw.org.au
- United Nations Convention on the Rights of the Child (1989)

Date	Reason for the Review	Approved
25/3/2013	Annual review	IB
02.03.2017	Annual review	LM
06.02.2018	Annual review	LM
06.06.2018	Update NQS codes	LM
05.02.2020	Update information/ Annual Review	LM



BALLINA FOX STREET PRESCHOOL PHYSICAL ACTIVITY POLICY AND PROCEDURES

STATEMENT

Ballina Fox Street Preschool recognises the following important functions of physical activity for young children:

- ✚ Promotes healthy growth and development
- ✚ Builds strong bones and muscles
- ✚ Improves cardiovascular fitness
- ✚ Improves balance, coordination, posture and strength
- ✚ Maintains and develops flexibility
- ✚ Assists with the development of gross motor and fine motor skills
- ✚ Provides the opportunity to develop fundamental movement skills
- ✚ Helps to establish connections between different parts of the brain
- ✚ Improves concentration and thinking skills
- ✚ Improves confidence and self-esteem
- ✚ Relieves stress and promotes relaxation
- ✚ Provides opportunities to develop social skills and make friends
- ✚ Helps to achieve and maintain a healthy weight

The service is committed to implementing the key physical activity messages within *Munch & Move* and supporting the *National Physical Activity Recommendations for Children Birth to 5 years* as outlined below:

National Physical Activity Recommendations for Children Birth to 5 Years

- **For healthy development in infants (birth to 1 year), physical activity – particularly supervised floor-based play in safe environments – should be encouraged from birth.**
- **Toddlers (1 to 3 years of age) and preschoolers (3 to 5 years of age) should be physically active every day for at least three hours, spread throughout the day.**
- **Infants, toddlers and preschoolers should not be sedentary, restrained, or kept inactive, for more than one hour at a time, with the exception of sleeping.**
-

This policy seeks to promote children's physical activity and the development of their gross motor and fundamental movement skills through a range of planned and spontaneous physically active play experiences, as well as through everyday physical tasks.

Ballina Fox Street Preschool also seeks to limit the amount of time children spend engaging in sedentary small screen recreation and sedentary behaviour.

Further, Ballina Fox Street Preschool recognises the importance of supporting families to promote their children's physical activity, and their gross motor and fundamental movement skills development.

AIM

This policy aims to:

- Promote children’s participation in a range of safe physically active learning experiences.
- Provide a positive physically active environment which reflects cultural and family values.
- Promote lifelong enjoyment of physical activity.
- Limit time spent in sedentary behaviour whilst at the service.
- Encourage communication with families about physical activity, gross motor skills development, fundamental movement skills development and sedentary behaviour.

Promote children’s participation in a range of safe physically active learning experiences.

Note: Physically active learning experiences include planned play (eg, action games/songs, intentional teaching experiences), spontaneous ‘free’ play (eg, child initiated, active play in the playground, dancing to music) intentional teaching experiences and everyday physical tasks (eg helping with gardening, setting up experiences, tidying up spaces).

The service will:

- ✚ Provide the opportunity for children to be active every day through a balance of planned and spontaneous physically active experiences (including everyday physical tasks), in the indoor and outdoor environments.
- ✚ Plan daily intentional Fundamental Movement Skills (FMS) experiences to support children’s physical activity and their FMS development. This includes the planning of FMS experiences for older toddlers and preschoolers that consists of a warm-up, FMS game and a cool-down.
- ✚ Foster the development of a range of FMS - including running, galloping, hopping, jumping, leaping, side-sliding, throwing, catching, striking, kicking, underarm rolling and stationary dribbling.
- ✚ Ensure physically active experiences are play based, varied, creative, and developmentally appropriate and cater to a range of abilities and interests.
- ✚ Ensure all physically active experiences are safe by providing an appropriate environment - ensuring all equipment is developmentally appropriate and well maintained and supervision is constant.
- ✚ Encourage children’s participation in physical activity of varying intensity (eg. lighter through to vigorous activity).
- ✚ Provide space, time and resources for children to revisit and practice FMS and engage in active play.
- ✚ Where possible, educators will involve children in the planning of physically active experiences.
- ✚ Encourage educators to actively role model to children appropriate physical activity behaviours.
- ✚ Encourage children and educators to drink water before, during and after physically active experiences.
- ✚ Provide opportunities for educators to undertake regular professional development to maintain and enhance their knowledge about early childhood physical activity.

Provide a positive physically active environment which reflects cultural and family values.

The service will:

- ✚ Positively encourage children to participate in a range of active play and physically active experiences.
- ✚ Provide children with encouragement and positive reinforcement.

- ✚ Provide positive instruction and constructive feedback to children to assist them in developing and refining their FMS.
- ✚ Offer inclusive physical activity opportunities which cater for children from culturally and linguistically diverse backgrounds and those children with additional needs.
- ✚ Adopt a participatory approach to physically active experiences offered to children and emphasise fun and participation rather than competition.
- ✚ Invite and engage families and the wider community to participate in promoting physical activity with the children.
- ✚ Encourage children to be understanding and accepting of the different physical skills and abilities of other children.

Promote lifelong enjoyment of physical activity.

The service will:

- ✚ Offer a range of physically active learning experiences.
- ✚ Encourage children to be as active as possible during daily active play times.
- ✚ Encourage all children to participate in physically active experiences to the best of their ability.
- ✚ Provide opportunities for children to engage in discovery learning about the importance of being physically active and reducing small screen time as part of their learning experiences.
- ✚ Assist children to develop daily habits, understandings and skills that support health and wellbeing.

Encourage communication with families about physical activity, gross motor skills development, fundamental movement skills development and sedentary behaviour.

The service will:

- ✚ Provide a copy of the *Physical Activity and Small Screen Recreation Policy* to all families during orientation to the service. Families will be provided with opportunities to contribute to the review and development of the policy.
- ✚ Request that any details of children’s additional needs in relation to physical activity participation be provided to the service.
- ✚ Encourage families to share with the service links between cultural backgrounds and physical activity.
- ✚ Communicate regularly with families and provide information, support and advice on physical activity, gross motor skills development, FMS development, everyday physical tasks, active transport and sedentary behaviour. This information may be provided to families in a variety of ways including factsheets, newsletters, noticeboards, during orientation, information sessions and informal discussion.

Statutory Legislation & Consideration:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011

Refers to:

- Quality Area 2: Children’s Health and Safety
- Education and Care Services National law:
- Education and Care Services National Regulations:
- Link to National Quality Standard 2.1 – Health - 2.1.3

Sources:

- The Guide to the National Quality Standard (2011)
- Early Years Learning Framework (2009)
- Community Childcare Cooperative Sample Policies - www.cccnsw.org.au
- United Nations Convention on the Rights of the Child (1989)

Date	Reason for the Review	Approved
02.05.2016	Adding policy	LM
02.03.2017	Annual Review	LM
06.02.2018	Annual Review	LM
06.06.2018	Update for NQS codes	LM
05.02.2020	Update information/ Annual Review	LM



BALLINA FOX STREET PRESCHOOL PLANNING FOR CHILDREN'S LEARNING POLICY AND PRACTICE

INTRODUCTION

We acknowledge that families are a child's first and most influential educators and it is imperative that we work in partnership with families to identify children's needs, interests and strengths to foster learning and development. Each child's learning is dynamic and holistic and incorporates physical, social, emotional, personal, spiritual, creative, cognitive and language experiences. Children have the right to participate in decisions that affect them and their learning.






AIM

To ensure that all children experience quality teaching and learning through play-based experiences, which encompasses interactions, experiences, routines, events, planned and unplanned, we aim to provide the best outcomes for children through implementing the Early Years Learning Framework. The EYLF places children's learning at the core and comprises three inter-related elements; Principles, Practices and Learning Outcome's. All three elements are fundamental to early childhood pedagogy and curriculum decision-making.

BACKGROUND

The Early Years Learning Framework conveys the highest expectations for children's learning and the five learning outcomes are used to guide curriculum decision-making and assist in planning for children's learning and development.

The outcomes are:

-  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

The relationships between educators and families have a significant effect on children's success in their learning.

"Children's early learning influences their life chances. Wellbeing and a strong sense of connection and engagement enable children to develop a positive attitude to learning." (EYLF 2009)

"The United Nations Convention on the Rights of the Child, states that all children have a right to an education that lays a foundation for the rest of their lives, maximizes their ability and respects their family and culture."

The Early Years Learning Framework supports a model of curriculum decision making as an ongoing cycle of information gathering, questioning, planning, acting and reflection. (Educators Guide to EYLF pp.10-11)

Integral to The Early Years Learning Framework is connections between *Belonging Being and Becoming* in children's lives.

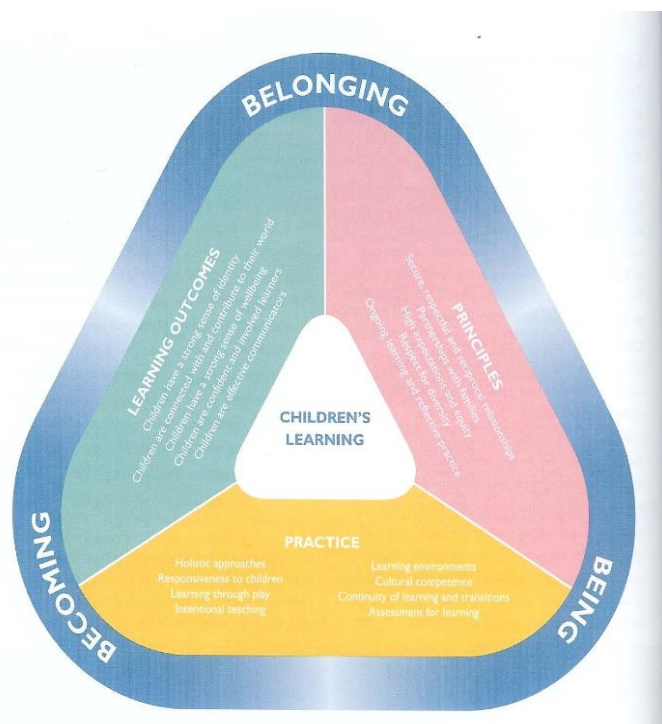
Belonging is about feeling that you are a part of a group where you develop trusting relationships with others.

Being is about the present and it involves educators listening and responding to children's voices and ideas.

Becoming refers to change and reflects children's understanding of different situations.

There are five principles identified in the Early Years Learning Framework.

- **Secure, respectful and reciprocal relationships** which highlights our relationships with children and families.
- **Partnerships, which** acknowledges the importance of working together with families to provide the best outcomes for children.
- **High expectations and equity** is about how we view children as capable and confident learners.
- **Respect for diversity**, is about how we acknowledge, respect each family's culture, traditions and religion.
- **Ongoing learning and reflective practice** relates to our commitment to professional learning.



The principles of the framework underpin our practices. We draw on a range of pedagogical practices to promote children's learning, including holistic approaches, being responsive to children, planning for learning through play based experiences, intentional teaching, providing enriched learning environments, valuing and acknowledging each child's culture, ensuring transitions promote a strong sense of belonging and wellbeing, finally being part of an ongoing learning cycle that includes planning, documenting and evaluating children's learning.

PRACTICE

The care and education of children enrolled at the preschool is the focal point of our operation. We view each child as a capable and confident learner

and it is our role to provide experiences that challenge each child's natural curiosity, inspire their creativity and instill a love of learning that will last a life time.

Planning for children's learning includes thinking about relationships, routines and resources, as well as experiences. Educators have the responsibility to provide environments, materials and intentional interactions. Planning is a mix of what educators notice and what children are interested in pursuing. (EYLF PLP, planning for learning)

The planning cycle that we use:

- ✚ Reflect on our knowledge of each child, including their strengths and interests through observing children for example in play, routine times, separating from families etc. **Observations** may take the form of jottings, anecdotal records, photos, and sample of artwork, learning stories etc.
- ✚ Being involved in **discussions** with other educators on how to use the learning outcomes to guide our planning. This occurs weekly with each individual team and fortnightly with whole teams. These **meetings** allow staff to evaluate reflect, collaborate and exchange information.
- ✚ The teaching intention is part of the daily program. Evidence and reflections are recorded in a folder, which is displayed outside each classroom. This document includes links to the Early Years Learning Framework. **Newsletters, journals, our website and the educators book of ideas and possibilities, mind maps** all document reflections on experiences and learning.
- ✚ An educator is available to **talk with families** during arrival and leaving times to talk about specific aspects of the daily program. We also use this opportunity to inform the families of the learning outcomes achieved. This is also an opportunity to gain information from families so that they are able to contribute to our program and their child's learning. Educators will organize, or families may request, meetings to discuss in depth their child's learning and development.
- ✚ **Individual records**, which outline the assessment planning cycle, include **evidence** – observations, jottings etc. **Analysis** of the information observed, **Child's Learning outcome** identified, Educators **teaching strategy** to plan for the follow up, **Reflection** of the outcome, information from other services such as **Occupational therapist, speech therapist and intervention agency**, are all kept in each educators individual folders. Families may request to view this information at any time.
- ✚ Each child's learning is documented in a **Learning Journal**. Educators provide information such as observations, learning stories, and work samples in a folder. This folder is available to families each day. We encourage families to take time to discuss these journals with their children. These journals will then be handed to the parents at the end of the term or preschool year.
- ✚ Children with **additional needs** also have a separate folder to comply with funding arrangements. These folders include Individual Learning plan, goals, objectives, teaching strategies and evaluations.

Statutory Legislation & Consideration:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011

Refers to:

- Quality Area 1: Educational program and practice
- Education and Care Services National law: 168
- Education and Care Services National Regulations: 73-76
- Link to National Quality Standard 1.1 – Program - 1.1.1, 1.1.2, 1.1.3, 1.2 – Practice - 1.2.1, 1.2.2, 1.2.3

Sources:

- The Guide to the National Quality Standard (2011)
- Early Years Learning Framework (2009)
- Community Childcare Cooperative Sample Policies - www.cccnsw.org.au
- United Nations Convention on the Rights of the Child (1989)
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Date	Reason for the Review	Approved
20/9/2013	Annual review	IB
28/01/2015	Annual review	LM
02.03.2017	Annual review	LM
06.02.2018	Annual review & update of information	LM
06.06.2018	Update NQS codes	LM
05.02.2020	Update information/ Annual Review	LM



BALLINA FOX STREET PRESCHOOL

PRIVACY

POLICY AND PROCEDURE

AIM

Our preschool recognises and respects the importance of privacy and confidentiality as an individual right and a basis for building partnerships. This policy has been developed with regard to the **Australian Protection Principles (APPs) (2014)** and pursues the highest standard in the protection and preservation of privacy and confidentiality. Ballina Fox Street Preschool requires certain information be collected, in accordance with the regulatory framework of operating a children's service. Ballina Fox Street Preschool complies with the Commonwealth Privacy Act 1988 – Privacy Amendments (Private Sector) Act 2000 and follows the standards of the National Privacy Principles to regulate the way in which our service manages personal and sensitive information.

Maintain private and confidential files for educators and staff, children and their families. We will develop systems for the appropriate use, storage and disposal of records.

Ensure the information in these files is used only for the education and care of the child enrolled in the service, and only shared with relevant or authorised people as defined within authorisations of the Education and Care Services National Regulations 2011.

Protecting the privacy of personal and sensitive information collected by our service and the need for confidentiality is fundamental for Ballina Fox Street Preschool in providing a Quality Early Childhood Education Service.

PROCEDURE

1. COLLECTING INFORMATION

- 1a) Personal information must only be collected and used specifically for the purpose of the organisation's function. Personal information should be collected in a fair and unobtrusive way.
- 1b) Persons providing the information should be given appropriate access to their information and be advised about the purpose for the collection of the information.
- 1c) Collection of information is limited to only the amount of information that is necessary for the organisation's activities. It is generally only collected with consent of the individual.
- 1d) The primary purpose for collecting information is to enable Ballina Fox Street Preschool to provide children with an individual developmentally appropriate program that is educational, stimulating, nurturing and safe.
- 1e) For the preschool to be able to meet the needs of each child, family, educator and staff member information must be collected and maintained. Failure to provide the preschool with the necessary information required will result in the individual being unable to access the services of the preschool. The Director will provide families with details on the collection of personal information through the Family Handbook.

This information will include:

- (a) The kinds of personal information that the entity collects and holds;
- (b) How the entity collects and holds personal information;
- (c) The purposes for which the entity collects, holds, uses and discloses personal information;

- (d) How an individual may access personal information about the individual that is held by the entity and seek the correction of such information;
 - (e) How an individual may complain about a breach of the Australian Privacy Principles, or a registered APP code (if any) that binds the entity, and how the entity will deal with such a complaint;
 - (f) Whether the entity is likely to disclose personal information to overseas recipients;
 - (g) If the entity is likely to disclose personal information to overseas recipients—the countries in which such recipients are likely to be located if it is practicable to specify those countries in the policy.
- 1f) The Director will ensure information provided by families and staff is only used for the purpose it was collected for.

Ballina Fox Street Preschool will only collect personal information after providing our "Privacy -Information Management Statement" to the individual (or their parents) about which the information is being collected.

2. USE AND DISCLOSURE

- 2a) Personal Information – Disclosure of information should only be for the purpose for which it was collected. This is with limited exceptions and can only be used for a secondary purpose when it relates specifically to the primary purpose of the collection of the information.
- 2b) Sensitive Information – can only be used when informed consent is obtained at the time the information was collected.
- 2c) Ballina Fox Street Preschool discloses personal and sensitive information to the services staff, for the specific purpose of administration and education of children.
- 2d) Ballina Fox Street Preschool will obtain parent/guardian permission before disclosing a child’s personal and sensitive information to a professional attending our centre for the specific purpose of providing a service for the child. This includes early intervention teachers, speech therapists, occupational therapists, doctors and counsellors.
- 2e) Personal information collected about children is regularly disclosed to their own parents or guardians. On occasion information such as children’s personal achievements, child portfolios and photos are displayed within the boundaries of our service’s building.
- 2f) Ballina Fox Street Preschool, from time to time, engages in fundraising activities. Information received from you may be used to make an appeal to you. We will not disclose your personal information to third parties for their own marketing purposes without your consent or for any other reason than for the purpose in which it was collected.
- 2g) Ballina Fox Street Preschool will disclose specific information, including a child’s name, age and specific needs to the preschool carers of a child.
- 2h) Ballina Fox Street Preschool may include a child’s emergency contact details in a class list and in a contact directory. Access to these is limited to the staff and boundaries within Ballina Fox Street Preschool.
- 2i) If you provide Ballina Fox Street Preschool with the personal information of others, such as doctors or emergency contacts, we encourage you to inform them that you are disclosing that information to the centre and why. You will also need to inform them that they can access that information if they wish to do so.
- 2j) Ballina Fox Street Preschool has a Code of Confidentiality policy which is signed by all staff, students and the Management Committee. This prohibits any information regarding a child attending the preschool from being disclosed on **social media** by staff or the Management Committee.
- 2k) Personal information about a child (other than a reference to their name, usually first their name) will not be placed on the **Ballina Fox Street Preschool website**. Personal information includes a child’s age and date of birth, their address, specific needs or information about their family. Only positive comments in the context of early childhood education will be documented on the website.

3. DATA QUALITY

- 3a) Ballina Fox Street Preschool takes all reasonable precautions to ensure personal information that we collect, use and disclose is accurate, complete and up-to-date. However, the accuracy of that information depends to a large extent on the information that is provided by the individuals.
- 3b) Individuals will be required to advise our service of any changes that may affect the initial information provided.
- 3c) The Management Committee of our service will ensure information is collected and maintained in accordance with Children (Care Clause 1 and Protection) Repeal Regulation 2004.

Maintaining Information:

The Director is responsible for keeping all service records required under the Education and Care National Regulation 2011. Information will be updated regularly.

In keeping with the Early Childhood Australia (ECA) Code of Ethics (2008), the Education and Care Services National Regulations 2011 and the Privacy Legislation, educators and staff employed by the education and care service bound to respect the privacy rights of children enrolled and their families; educators and staff and their families and any other persons associated with the service. Educators will sign a Confidentiality Statement as it relates to privacy and confidentiality of information.

4. DATA SECURITY

- 4a) Ballina Fox Street Preschool will protect personal information from misuse, loss, change, unauthorised access /disclosure.
- 4b) The Management Committee of our service will ensure personal information is stored in accordance with the Children (Care Clause 1 and Protection) Repeal Regulation 2004.
- 4c) The Director will ensure that all personal information is stored securely reducing the chance of unauthorised access, use or disclosure.

5. OPENNESS, ACCESS AND CORRECTION

Parents/ Guardians may seek access to the personal information collected about them and their son/daughter by contacting the Authorised Supervisor of our preschool. Children may also seek access to personal information about themselves. However, there will be occasions when access is denied. Such occasions would include where access would have an unreasonable impact on the privacy of others, where access may result in a breach of the preschool's *duty of care* to the child or where children have provided information in confidence.

Access to Information:

The Director will ensure that information kept is not divulged or communicated, directly or indirectly, to anyone other than:

- Medical and developmental information that is required to adequately provide education and care for the child, or
- The Department of Education and Communities, or an authorised officer, or
- As permitted or required by any Act or Law.

Individuals will be allowed access to their personal information when they request it. Authorised persons may request to view any information kept on their child.

Information may be denied under the following conditions:

- (a) the preschool reasonably believes that giving access would pose a serious threat to the life, health or safety of any individual, or to public health or public safety; or
- (b) Giving access would have an unreasonable impact on the privacy of other individuals; or
- (c) The request for access is frivolous or vexatious; or
- (d) The information relates to existing or anticipated legal proceedings between the entity and the individual, and would not be accessible by the process of discovery in those proceedings; or
- (e) Giving access would reveal the intentions of the entity in relation to negotiations with the individual in such a way as to prejudice those negotiations; or
- (f) Giving access would be unlawful; or
- (g) Denying access is required or authorised by or under an Australian law or a court/ tribunal order; or
- (h) Both of the following apply:
 - (i) the entity has reason to suspect that unlawful activity, or misconduct of a serious nature, that relates to the entity's functions or activities has been, is being or may be engaged in;
 - (ii) Giving access would be likely to prejudice the taking of appropriate action in relation to the matter;or
- (i) Giving access would be likely to prejudice one or more enforcement related activities conducted by, or on behalf of, an enforcement body; or
- (j) Giving access would reveal evaluative information generated within the entity in connection with a commercially sensitive decision-making process.

6. IDENTIFIERS

Ballina Fox Street Preschool recognises that Government identifiers such as Medicare numbers etc will only be used for the purpose for which it was issued.

7. ANONYMITY

Ballina Fox Street Preschool will offer anonymous transactions within the organisation wherever possible.

8. TRANSFER DATA FLOWS

Ballina Fox Street Preschool does not transfer personal information outside of Australia.

9. SENSITIVE INFORMATION

- 9a) Ballina Fox Street Preschool respects the rights of individual's sensitive information.
- 9b) a higher level of privacy protection applies to sensitive information.
- 9c) Sensitive information relates to information about an individual's religious beliefs, racial or ethnic origin, philosophical beliefs, political opinions, membership of a political association, membership of a trade union, sexual preferences or practices, criminal records or health information.
- 9d) Sensitive Information can only be collected with an individuals consent to do so.
- 9e) Sensitive Information – can only be used when informed consent is obtained at the time the information was collected.

EVALUATION

All information related to the service, the staff and families will be maintained in a private and confidential manner.

Statutory Legislation & Considerations

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011
- Privacy Act 1988.
- Privacy Amendment (Enhancing Privacy Protection) Act 2012 (Privacy Amendment Act)

Sources

- Information Privacy Principles, www.privacy.gov.au/publications/ipps.html
 - Department of the Officer of the Privacy Commissioner - www.privacy.gov.au
 - Early Childhood Australia - www.earlychildhoodaustralia.org.au
 - Community Childcare Cooperative Sample Policies - www.cccnsw.org.au
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Linked documents:

- Code of Confidentiality policy and procedure
 - Attached: Privacy Statement
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<i>Statutory Legislation & Consideration:</i>
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- | |
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| <ul style="list-style-type: none">- Children (Education and Care Services National Law Application) Act 2010- Education and Care Services National Regulations 2011 |
|--|

<i>Refers to:</i>

- | |
|---|
| <ul style="list-style-type: none">- Quality Area 7: Governance & Leadership- Education and Care Services National law:- Education and Care Services National Regulations: 181- Link to National Quality Standard 7.1.2 |
|---|

<i>Sources:</i>

- | |
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| <ul style="list-style-type: none">- The Guide to the National Quality Standard (2011)- Early Years Learning Framework (2009)- Community Childcare Cooperative Sample Policies - www.cccnsw.org.au- United Nations Convention on the Rights of the Child (1989) |
|--|

Date	Reason for the Review	Approved
9/5/2013	Update information to include new regulation.	IB
24/06/2014	Updated information including new regulation	LM
28.06.2015	Annual Review	LM
06.02.2018	Annual Review	LM

06.06.2018	Update NQS codes	LM
05.02.2020	Update information/ Annual Review	LM



BALLINA FOX STREET PRESCHOOL

REST AND SLEEP

POLICY AND PROCEDURES

AIM

This policy will provide clear guidelines for the implementation of safe sleep and rest practices that meet the individual needs of children attending Ballina Fox Street Preschool Inc.

This policy applies to the Approved Provider, Nominated Supervisor, Certified Supervisor, educators, staff, students on placement, volunteers, parents/guardians, children and others attending the programs and activities of Ballina Fox Street Preschool Inc.

VALUES

Ballina Fox Street Preschool Inc is committed to:

- ✚ Recognising that children have different requirements for relaxation and sleep and being responsive to these needs to ensure that children feel safe and secure at the service.
- ✚ Consulting with parents/guardians about their child's individual relaxation and sleep requirements/practices and ensuring practices at the service are responsive to the values and cultural beliefs of each family.
- ✚ Ballina Fox Street Preschool has a duty of care to ensure that all children are provided with a high level of safety when resting or sleeping while in care.
- ✚ Complying with all legislative requirements, standards and current best practice, including recommendations by Red Nose (formally SIDS and Kids) is considered as the recognised National Authority on safe sleeping practice for children.
- ✚ The service defines 'rest' as a period of inactivity, solitude, calmness or tranquillity, and can include a child being in a state of sleep. Educators will respond to the individual rest needs of each child. If a resting child falls asleep without assistance in instances where families have requested the child not have naps, educators may allow the child to sleep for a period they believe is in the best interests of the child's health and well being.
- ✚ If a family's beliefs and practices are in conflict with SIDS & Kids, then the service will not endorse an alternative practice, unless the service is provided with written advice from a medical practitioner.
- ✚ It is understood by educators, children and families that there is a shared responsibility between the service and other stakeholders that the Rest and Sleep Policy and procedures are accepted as a high priority.
- ✚ In meeting the service's duty of care, it is a requirement that management and staff implement and adhere to the service's Rest and Sleep Policy.

PROCEDURE

The Approved Provider is responsible for:

- ✚ Taking reasonable steps to ensure the sleep/rest needs of children at the service are met, with regard to the age of children, developmental stages and individual needs (Regulation 81(1).)
- ✚ Ensuring parents/guardians are consulted about appropriate relaxation and sleep practices for their

child ensuring children are provided with a high level of safety when sleeping and resting and every reasonable precaution is taken to protect them from harm and hazard.




- ✚ Ensuring sleep and rest policies and procedures are in place.
- ✚ Consulting with families about their child's individual needs and being sensitive to different values and parenting beliefs, cultural or otherwise, associated with sleep and rest.
- ✚ Ensuring educators respond to the individual rest needs of each child. If a resting child falls asleep without assistance in stances where families have requested the child not have naps, educators may allow the child to sleep for a period they believe is in the best interests of the child's health and well being.
- ✚ Ensuring active supervision of children at the service at all times, including during relaxation and sleep.
- ✚ Consider the risks for each individual child, and tailor the frequency of checks / inspections of children to reflect the level of risk identified for children at the centre. Factors to consider include the age of the child, medical conditions, individual needs and history of health and / or sleep issues.
- ✚ Ensuring that rooms used for sleep and relaxation are well ventilated.
- ✚ Ensuring that there is adequate space to store bedding in a hygienic manner (refer to Hygiene Policy).
- ✚ Regular review and updating of the sleep and resting policy and procedure to ensure that it is maintained in line with best practice principles and guidelines.
- ✚ Ensuring educators receive information and training to fulfill their roles effectively, including being made aware of this policy, their responsibilities in implementing these, and any changes that are made over time.

All Early Childhood Staff are responsible for:

- ✚ Taking reasonable steps to ensure the sleep/rest needs of children at the service are met with regard to the age of children, developmental stages and individual needs (Regulation 81(2).
- ✚ Ensuring the educational program provides opportunities for each child to sleep rest or engage in appropriate quiet play activities, as required.
- ✚ Respond to the individual rest needs of each child. If a resting child falls asleep without assistance in stances where families have requested the child not have naps, educators may allow the child to sleep for a period they believe is in the best interests of the child's health and well being.
- ✚ Ensure children are provided with a high level of safety when sleeping and resting and every reasonable precaution is taken to protect them from harm and hazard.
- ✚ Informing the Approved Provider, as soon as is practicable, of any hazards identified in the child's resting or sleeping environment.
- ✚ Closely monitoring sleeping and resting children and the sleep and rest environment, this involved checking / inspecting sleeping children at regular intervals, and ensuring they are always within sight and hearing distance of sleeping / resting children so that they can assess a child's breathing and the color of their skin.
- ✚ Storing items such as bedding in a hygienic manner to prevent cross-contamination (refer to Hygiene Policy)
- ✚ Developing relaxation and sleep practices that are responsive to:
 - The individual needs of children at the service.
 - Parenting beliefs, values, practices and requirements.
 - The length of time each child spends at the service.
 - Circumstance or events occurring at a child's home.
 - Consistency of practice between home and the service.
 - A child's general health and wellbeing.
 - the physical environment, including room temperature, lighting, airflow and noise levels

- minimizing distress or discomfort for the children in their care
- Ensuring all children sleep or rest with their faces uncovered.
- supervising children displaying symptoms of illness closely, especially when resting or sleeping (refer to Incident, Injury, Trauma and Illness Policy)
- Ensuring that artificial heating, such as heat bags and hot-water bottles, is not used to provide warmth.
- Ensuring nothing is around the neck of the child (e.g. amber teething necklace) while sleeping.
- providing information to families about the centers relaxation and sleep practices
- developing communication strategies to inform parents/guardians about their child's rest and sleep patterns, including times and length of sleep
- Ensure that children who do not wish to sleep are provided with alternative quiet activities and experiences, while those children who do wish to sleep are allowed to do so, without being disrupted. If a child requests a rest, or if they are showing clear signs of tiredness, regardless of the time of day, there should be a comfortable, safe area available for them to rest (if required). It is important that opportunities for rest and relaxation, as well as sleep, are provided.
- Consider that there are a range of strategies that can be used to meet children's individual sleep and rest needs.
- Look for and respond to children's cues for sleep (e.g. yawning, rubbing eyes, disengagement from activities, crying, decreased ability to regulate behavior and seeking comfort from adults).
- Minimize any distress or discomfort.
- Acknowledge children's emotions, feelings and fears.
- Ensure that the physical environment is safe and conducive to sleep. This means providing quiet, well-ventilated and comfortable sleeping spaces.

Parents/guardians are responsible for:

-  Discussing their child's relaxation and sleep requirements and practices prior to commencing at the service, and when these requirements change
-  Providing information on the child's enrolment form if the child requires special items while resting or sleeping e.g. a comforter or soft toy.
-  Providing Medical management plan from a practitioner if the child has a medical condition that prevents educators from following these procedures.

Volunteers and students, while at the service, are responsible for following this policy and its procedures.

EVALUATION

In order to assess whether the values and purposes of the policy have been achieved, the Approved Provider will:

- Regularly seek feedback from everyone affected by the policy regarding its effectiveness
- Monitor the implementation, compliance, complaints and incidents in relation to this policy.
- Keep the policy up to date with current legislation, research, policy and best practice.
- Revise the policy and procedures as part of the service's policy review cycle, or as required.
- Notify parents/guardians at least 14 days before making any changes to this policy or its procedures.

For further information, please refer to: Red Nose website: <https://rednose.com.au/> ACECQA:

Statutory Legislation & Consideration:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011

Refers to:

Quality Area 2: Children's Health and Safety
Education and Care Services National Regulations: 81(1)
Education and Care Services National Law: 51 (1)(a)
Link to National Quality Standard – Part 2.1.1 – Wellbeing and Comfort

Sources:

- The Guide to the National Quality Standard (2011)
- Early Years Learning Framework (2009)
- Community Childcare Cooperative Sample Policies - www.cccnsw.org.au
- United Nations Convention on the Rights of the Child (1989)

Date	Reason for the Review	Approved
04.06.2018	Implement Policy	LM
05.02.2020	Update information/ Annual Review	LM



BALLINA FOX STREET PRESCHOOL RISK MANAGEMENT POLICY AND PROCEDURE

INTRODUCTION

The Management Committee of Ballina Fox Street Preschool takes all reasonably practicable steps to protect health and safety in the workplace environment.

PROCEDURE

The Management Committee is responsible for ensuring:

- ✚ all hazards are identified
- ✚ the risks associated with those hazards are assessed
- ✚ that, as far as is reasonably practicable, the risks are eliminated or controlled
- ✚ risk control strategies are monitored and reviewed
- ✚ employees, and all persons at or near Ballina Fox Street Preschool are provided with all available information to enable them to fulfil their OHS responsibilities.

The Management Committee is responsible for:

1. Identifying any foreseeable hazard arising from the premises that has the potential to harm the health or safety of any person accessing, using or leaving the premises including, but not limited to, hazards associated with:
 - ✚ The layout and condition of the premises, including the presence of a confined space
 - ✚ The physical working environment, including the potential for:
 - ✚ People slipping, tripping or falling
 - ✚ Objects or structures falling on people
 - ✚ The presence of material containing asbestos.
2. Ensuring hazards are identified:
 - ✚ During any design of the premises
 - ✚ Before the premises are provided for use as a place of work.
 - ✚ assessing the risk(s) associated with any identified hazard
 - ✚ eliminating or controlling these risks
3. Regularly reviewing and monitoring the risk control strategies, and, in particular whenever:
 - ✚ There is evidence that the risk assessment is no longer valid, or

- ✚ Injury or illness results from exposure to a hazard to which the risk assessment relates, or
- ✚ There is a significant change in the premises or place of work to which the risk assessment relates.
- ✚ ensuring safe access is provided to all parts of a place of work to which a person may require access and from which the person may fall
- ✚ ensuring floors are designed to be safe without risks of slips, trips or falls, with adequate drainage (if necessary) and appropriate floor coverings (if necessary)
- ✚ ensuring any electrical installation or any electrical article provided for use at the premises
- ✚ Is safe at the time it is made available for use, or
- ✚ if not safe, is disconnected from the electricity supply and secured and the employees are informed that it is not safe.

Ballina Fox Street Preschool manages occupational health and safety issues which may affect the health, safety and welfare of our employees, children, contractors and all persons at or near our service environment through the implementation, documentation and maintenance of a systematic, planned risk management approach to OHS issues.

The five (5) key steps in our risk management approach are:

1. The identification of hazards and their associated risks
2. The assessment of each risk
3. Decision making on control strategies
4. The implementation of control strategies
5. Monitoring and reviewing the effectiveness of the hazard identification and risk control strategies.

Hazard identification procedures are planned, documented, comprehensive (that is, it aims to cover all potential hazards and risks) and ongoing. They are scheduled at regular times appropriate to the nature of the hazards and the associated risks and the degree of change likely in the workplace activity or area.

In addition, hazard identification is undertaken:

- before setting up and using a workplace (for example, when planning the way work is organised and undertaken, the design and layout of the workplace environment etc.) when planning new workplace procedures
- before introducing new equipment or substances
- whenever changes are to be made to the workplace environment, that is, to the plant, equipment or substances used and/or to workplace tasks or procedures and/or to the number of employees
- when new employees are appointed with differing skills and/or knowledge levels
- when a contractor is engaged
- when new information becomes available about a previously unknown design or manufacturing fault or a previously unidentified hazard
- after an accident, incident or near miss

- when a control strategy is changed after reviewing its effectiveness

For each hazard identified, a risk assessment is undertaken (and documented) to determine priorities for control

- Control strategies are determined by the relationship between likelihood and consequence and the resulting risk assessment score
- Elimination is always the first control option considered
- Risk management records are retained in the OH&S Hazard Near Miss Incident Maintenance File and retained for a minimum of five (5) years

This procedure is reviewed at least annually.

Statutory Legislation & Consideration:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011

Refers to:

- Quality Area 7: Governance & Leadership
- Education and Care Services National law:
- Education and Care Services National Regulations:
- Link to National Quality Standard 7.1.2

Sources

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011
- Community Childcare Cooperative Sample Policies - www.cccnsw.org.au

Date	Reason for the Review	Approved
10/10/13	Policy review updated in line with regulations	IB
06.03.2017	Annual Review	LM
06.02.2018	Annual Review	LM
06.06.2018	Update NQS codes	LM
05.02.2020	Update information/ Annual Review	LM



BALLINA FOX STREET PRESCHOOL SOCIAL MEDIA AND PHOTOGRAPHY POLICY AND PROCEDURES

AIM

Our service aims to respect the confidentiality and privacy of all children, families and educators by adhering to the following standards of the National Quality Framework in relation to work and personal use of social media at any time.

- ✚ Under the Confidentiality and Privacy Act Amendment 2012 all children and families will be respected when any individual who is or is not a staff member or educator is taking photographs within the service.
- ✚ Staff will respect the rights of children under the Confidentiality and Privacy Act policy when using electronic devices, such as iPads, to record and or document information in relation to their learning. All confidential information, such as observations and photographs, regarding children, staff and families will be kept on premises.
- ✚ Educators, who are completing unfinished work off the premises, must inform the Director and adhere to our Confidentiality and Privacy policies, and ensure that any information regarding the children and their families is kept in a safe and secure place, and not shared with any outside parties.
- ✚ All photographs will be printed at the preschool.
- ✚ All staff will be expected to keep their personal mobile phones on silent or turned off during work hours, unless otherwise organized between the Director and staff member, in case of an emergency, e.g. sick family member.
- ✚ Any staff members who choose to use their personal iPads or any other electronic device for work purposes will be solely responsible for any damage or breakages that may occur during work hours.
- ✚ The Director will oversee the expansion of social media and help to develop the Social Media Strategy in line with the organizations Confidentiality Policy. This will include the sole responsibility for the preschool website that has been designed to inform parents and families. Only photographs of children whose parents have signed consent forms will be displayed.
- ✚ Social networking is prohibited through the use of Internet-based and other electronic social media tools during work times. This includes but is not limited to:
 - Twitter – A social networking and micro blogging service that enables its users to send and read messages known as tweets
 - Facebook – A social networking website where users can add friends and send messages, and update their personal profiles to notify friends about themselves.
 - YouTube – YouTube is a video-sharing website where users can upload, share, and view videos.

- Flickr is an image and video sharing website allowing users to share personal photographs and videos.
- RSS – RDF Site Summary, often dubbed *Really Simple Syndication*) is a web feed format used to publish frequently updated works—such as blog entries, news headlines, audio, and video.
- Pinterest is a pin board-style social photo sharing website that allows users to create and manage theme-based image collections such as events, interests, hobbies and more.

✚ At all times during non-working hours staffs who partake in social media sites are to be respectful of our organisation, employees, children, families and competitors. As employees you are responsible for your online behavior and should avoid content or actions that are defamatory, pornographic, proprietary, harassing, disrespectful, or threatening.

RELATED POLICIES

Child Protection Act Amended 2012
 Privacy Act Amended 2012
 Privacy and Confidentiality Policy of the service

National Quality Standard

Statutory Legislation & Consideration:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011

Refers to:

- Quality Area 4: Staffing Arrangements
- Education and Care Services National law:
- Education and Care Services National Regulations: 74, 181
- Link to National Quality Standard 4.2.2 – 5.1.2

IMPLEMENTATION

Review

The policy will be reviewed annually. The review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

Date	Reason for the Review	Approved
11/06/2014	Annual review	LM
02.03.2017	Annual review	LM

06.02.2018	Annual review	LM
06.06.2018	Update NQS codes	LM
05.02.2020	Update information/ Annual review	LM



BALLINA FOX STREET PRESCHOOL SUN PROTECTION POLICY AND PROCEDURE

AIM

To ensure that children and staff are not exposed to radiation from the sun - ultra violet radiation (UVR) beyond acceptable levels. To provide a preschool program that is consistent with the Sun Safe recommendations of the NSW Cancer Council and relevant legislation and regulations.

PROCEDURE

The Director is responsible for ensuring that:

- ✚ Families are aware that they are required to provide a labeled legionnaire or broad brimmed style hat and a verbal reminder will be given to parents if children do not present with a hat;
- ✚ Employees wear labelled legionnaire or broad brimmed style hats when outdoors. The hats are provided by the employees themselves or are available at the centre;
- ✚ On enrolment, at Ballina Fox Street Preschool, families are advised of our Sun Safety policy.

Employees are responsible for:

- ✚ Role modelling appropriate sun protection behaviours and clothing;
- ✚ Ensuring all children are wearing hats when outdoors;
- ✚ Keeping spare hats at the service and, if used washed;
- ✚ Arranging outdoor play activities in shaded areas wherever possible, for example, by moving portable equipment as the sun moves;
- ✚ Encouraging families to send children in clothing that, and all other persons involved in outdoor activities at Ballina Fox Street Preschool (for example, volunteers, students, contractors) are encouraged to wear clothing that best protects them from UVR, for example:
 - tops that are loose fitting and cover the shoulders;
 - hats that shade the head, face, neck and ears made from a closely woven fabric with a brim 8-10cm wide and/or a flap of fabric at the back and sides to protect ears and neck;
 - Spare clothing is kept at Ballina Fox Street Preschool and a verbal reminder given if a child is inadequately clothed;
- ✚ Ensuring that the same employees aren't in the sun all the time;
- ✚ Outdoor play is scheduled according to the NSW Cancer Council's Revised *Recommendation for Managing Outdoor Activities* and includes the following schedule:
 - October – March: Minimise outdoor activity between 11am and 3pm (daylight saving time). Sun protection is required at all times when outside.
 - April-September: Outdoor activity can take place at any time during the day. Sun protection is required between 10am and 2pm (Eastern Standard Time), except in June and July when the UV index is mostly below 3.

The Director ensures that, as far as is reasonably practical:

- ✚ Up to date information and research in relation to UVR is made available to employees and all other persons involved in Ballina Fox Street Preschool;
- ✚ Workplace duties and activities are organised to reduce the amount of time employees and children have to spend in the sun, by, for example:
 - the passage of the sun (and therefore the availability of shade) is taken into account when planning inside activities;
 - Providing shade either natural (tress) or temporary or portable shade structures that have a radiation transmission factor of at least 95+. Priority for the provision of shade is given to extended play areas for example, sandpit, water play table activities fixed play equipment;

Note: Portable shade structures should be regarded as an interim control measure. Shade structures should have clearly visible upright posts with rounded edges and/or padding. In addition, they should be designed to prevent climbing.

- ✚ Sun protection awareness is regularly reinforced by incorporating relevant activities into Ballina Fox Street Preschool's program;
- ✚ Sun protection literature is regularly provided to all those involved in Ballina Fox Street Preschool via, for example, enrolment information and newsletters. As required it can also provided in a range of languages to support families and employees from Non English Speaking Backgrounds (NESB).

Statutory Legislation & Consideration:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011

Refers to:

- Quality Area 2: Children's Health and Safety
- Education and Care Services National law:
- Education and Care Services National Regulations:
- Link to National Quality Standard 2.1 - Health

Sources:

- The Guide to the National Quality Standard (2011)
- Early Years Learning Framework (2009)
- Community Childcare Cooperative Sample Policies - www.cccnsw.org.au
- United Nations Convention on the Rights of the Child (1989)

Date	Reason for the Review	Approved
21/8/2013	Review	IB
28/01/2015	Annual Review	LM
06.03.2017	Annual Review	LM
06.02.2018	Annual Review	LM
06.06.2018	Update NQS codes	LM
05.02.2020	Update information/ Annual review	LM



BALLINA FOX STREET PRESCHOOL SUPERVISION- POLICY AND PROCEDURE

AIM

Children must be adequately supervised at all times that they are being educated and cared for at the service. Supervision can prevent and reduce accidents through early detection of potential hazards and an awareness of the children, and their activities. Ballina Fox Street Preschool aims to prioritise regular assessment of their supervision practices in order to increase educator's awareness of their duty of care and to continuously improve supervision procedures.

Ballina Fox Street Preschool maintains a safe and secure environment where children are free to explore and learn more about their world. The approved provider and educators are familiar with regulatory requirements and standards regarding supervision.

The Approved Provider will:

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

The Nominated Supervisor will:

- ✚ Carefully plan rosters that ensure continuity of care and adequate supervision at all times when children are being cared for and educated in the service.

Educators will:

- ✚ Document a supervision plan and strategies for both the indoor and outdoor areas. This will assist educators to position themselves effectively for supervising the children's play. They will take into consideration the layout of the premises and grounds, any higher risk activities, the presence of any animals, the location of activities and the location of bathroom and nappy change facilities.
- ✚ Inform new and relief educators about supervision arrangements and what is required of them in relation to supervising children.
- ✚ Regularly review the supervision plan and strategies to evaluate the effectiveness of the plan and its implementation by educators. The supervision plan and strategies will be displayed for families in all rooms and in the outdoor area.
- ✚ Seek to ensure that two educators are present/ within view when working with children and when supporting children with toileting/hygiene routines.
- ✚ Arrange the education and care environment to maximise the ability of educators to supervise all areas accessible to children. Particular focus will be on gates, the fence line and doors during arrival

and departure times.

- ✚ Be aware of the importance of communicating with each other about their location within the environment.
- ✚ Ensure that correct child: educator ratios are maintained throughout the education and care environment. All children will be in sight or hearing of educators at all times. No child will be left alone while eating or at toileting times.
- ✚ Supervise children during rest periods. Children will be positioned and supervised according to the Safe Sleep & Rest Times Policy.
- ✚ Ensure that hazardous equipment, machinery, and chemicals are inaccessible to children.
- ✚ Ensure that supervision arrangements are respectful and that interactions with children are meaningful. Educators will encourage children's independence while respecting individual abilities and needs.
- ✚ Scan the environment while interacting with individuals or small groups. Educators will position themselves to maximise their view of the environment and the children's play.
- ✚ Implement consistent supervision strategies and not perform other duties while responsible for the supervision of children.

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

Interactions with children are respectful and meaningful and challenge each child's skills and awareness of the world. Risks are assessed and managed so that the environment can be safe, educative and stimulating. Children's activity, interactions and play are planned for and monitored by educators with consistent strategies to minimise potential dangers to children.

Statutory Legislation & Consideration:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Standard (3) ACECQA (2011)
- Building Code of Australia re building requirements for new buildings/visibility of children's bathrooms.

Refers to:

- Quality Area 2: Children's Health and Safety
- Education and Care Services National law:
- Education and Care Services National Regulations:
- Link to National Quality Standard 2.1 - Health

Sources:

- Community Childcare Cooperative Sample Policies
<http://cccsw.org.au/resources/nqf/sample-policies>
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2011
- ECA Code of Ethics (2006) Early Childhood Australia - www.eca.com.au
- Health and Safety in Children's Centres: Model Policies and Practices (2nd ed.)
www.community.nsw.gov.au/docswr/_assets/main/documents/childcare_model_policies.pdf

Date	Reason for the Review	Approved
21/8/2013	Review	IB
28/01/2015	Annual Review	LM
06.03.2017	Annual Review	LM
06.02.2018	Annual Review	LM
06.06.2018	Update NQS codes	LM
05.02.2020	Update information/ Annual Review	LM



BALLINA FOX STREET PRESCHOOL ENVIRONMENTAL SUSTAINABILITY POLICY AND PROCEDURE

AIM

Outcome 2 of the EYLF states that “Children are connected with and contribute to their world” by being “socially responsible and showing respect for the environment” (p29). The aim of this policy to promote sustainability practices throughout all aspects of the preschool in programmed and routine activities and to provide children with an opportunity to understand the origins and journey of materials and to make choices about their uses. Furthermore this policy aims to extend this to families by providing explanations on why we undertake such practices.

BACKGROUND

For an early childhood education centre, the development of a policy on sustainability is an important aspect of promoting and demonstrating sustainable practices to children, their families and staff. How we engage with and take care of our environments and resources can also highlight our responsibilities for a sustainable future and promote children’s understanding about their responsibility to care for their environment (EYLF p16). The Australian Climate Commission Report entitled *Critical Decade* (2011) clearly articulates the need to act now to change any future impacts of climate change. It is a constant reminder that sustainability practices should become part of everyday custom and practice incorporated effortlessly into programming. When educators create environments in which children experience mutually enjoyable, caring and respectful relationships with people and the environment, children respond accordingly (EYLF p25).

PROCEDURE

The promotion of sustainable practices within the preschool can be done in a number of ways:

Families (parents and carers):

- ✚ Discussion of the preschool’s sustainable practices will be promoted at enrolment stage for new and re-enrolling students.
- ✚ Parents and carers will be made aware of our use of rain water for toilets, the orientation of class window eliminating the need for cooling and heating and lights on during the day (with the exception of very overcast days).
- ✚ The promotion of rugging children up in winter and the use of physical activities to keep warm and healthy.
- ✚ Parents will be shown the sustainable cubby house, vegetable and sensory garden and told of the use of herbs and veggies in children’s cooking activities all year round.
- ✚ The use of recycled paper for the toilets rather than bleached pulp. Parents can also be reminded during induction to limit packaging in lunchboxes and that all food scraps are used in

the worm farm and the wee and castings used in the veggie garden. Finally the activities in the sustainable cubby house can be used to reinforce all our obligations and promoted through the school's newsletter.

Educators will:

- ✚ Receive training in sustainability practices
- ✚ Use materials which promote sustainable practices
- ✚ Assist children to incorporate sustainable practices into routines e.g. 1 pump of the soap, 1 handtowel
- ✚ Request that parents bring recycled toilet paper
- ✚ Use recycled or sustainably sourced paper for the photocopier where possible
- ✚ Use the Cool Cubby to promote sustainable solar, water use and gardening including worm farming and the recycling process
- ✚ Use Bibs and Bobs to promote the donation of recycled materials
- ✚ Use recycled paper for artwork and activities
- ✚ Use recycled glass jars etc for paints (reduces amount of paint used and thus water used for cleaning)
- ✚ Use donated boxes for activities
- ✚ Use language which promotes sustainability
- ✚ Promote the origins of materials and why we need to take care of them.

Implementing the Policy

- ✚ Preschool Community – brochure on environmental sustainability.
- ✚ Parents – demonstration practices in the newsletters.
- ✚ Children- be guided to engage in activities which promote sustainable practices; conscience use of water, food separation bins and maintaining the garden and worm farm.
- ✚ Staff – workshop sustainable activities and programming ideas, purchase items from op's and promote this. Promote recycled equipment through newsletter and directly to children. Art exhibitions and open days will be used to promote the policy and demonstrate its practical applications.

Monitoring

- ✚ The policy will undergo a yearly review as part of the preschool's Quality Improvement Process and be recorded in the Quality Improvement Plan.

EVALUATION

- ✚ Evaluation of the various aspects of the policy is ongoing and incorporated into programming meetings and into the QIP process. The policy is reviewed annually.

This policy should be read in conjunction with the Good Beginnings for Sustainable Living brochure which has been designed to inform parents and the wider community of our policy and practice with regard to sustainable living and our philosophy of the important role this plays in early childhood education.

Statutory Legislation & Consideration:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011

Refers to:

- Quality Area 3: Physical Environment
- Education and Care Services National law:
- Education and Care Services National Regulations:
- Link to National Quality Standard 3.2.3 – Environmentally responsible

Sources:

- The Guide to the National Quality Standard (2011)
- Early Years Learning Framework (2009)
- Community Childcare Cooperative Sample Policies - www.cccnsw.org.au
- United Nations Convention on the Rights of the Child (1989)

Date	Reason for the Review	Approved
13/3/2013	First Issue	IB
06.03.2017	Annual Review	LM
06.02.2018	Annual Review	LM
06.06.2018	Update NQS codes	LM
05.02.2020	Update information/ Annual Review	LM



BALLINA FOX STREET PRESCHOOL

TOILETING

POLICY AND PROCEDURE

AIM

The Preschool will minimize the spread and risk of infectious diseases between children and preschool staff, by ensuring toileting is conducted in a safe and hygienic manner way according to recommended guidelines and procedures.

BACKGROUND

The preschool acknowledges that toileting procedures are individualized and culturally appropriate according to child and family needs. Many diseases are spread by faeces, urine and other body fluids. Risk and spread of infectious diseases are reduced by safe toileting methods.

PROCEDURES

To minimize risks and the spread of infectious diseases that are transmitted by faeces and other body fluids of children, the Preschool should:

- ✚ Have safe, well maintained, age appropriate toilet facilities, which comply with the Building Code of Australia.
- ✚ Provide a toilet facility with rails to accommodate children with additional needs.
- ✚ Encourage children to flush the toilet after use and ensure children wash their hands after use. (Hand washing policy)
- ✚ Placed soiled clothes in a bag to take home, and keep inaccessible to children.
- ✚ Ensure all Preschool staff wash their hands after any contact with faeces, vomit, urine or any other body fluids.
- ✚ Disposable materials such as gloves and paper TOWELS/WET WIPES SHOULD BE DISPOSED IN A SEALED PLASTIC BAG and placed in the outdoor bins.

- ✚ ***Use the following guide for cleaning a child after toileting:***
 - ✓ Put on gloves (single use)
 - ✓ Use damp paper towels or bottom cloths supplied by the parent
 - ✓ Remove each towel after use and dispose in a plastic bag
 - ✓ Remove gloves and wash hands
 - ✓ Preferably do not fill the sink, use warm running water and test the water before putting the child in

- ✚ Ensure children do not have access to any plastic bags sealed or unsealed.

- ✚ **Separate children with diarrhea** (except for diarrhea assessed by a doctor as being due to non-infective causes) from other children until they can be picked up by their family or nominated responsible person.

- ✚ Exclude from care, children with infective diarrhea until their symptoms have ceased.
- ✚ **Be aware of the diverse styles of toileting children due to cultural or religious practice** (e.g. washing or douching instead of using toilet paper) and ask families to inform the Preschool of any cultural or religious issues of toileting that staff might need to be aware of.
- ✚ **Be aware of and accommodate the possible need to maintain privacy of toileting and dressing**

While the daily routine allows for regular toileting times, children will be able to independently access the toilet and basins at any time of the day.

Parents are requested to supply additional clothing.

Note:

- ✚ Staff will interact in a positive manner during toileting procedures and support children to develop their self-help skills in this area. Toileting is a learning time for each child.
- ✚ ***We do not have nappy changing facilities at the Preschool and are unable to accommodate children wearing nappies.*** However, children with additional needs may wear pull ups.
- ✚ Children with additional needs will be supported in their toileting; both parents and staff will share information on the Child’s progress. It is important for parents and staff to work cooperatively together to support children in their toileting procedures.
- ✚ For children who are on medication for toileting, parents are required to discuss the appropriate procedures for toileting with their child’s teacher. This may involve parent support at Preschool.

Statutory Legislation & Consideration:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011

Refers to:

- Quality Area 2: Children’s Health and Safety
- Education and Care Services National law:
- Education and Care Services National Regulations: 4, 77, 88, 168
- Link to National Quality Standard 2.1.2 – Health practices and procedures

Sources:

- The Guide to the National Quality Standard (2011)
- Early Years Learning Framework (2009)
- Community Childcare Cooperative Sample Policies - www.cccnsw.org.au
- United Nations Convention on the Rights of the Child (1989)
- Staying Healthy in Child Care 4th edition NSW Health Department
- Health & Safety in Children’s Preschool’s: Model Policies and Practices 2003

Date	Reason for the Review	Approved
5/9/2012	Annual review	IB
28/01/2015	Annual review	LM
06.03.2017	Annual Review	LM
06.06.2018	Update NQS codes	LM
05.02.2020	Update information/ Annual Review	LM



BALLINA FOX STREET PRESCHOOL TRANSITION TO SCHOOL POLICY AND PROCEDURE

AIM

To assist in providing a smooth and successful transition to school for all children and families from Ballina Fox Street Preschool and ensure the best outcomes for children. *Early Years Learning Framework 2009*

PROCEDURE

Commencing school is a big step for all children and their families. This transition may present challenges for some children &/or their families, therefore Ballina Fox Street Preschool can offer assistance through –

- ✚ ‘Transition to School’ nights, as an informative evening offered to all parents/guardians whose children attend Ballina Fox Street Pre-School. Parents can have the opportunity to participate in an informal session with Preschool staff, as well as Kindergarten teachers from various local schools who will share their knowledge and answer parent questions.
- ✚ Involvement at meetings with other professionals, such as representatives from Department of Education and Communities, Ballina Early Intervention, Ballina Community Health and other appropriate services, for families of children with special needs, to promote collaboration and communication regarding their child’s educational future.
- ✚ Provision of opportunities for all parents/guardians to participate in informal discussions, interviews and questionnaires throughout the year in order to share information regarding their child’s development and appropriateness for school.
- ✚ Liaison with school staff regarding individual children if requested – with parental permission.
- ✚ Where possible, staffs are encouraged to attend various local school Orientation Days in order to enhance the transition process for children, families and school teaching staff.
- ✚ Participation of staff at appropriate training sessions regarding aspects of ‘School Transition/Readiness’ when possible or applicable.

How our approach to early childhood education prepares children for school:

At Ballina Fox Street Preschool we believe that we are assisting children to prepare for school and for life.

We promote:

- ✚ A sense of curiosity
- ✚ A sense of achievement
- ✚ Experience of successful learning
- ✚ Confidence in oneself, willingness to take reasonable risks
- ✚ Identification with their culture and family

- ✚ Familiarity with and sense of belonging to the larger community
- ✚ Appreciation of others and the benefits of collaboration
- ✚ Skills to interact with adults and other children
- ✚ Comfort with diversity
- ✚ Developing communication skills
- ✚ An active approach to learning and problem solving
- ✚ An appreciation of literacy and numeracy as invaluable means of making meaning in the world
- ✚ Flexibility, a robustness of self that allows compromise
- ✚ Resourcefulness and resilience
- ✚ Perseverance in the face of obstacles
- ✚ An optimistic and positive approach to life
- ✚ Developing self-help skills
- ✚ An ability to follow directions
- ✚ Developing concentration skills
- ✚ Assertiveness, confidence to ask questions and seek help

Children with these qualities and skills may then be ready to take full advantage of the opportunities afforded by being at school. This means they will approach that experience:

- ✚ Feeling confident about being able to cope
- ✚ Without excessive anxiety
- ✚ With a positive attitude
- ✚ With prior experiences and achievements which will be built on and extended in school
- ✚ Eager to meet other children
- ✚ Knowing what is expected of them

Statutory Legislation & Consideration:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011
- *Early Years Learning Framework 2009*

Refers to:

- Quality Area 6: Collaborative Partnerships with families
- Education and Care Services National law: 168
- Education and Care Services National Regulations: 73-76
- Link to National Quality Standard 6.2.1– Transitions

Date	Reason for the Review	Approved
9/5/2013	Update information to include EYLF.	IB
06/03/2017	Annual review	LM
07.02.2018	Annual review	LM
06.06.2018	Update NQS codes	LM
05.02.2020	Update information/ Annual Review	LM



BALLINA FOX STREET PRESCHOOL VISION AND PHILOSOPHY

Our Vision

*"Our **Vision** at Ballina Fox Street*

*Preschool is to provide an equality of opportunity (Belonging),
for every child to reach their potential (Becoming) and develop a community of lifelong
learners (Being)."*

Our Philosophy

We recognise that children's learning and development takes place in the context of their families and that families are the children's first and most important educators. All children are seen as *strong, capable and resilient*; rich with wonder and knowledge, bringing with them deep curiosity and potential.

Our flexible program supports each child to engage with and explore their uniqueness and diverse perspectives. Children possess agency and are provided with the ability to initiate and lead their own learning, viewed as active participants and decision makers in matters that affect them. There is a strong focus on social collaboration, working in groups, where each child is an equal participant, having their thoughts and questions valued. Children's social, cultural, family and linguistic diversity is valued and supported through equitable access to resources and participation within the program.

Positive behavior management approaches support children to self regulate and develop relationships and skills, enabling self advocacy and a safe and secure environment to 'be'.

Effective approaches for building resilience are supported by active and positive partnerships with children, parents and community. Children are provided with opportunities to learn and practice social skills, developing the ability to 'bounce back' when faced with adversity within learning and the social context.

Each child is assessed individually using the Early Years Learning Framework and the National Quality Standard, within the context of the physical and social environment. Evidence of learning goals are gathered by educators through observations as well as discussions with the child, families and community.

An ongoing cycle of critically analysing, planning, documenting and evaluating individual and group learning, underpins the educational play program. Through goal driven learning opportunities, each

Educator caters for individual learning, gathered through the interests of the children. Learning experiences are also spontaneous throughout the day, allowing for key moments of inspiration and learning to be explored through meaningful experiences.

References: National Quality Framework 2011
Early Years Learning Framework 2009

Statutory Legislation & Consideration:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011

Refers to:

- Quality Area 7: Governance & Leadership
- Education and Care Services National law:
- Education and Care Services National Regulations: 4, 77, 88, 168
- Link to National Quality Standard 7.1 – Governance – 7.1.1

Date	Reason for the Review	Approved
9/5/2013	Update to include reference to EYLF	IB
06/03/2017	Implement new philosophy	LM
06.02.2018	Annual review	LM
06.06.2018	Update NQS codes	LM
05.02.2020	Update information/ Annual Review	LM



BALLINA FOX STREET PRESCHOOL

WATER SAFETY

POLICY AND PROCEDURE

INTRODUCTION

The safety and supervision of children in and around water is of the highest priority. This relates to water play, excursions near water, hot water, drinking water and hygiene practices with water in the service environment. Children will be supervised at all times during water play experiences.

AIM

Children's safety and wellbeing will:

- ✚ Be protected in and around water through supervision and prevention; and
- ✚ Be promoted through the availability of clean, hygienic water for play and for drinking.

PROCEDURE

The Nominated Supervisor will:

- ✚ Provide guidance and education to educators, staff and families on the importance of children's safety in and around water.
- ✚ Ensure work, health and safety practices incorporate approaches to safe storage of water and play.

Educators and staff will:

- ✚ Ensure water troughs or containers for water play are filled to a safe level. These activities will be supervised at all times and containers or troughs will be emptied onto garden areas after use. Children will be discouraged from drinking from these water activities.
- ✚ Teach children about staying safe in and around water.
- ✚ Empty buckets used for cleaning immediately after use. No buckets are left in play areas or accessible to children.
- ✚ Provide clean drinking water at all times. This water will be supervised to ensure that it is safe and hygienic for consuming. Water containers will be securely sealed. At the end of each day, the water container will be emptied and cleaned thoroughly.

Operational Safety

- ✚ Grey water systems or water tanks will be labeled with "do not drink" signage and the children will be supervised in this area to make sure they are not accessing this water for drinking. Educators will discuss with the children that this water is for the purpose of play and not for consumption.
- ✚ Hot water accessible to children will be maintained at the temperature of 43.5°C. Thermostatic valves to be tested and serviced annually by a plumber.
- ✚ A risk assessment will be conducted prior to any excursion taking place. Particular attention will be focused upon water safety where the excursion is near a body of water.

- ✚ Adults may carry and consume hot drinks only in an approved thermal mug.
- ✚ Water for pets at the setting must be changed regularly and only be accessible to children when adults are present.

Statutory Legislation & Considerations:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011

Refers to:

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY
 Education and Care Services National Regulations 2011:168
 Link to National Quality Standard: 2.2 - Safety

Sources:

- National Health and Medical Research Council - www.nhmrc.gov.au
- NSW Department of Health - www.health.nsw.gov.au
- Community Childcare Cooperative Sample Policies – www.ccccnsw.org.au

Further information:

- Pool and Water Safety - www.kidsafe.com.au
- Water use and restrictions see - www.sydneywater.com.au

Date	Reason for the Review	Approved
10/10/2013	Policy extracted from Supervision of Children's policy to be stand alone in accordance with regulations.	IB
06.03.2017	Annual Review	LM
06.02.2018	Annual Review	LM
06.06.2018	Update NQS codes	LM
05.02.2020	Update information/ Annual Review	LM