

POLICY MANUAL

2016



THE WILLOWS PRESCHOOL
and **EARLY LEARNING CENTRE**

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QUALITY AREA 1

EDUCATIONAL PROGRAM *and* PRACTICE

Education, Curriculum and Learning

The Curriculum Statement
The Educational Leader
The Curriculum Frameworks
The Curriculum
Learning Through Play
The Willows Cycle of Planning
Pedagogical Documentation

Supporting Children's Individual Needs

Celebrations

Transitions

Technology and Media in Education





THE WILLOWS PRESCHOOL and EARLY LEARNING CENTRE

EDUCATION, CURRICULUM & LEARNING POLICY

POLICY STATEMENT

With 90% of brain development occurring by age 5, the early years are an exciting and crucial time in our lives, particularly for instilling and solidifying positive attitudes, attributes, values and life skills. Children's brains are being shaped in unique ways through their experiences, relationships and opportunities. The first five years of life are critical in setting patterns for life success. At the Willows, we are committed to giving children the very best start in order for them to live fulfilling and successful lives.

Willows Educators ensure that Willows Curriculum Decisions contribute to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators, by ensuring each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.

The Program, including routines, is organised to maximise learning and each individual is supported to participate in the program. Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation. We are critically reflective of children's learning and development, both as individuals and in groups, and this information is regularly used to implement the program. We document each child's progress and actively share it with families

We promote each child's agency, enabling them to make choices and decisions, and to influence events and their world. Educators respond to children's ideas and play, and use intentional teaching to scaffold and extend each individual's learning.

EVALUATION

All individuals are confident communicators and passionate learners, able to stand up for themselves, each other and the planet. Families are involved in the program at all levels, and have access to detailed documentation on their children's progress.

REVIEW DATE	July 2016
AMENDMENT HISTORY	Created Nov 2015
SOURCES	<ul style="list-style-type: none"> • <i>Education and Care Services National Regulations 2015</i>, http://www.legislation.nsw.gov.au/maintop/view/inforce/subordleg+653+2011+cd+0+N • <i>Belonging, Being & Becoming, The Early Years Learning Framework for Australia</i>, DEEWR 2009, http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf • <i>Guide to the National Quality Standard</i>, ACECQA: www.acecqa.gov.au and http://acecqa.gov.au/links-and-resources/national-quality-framework-resources/ • <i>What's Pedagogy Anyway</i>, A. Fleet et.al., Children's Services Central, 2011, http://www.cscentral.org.au/Resources/what-is-pedagogy-anyway-.pdf • The Centre of the Developing Child, Harvard University. http://developingchild.harvard.edu • <i>The Relationship Between Documentation and Assessment</i>, Carlina Rinaldi, http://www.reggioalliance.org/downloads/relationship:rinaldi.pdf



THE WILLOWS PRESCHOOL and EARLY LEARNING CENTRE

CURRICULUM STATEMENT

AIM

To guide the development of a rich, holistic and collaborative curriculum that maximises children's emotional, cognitive, physical and spiritual development and is delivered by warm, informed and skilled educators.

EDUCATIONAL LEADER

CURRICULUM FRAMEWORKS

THE CURRICULUM

LEARNING THROUGH PLAY

THE WILLOWS CYCLE OF PLANNING

PEDAGOGICAL DOCUMENTATION (CYCLE OF PLANNING, ELEMENTS OF THE PROGRAM, DOCUMENTATION (PORTFOLIOS, OBSERVATION STYLES ETC.)

EDUCATIONAL LEADER

The Willows appoints a suitably qualified and experienced individual to work with educators to provide curriculum direction and to ensure children progress towards the outcomes of the approved learning framework. Parents and educators can seek support from the Educational Leader if they have any queries, concerns or suggestions relating to the service's curriculum. It is the philosophy of The Willows that curriculum development is a collaborative effort and therefore, the Educational Leader oversees an educational leadership group. This group is made up of experienced educators whose skills compliment and strengthen each other, leading to the best possible outcomes for children's learning and development.

The current Educational Leader is displayed in the main office.

CURRICULUM FRAMEWORKS

The Willows is committed to The Early Years Learning Framework (EYLF) and My Time, Our Place, a Framework for School Age Care in Australia (MTOP.)

The EYLF is Australia's national curriculum framework and aims to ensure that all Australian children attending care and education services are provided with high quality programs in those crucial first years of life.

The frameworks endorse the delivery of rich and relevant programs and recognise the importance of play-based learning, Children's right to be involved in their learning, effective learning environments, reflective educators and collaborative relationships between children, families, educators and the community.

The EYLF and MTOP describe childhood as a time of **Belonging, Being & Becoming**.

Through our commitment to the EYLF and MTOP, we will ensure that:

- Each child's learning is based on their interests and strengths and guided by our educators.
- Educators work in collaboration with families to provide relevant learning experiences for each child, based on their needs, interests and family experiences, and to generate ideas for the curriculum.
- Every child is equally valued and their achievements and learning celebrated.
- Educators observe and record the strengths and learning of each child.
- The curriculum is based on the children's interests, educators' extensions of children's interests and learning, spontaneous experiences and family input.
- Where appropriate, the service liaises with external agencies and support persons to best educate and care for children with additional needs.
- The curriculum is evaluated and reflected upon by educators.



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Educators provide programs and assess children's learning and development in relation to the frameworks' 5 Learning outcomes:

1. Children have a strong sense of identity
2. Children are connected with and contribute to their world
3. Children have a strong sense of wellbeing
4. Children are confident and involved learners
5. Children are effective communicators

"The aim of the Early Years Learning Framework is to extend and enrich children's learning from birth to 5 years and through the transition to school. It assists services to provide young children with opportunities to maximize their potential and develop a foundation for future success in learning."

Guide to the National Quality Framework, Section 1 p10.

THE CURRICULUM

The Willows Curriculum encompasses everything we do at the Willows, and where, how and why we do it. It is the thoughtfully set-up and well resourced learning environments we create, the warm and genuine interactions we have, the way we arrange and use our routines, events both planned and spontaneous - everything; learning is everywhere!

Our educators promote children's learning through:

- Relationships
- Play
- Environments
- Learning experiences and teaching strategies

We believe the best curriculum acknowledges that children learn best when engaged in hands on, challenging, meaningful, authentic experiences based on their strengths and interests, when they are given autonomy, and allowed to lead their own learning in co-constructive relationship with their educators.

Children need to be given time to engage in deep learning, facilitated by caring, skilled and knowledgeable adults, who recognise when they can value-add and when they should stand back and allow children to discover for themselves.

It is our responsibility to know our children very well, know about play and development, listen to what children say, acknowledge their thinking, and facilitate their play.

For more information, please see The Willows Philosophy Statement.

LEARNING THROUGH PLAY

"Play is often talked about as if it were a relief from serious learning. But for children, play is serious learning. Play is really the work of childhood."

Fred Rogers

The Early Years Learning Framework (EYLF) defines play as "a context for learning through which children organise and make sense of their social worlds, as they engage actively with people, objects and representations."

Advances in early childhood research and neuroscience have revealed the wonderful power and importance of play, showing that it shapes the brain in unique ways and offers the richest conditions for holistic learning and development.



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At The Willows, we are passionate about children's right to play and its vital role in their learning, development and wellbeing. Our educators are play experts and have a deep understanding of their role in children's play. We facilitate calculated risk-taking in play, offering thrilling opportunities for challenge, testing limits, and exploring boundaries. We support play that is child-initiated and child-led. At the Willows, we promote, engage in, and prioritise children's play in order to support children to grow into life-long lovers of learning.

For more information, please see *The Willows Learning Through Play Document*.

"Children learn as they play. Most importantly, in play children learn how to learn."

O. Fred Donaldson

THE WILLOWS CYCLE OF PLANNING

The development of the Willows program is guided by the Willows Cycle of Planning. This cycle includes:

1. Gathering information;
2. Interpreting, evaluating and reflecting upon that information;
3. Setting goals for educators to extend upon children's interests and support them to reach their potential;
4. Planning a curriculum that will support progress towards these goals; and
5. Implementing the curriculum.





THE WILLOWS PRESCHOOL and EARLY LEARNING CENTRE

PEDAGOGICAL DOCUMENTATION

"Pedagogical documentation has for many years served as a source of inspiration, reflection, activism and transparency for all involved in the education of children..."

What's Pedagogy Anyway

Pedagogical documentation can be defined as "a process of gathering artefacts, conversations, ideas, and displaying children's learning, energy and theories." It involves both the act of documenting and the analysis and reflection upon that documentation to inform our practice and beliefs. Educators think deeply - drawing from their knowledge of the child, and early childhood development, theories and research - and attempt to reveal what learning is occurring, what theories are being formed and how we can best support progress.

The collaboration between educators, children and families enriches this process and presents a fuller picture of the child, group, environment, curriculum choice or content.

DOCUMENTATION AS "VISIBLE LISTENING"

"Learning is a complex process, as is the formation of human identity. We therefore ... think broadly about teaching and learning and the implications of this complexity on documentation."

What's Pedagogy Anyway

Children are constantly creating and fine-tuning their own theories about our world and their place within it - "Who do I belong with?" "What will happen if I...?" "Why is that like that...?" It is through this process that they develop their identities, ways of knowing and learning, and their connections and relationships with others. Through documentation, we can track and support the evolution of these theories.

Carla Rinaldi, a founding member of the Reggio Emilia approach to Early Childhood Care and Education, describes pedagogical documentation as "visible listening." This "listening" involves gathering evidence of children's and educator's thinking (e.g. conversations, observations, creations, choices, beliefs, artworks and other artefacts,) to reflect upon, and inform the development of a rich curriculum and guide pedagogical practice.

Our educators listen with open ears and minds, welcoming different perspectives and ways of knowing and viewing documentation as a vital part of the learning process for children and adults alike.

In relation to pedagogical documentation at The Willows, we:

- Use documentation to capture, celebrate, assess and promote children's learning and development individually and within a group context.
- Engage with theorists and current research to guide, enhance and support our documentation and pedagogical practice.
- Can identify and support children who may require additional support.
- Use documentation as a tool for technical, practical and critical reflection
- Document ethically and always to advocate for children's rights. To reveal to the greater public a view of children as capable and intelligent, and promote the importance of investing energy into early childhood care and education.
- Gather information in many ways and are mindful of ensuring that the documentation process does not impede children's experiences, for example, when taking photos or asking questions, we avoid interrupting children's work.



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SUPPORTING CHILDREN'S INDIVIDUAL NEEDS

AIM

To accommodate the individual needs of each child
To recognise all individuals have differing needs, be it ability, race, age, preferences, health or cultural background
To accept, as our responsibility, to make the service accessible and beneficial to all individuals

The Willows Preschool and Early Learning Centre acknowledges that all children have unique and differing needs. We are committed to accommodating and meeting these needs through the provision of our:

Physical, emotional and temporal environments,
Curriculum,
Interactions and relationships, and
Systems, policies and procedures.

We are devoted to supporting children on their individual journeys towards the Learning Outcomes regardless of their gender, ability, race, culture, preferences, health or any other status.

"Inclusion means that all children, regardless of their background or ability, are given the chance to play, learn and interact together. Inclusion is an approach to early childhood learning where every child is valued, supported and given access to equal opportunities and learning experiences"

www.inclusionnow.org.au

SUPPORTING CHILDREN WITH ADDITIONAL NEEDS

Educators and Management - in partnership with families, children, support services and the community - do all they can to support children with additional needs to participate fully at The Willows.

As is defined in *The Guide to The National Quality Standard*:

"Additional needs" is the term used for children who require or will benefit from specific considerations or adaptations and who:

- are Aboriginals or Torres Strait Islanders
- are recent arrivals in Australia
- have a culturally and linguistically diverse background
- live in isolated geographic locations
- are experiencing difficult family circumstances or stress
- are at risk of abuse or neglect
- are experiencing language and communication difficulties
- have a diagnosed disability—physical, sensory, intellectual or autism spectrum disorder
- have a medical or health condition
- demonstrate challenging behaviours and behavioural or psychological disorders



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- have developmental delays
- have learning difficulties
- are gifted or have special talents
- have other extra support needs."

We acknowledge that all children may have additional needs at one point or another.

At The Willows we do not discriminate against a child who has any additional need. However, the enrolment of any child with a specific additional need may need to be considered in relation to what The Willows can provide for the child and what environmental limitations may impact on the care for that child. Parents will need to be informed of any concerns that the Centre has in enrolling their child. For example, the families of children with egg allergies will need to take into consideration that The Willows is home to a brood of chickens.

Educators provide each child, regardless of their additional needs and abilities with a supportive and inclusive environment that allows each child to fully participate in their education and care at the Willows. Educators ensure that all children are treated equally and fairly and that each child has the opportunity to grow and develop to their individual potential.

STAFF AT THE WILLOWS:

- Ensures the indoor and the outdoor environment is suitable for children with individual needs. The physical environment is arranged so it is accessible for all persons regardless of mobility to minimise barriers to participation.
- Ensures the program and curriculum meet the needs of all children, including children with individual needs.
- Encourages families to meet with the Educators who will be working with the child before the child commences care, allowing the Educators to discuss and understand the child's needs and ensure the appropriate resources and support are provided to both the family and the child.
- Accesses professional development for educators to help the service meet the needs of each child with individual needs.
- Seeks assistance, training and where possible, financial funding from inclusive support agencies (ph: 6338 4240) to promote the development of skills in children with identified additional needs.
- Ensures no information regarding a child is given out to a person who is not that child's parent or guardian, without the parent/guardians permission.

EDUCATORS AT THE WILLOWS:

- Treat all children equally and fairly regardless of perceived differences and ensure each child is supported to participate in the program.
- Act as advocates for all children's rights.
- Ensure the environment and equipment used by Educators is flexible and able to adapt to each child's needs within the service to support the inclusion of children with additional needs.
- Program experiences for each child to suit individual abilities, strengths and interests also considering any professional support plans for the child.
- Support children to treat all peers equally and fairly, with programming experiences that allow children to explore emotions such as compromise and empathy.
- Listen carefully to children's concerns and discussing diverse perspectives on issues of inclusion and exclusion and fair and unfair behaviour.
- Recognise families as having expert knowledge about their child's needs, abilities and interests and consult with them regularly to collaborate and create a continuity of learning in conjunction with professional support plans and cohesive practices from home.
- Work with other professionals who play a role in supporting the child's development, and seek specific professional



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intervention and training to support a within the service.

- Act as role models by displaying appropriate behaviour and language, being consistently aware of and responsive to children who may require additional support, attention or assistance.
- Discuss a wide range of emotions, thoughts and views constructively with the children within a supportive environment.
- Educators do not judge or compare one child's development with another

Information documented about the individual child with additional needs may be used to develop an individual support plan that is kept on file at the service and shared with families, the child's medical practitioners and/or professional support services.

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SOURCES	<ul style="list-style-type: none"> • <i>Education and Care Services National Regulations</i> 2015, http://www.legislation.nsw.gov.au/maintop/view/inforce/subordleg+653+2011+cd+0+N • <i>Belonging, Being & Becoming, The Early Years Learning Framework for Australia</i>, DEEWR 2009, http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf • <i>Guide to the National Quality Standard</i>, ACECQA: www.acecqa.gov.au and http://acecqa.gov.au/links-and-resources/national-quality-framework-resources/ • Victoria's Inclusion now website www.inclusionnow.org.au • https://www.kidsmatter.edu.au/early-childhood/about-mental-health/about-mental-health-and-wellbeing-children-additional-needs • KU Inclusion Support Agencies • <i>Inclusive Early Childhood Education</i>, Penny Low Deiner, 2010.



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CELEBRATIONS POLICY

AIM

To guide the exploration of celebrations, traditions and rituals in an authentic, respectful, inclusive and safe manner.

Rituals, traditions, and experiences shared regularly, contribute to a sense of community and belonging, as do celebrations that are handled sensitively. These can be valuable for children, families and educators. Both the planning and preparation, and the events themselves, can be satisfying and pleasurable experiences.

It is important for us to recognise the range of celebrations, both religious and secular, that take place through the year in our community and to have an understanding of, and respect for, cultural diversity in our services.

At the Willows, we engage in celebrations that reflect the cultures and beliefs of our educators, families and community, and resonate with the philosophy of our service. We strive to ensure that our celebrations are sensitive and inclusive.

Religious and culturally relevant celebrations such as Christmas and Easter are recognised within the Service and reflected in our programs. We encourage all cultural celebrations that are significant to our families and relevant to our broader community. We aim to embrace and celebrate cultural differences so that all children and families may experience and enjoy these special times.

Other special days such as Mother's Day, Father's Day and Australia Day may also be recognised. We realise that not all families celebrate the above mentioned and respect this, ensuring that we cater for this choice.

FAMILY INVOLVEMENT

Families are encouraged to share with the Service their own beliefs, values and special celebrations so that we are able to educate, embrace and celebrate cultural diversity. They are invited to add their celebration to The Willows Celebration calendar so Educators can prepare the program. We openly invite families to become involved in preparations and celebrations at The Willows.

CELEBRATION FOOD

- Parents and educators are reminded that our Service is both "Allergy Aware" and abides by a healthy eating policy prior to any such celebrations so that they can make informed choices about the food and drinks provided.
- We welcome families bringing in celebration cakes and food for their children so that they will be able to share with their friends. Cup Cakes or single portions are recommended. We invite families to advise us if their child has any allergies or they would prefer they do not eat certain celebration foods. If this is the case, they may wish to bring in something special for their child so that they feel part of the celebration. We request that families share the ingredients list with us. As partners in the development of the children who attend The Willows, we need to be mindful of the rights of parents to introduce or not introduce various foods. Unhealthy foods are a particular area that requires sensitivity and respect for parent's wishes regarding their child/children.
- Alternative arrangements are made for children whose families do not wish them to engage in a celebration. Educators are mindful of supporting the child to feel included
- If you would prefer that your child does NOT participate in such celebrations please let us know so that we can make alternate arrangements. If this is the case we will respect the rights and feelings of this child and will provide an alternative experience for them to participate in so that they do not feel that they are being left out.
- The use of candles is carried out with the children's safety in mind and fully supervised by an adult. If a child is to blow out a candle then only cupcakes should be supplied and the candle placed on 1 cupcake.
- Food safety practices are adhered to, with consideration to hygiene, storage, health and safety hazards, and age-appropriateness.



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TRANSITION POLICY

"Children bring family and community ways of being, belonging and becoming to their early childhood settings. By building on these experiences educators help all children to feel secure, confident and included, and to experience continuity in how to be and how to learn."

The Early Years Learning Framework, pg 13 (DEEWR 2009)

Children experience transitions throughout their day and their time at The Willows. These include:

- From home to The Willows
- From one room to the next
- Moving between spaces
- Transitioning to "Big School."

Each of these settings require a child to adjust to new people, spaces, ways of being and doing, traditions, routines and expectations. This can be challenging. At The Willows, we understand that it is vital for educators, families and the community to work together to ensure that these transitions are as smooth and successful as possible.

TRANSITION FROM HOME TO THE WILLOWS

We work hard to create special bonds between children and their educators so that separation from their family on arrival is one of trust and security. These relationships are being formed from orientation so that those early transitions, when a child first begins at the Willows, can be as stress-free as possible for all involved.

This involves strong collaboration between families and educators who share information and expertise, and discuss and trial gentle transition techniques.

At The Willows, rather than "sneaking away" while their child is distracted, we encourage families to form rituals around transition times. This develops a sense of trust, control and predictability.

Our educators get to know what truly interests children so that they can provide transition activities, encouraging children to eagerly join the program on arrival.

Ultimately, we strive to provide a setting where children and their families feel a deep sense of belonging, so are excited on arrival and feel safe, secure and comfortable during the day.

For more information on transitioning new children/settling in, please see The Willows Orientation Policy.

TRANSITION BETWEEN ROOMS

When children are preparing to move to the next room, educators work hard to prepare the child, the family and the team accepting the child. This may include:

- When deciding whether or not a child is ready to progress to the new room, their age, development and social/emotional wellbeing is considered. This decision is made in collaboration with families to meet the needs of each individual child. A position will need to be available in the new room before a child can move up.
- Informing children and families prior to the transition and opening up discussions to address question, expectations and concerns. This also allows children and their families to prepare emotionally.
- Completing, in consultation with the family, a transition form capturing information including the child's needs, cultural background, family details, history, interests, current goals, and development skills. This snapshot of the child allows educators to build upon earlier learning, begin developing an appropriate program, and get to know more about the child before they start.
- Meetings between Room Coordinators to discuss the child and the best transition process. Educators recognise that each child will respond uniquely to the transition process and take into account the child's unique needs and personality when deciding upon the best transition method. This may include trial days, meal times or small periods of time when a child visits their new room to begin establishing relationships and familiarity.
- After the transition has occurred, children, families and educators monitor and give feedback about how the child is settling in.



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TRANSITION TO SCHOOL

For a smooth transition to school, we believe that children, families, Willows educators and school educators all need to be prepared. In order to achieve this for The Willows children:

- Our Senior preschool curriculum is coordinated by qualified early childhood teachers who consult with school educators annually to ensure that our programs are setting children up for a successful transition and school career. Our program supports the development of skills and dispositions required for success at "big school" and beyond, including executive functions (such as patience, resilience, attention, following instruction, self-regulation and impulse control) emotional intelligence, social skills, self help skills, physical skills and important dispositions for learning (such as curiosity, cooperation, confidence, creativity, and persistence.)
- We establish relationships with schools, compiling and sharing documentation (often in the form of a transition report.) We hold annual school-readiness evenings where representatives from local schools deliver presentations and a Q&A session for interested families.
- Our educators understand that children thrive when provided with individualised care and educational programs. They focus on children's strengths, abilities and achievements, and are committed to supporting the uniqueness of each child. Current research and neuroscientific findings have revealed that an "academic" approach can be detrimental in the early years, therefore, our skilled educators develop a play-based, child-led curriculum delivered through holistic and authentic learning environments and experiences to support children's natural and innate desire to explore literacy and numeracy.
- Open communication is sought with families throughout the year to discuss each child's needs and development. Educators work in collaboration with families to reach goals and ensure a smooth and beneficial transition for their child into school. We support family readiness by providing information about school readiness and transition to school events. This may include brochures, books, DVDs and websites.
- Educators and families use the orientation process as an opportunity to set goals, discuss preferred outcomes, solidify continuity between practices at home and the Service and establish a healthy and productive line of communication.
- Parents are encouraged to start a journal with their child to share with the kindergarten teacher at school when they start. This may include artwork, writing samples, thoughts, feelings, concerns to be shared, special things parents and children have done to prepare for 'Big School', etc..
- Children who will be attending school next year are to be introduced to any other child who will be going to the same school. This can be done on mutually enrolled days at the centre or through a morning tea, or sharing a photo and the name and contact details (with parent permission) so that outside arrangements can be made for these children to meet prior to starting school.
- Children with additional needs are made known to the school they are planning on attending only with the parent's permission, with the intention to work towards creating the smoothest transition to school possible for the child, family and school. Educators liaise with schools on an individual basis in consultation with the parents.
- During Term 1 of the following year the children that have started school are invited back to the Willows for a 'Reunion Afternoon Tea'. This allows for the children to share their experiences with the other children by either wearing their school uniform, bringing along a piece of work they have done at in kindergarten or bring along some photos of themselves at big school.

(Please see The Willows School Readiness Document for more information on school readiness and literacy and numeracy)



TECHNOLOGY AND MEDIA IN EDUCATION POLICY

AIM: The Service will provide an extension to the daily program assisting in development of social, physical, emotional, cognitive, language and creative potential of each child.

COMPUTER AND RELATED TECHNOLOGY USAGE

- Computers at the service may only be used for work relevant to the operations and activities of the service. Examples of these activities include administration, research, programming and professional development.
- If relevant to the children's learning, child appropriate websites may be accessed. However, children will only access the computers when directly supervised by appropriate educators.
- Similarly, music, videos etc.. may be streamed from the computer if it is relevant to the children's learning or relevant to research or professional development undertaken by educators. However, streaming of this kind will only take place from websites where this can legally take place such as iTunes or YouTube.
- All content and use of technology will be socially and culturally appropriate.
- If an educator has brought in their own laptop to complete work, educators will follow the premise that what they are doing whilst on their laptop is relevant to their job roles at the service.
- Any educators found to be using the computers inappropriately will face an enquiry by management and other relevant parties to decide a course of action based on the severity of their misconduct.
- This policy is also inclusive of state and federal laws regarding computer usage. Should educators or other relevant individuals use the service's computers in a way that breaks a law, the service will take the appropriate required action (eg. Reporting to the police). Furthermore, the educator or individual will face an enquiry held by management and other relevant parties to assess whether this conduct will affect their role within the service's operations.

TELEVISION AND DVD PLAYER USAGE

The Television is used as a teaching resource and never used as child-minding. Passive Television viewing is not general practice at the Willows.

Television is not recommended for children under the age of 2.

Television Programs have three functions at the Willows:

- 1) As an Educational Resource
 - There are some amazing educational and entertaining Television shows available for preschool audiences.
 - Teachers are encouraged to use the Television to supplement their program. (The ABC have produced a very valuable record of the topics and themes of each episode of Playschool)
 - The content is monitored and a group discussion always follow a viewing session to reinforce the lesson presented.
 - A teacher is present during the viewing time to answer any questions the children may raise.
- 2) As Exercise on days that we are unable to get outside and run around.
 - When we are unable to go outside and exercise our large muscle groups we use the Television to play music and dancing DVD's, to promote movement and exercise.
- 3) As Entertainment after a run of wet days
 - If we have had a run of wet days we can plan a Movie and Milo Session. The Movie will be appropriate for under 5's, will be taken to Management for approval and will be posted on the parent notice board for comment on the



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- morning of the viewing. Comments are to be recorded.
- The movie may be viewed in several sessions if attention spans dwindle.
- Television viewing is inappropriate at drop off and collection times.

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

Time frames for "screen time" according to Australian Guidelines is:

- Australia's Physical Activity Recommendations recommend that 5-18 year olds accumulate no more than 2 hours of screen time for entertainment per day (excluding educational purposes)
- Guidelines for children under 5 have also been released and recommend children younger than 2 years do not spend any time viewing television or other electronic media and for children 2-5 years, less than 1 hour per day (excluding for educational purposes)

This policy was made with consideration to the Early Years learning Framework, SA Health Fact Sheet "Give the Screen a Rest. Active Play is Best."

iPAD USAGE

Ipads are used as tools for educators and children to:

- Record and reflect on their world, experiences, work and learning
- Research and extend upon the curriculum
- Communicate learning and experiences with families and visitors

CARE AND SUPERVISION

- Protective cases are purchased for each ipad
- Use of ipads will be dictated by the Willows Policies and Procedures
- Each room, under guidance of the Room Coordinator, is responsible for the care and upkeep of their ipad
- Children must be supervised at all times while using ipads. It is the responsibility of the educators to recognise and develop a definition of the term 'supervision' for their room and age group.

CONFIDENTIALITY

Parental permission must be granted before any photos or video footage of children is shared publicly, outside the Willows.

Permission must be granted by educators, parents, visitors or other individuals over the age of 18 before any photos or video footage of them is shared.

REVIEW DATE	July 2016
AMENDMENT HISTORY	November 2015
SOURCES	<ul style="list-style-type: none"> • <i>Education and Care Services National Regulations 2015</i>, http://www.legislation.nsw.gov.au/maintop/view/inforce/subordleg+653+2011+cd+0+N • <i>Belonging, Being & Becoming, The Early Years Learning Framework for Australia</i>, DEEWR 2009, http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf • <i>Guide to the National Quality Standard</i>, ACECQA: www.acecqa.gov.au and http://acecqa.gov.au/links-and-resources/national-quality-framework-resources/ • <i>Give the Screen a Rest. Active Play is Best</i>, SAHealth 2012, http://www.sahealth.sa.gov.au/wps/wcm/connect/public+content/sa+health+internet/healthy+living/healthy+places/where+we+live+and+play/opal/give+the+screen+a+rest.+active+play+is+best

QUALITY AREA 2

HEALTH *and* SAFETY

WHS

1. WHS (25)
2. Incident, Injury, Trauma & Illness (7)
3. Notifying Authorities of Serious Incidents & Illness

HEALTH

Maintaining Health

4. Nutrition (1), Feeding (2) & Drinking water (3)
5. Physical Activity,
6. Sleep, Rest & Relaxation
7. Sunshine
8. Dental
9. Cleaning
10. Handwashing
11. Nappy Changing
12. Toileting
13. Modelling

Infectious Disease Management (8)

14. Illness Management & Identification
15. Immunisation
16. Notifying parents
17. Isolation and Exclusion
18. Fever, Panadol, Nurofen
19. Administering Medications

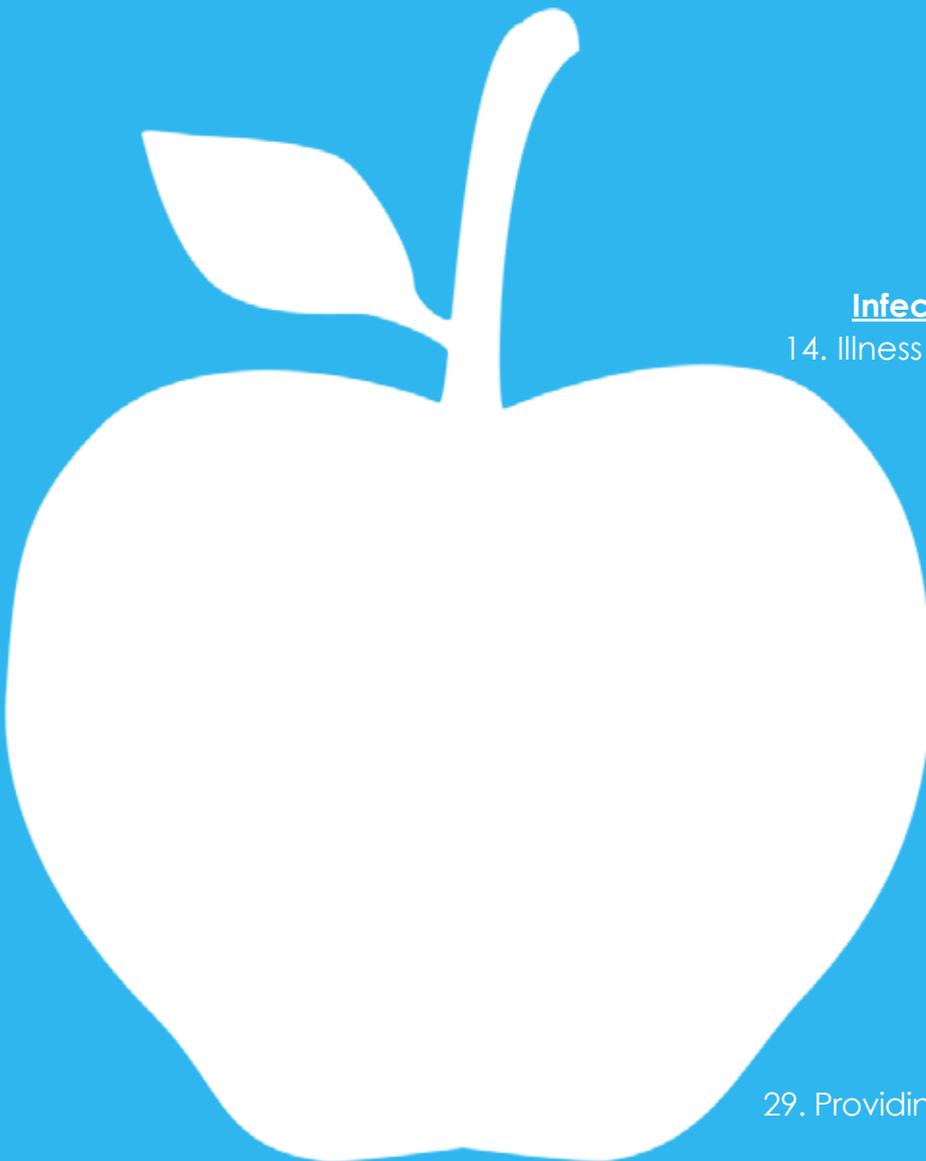
Non-Infectious Disease

Management (9)

20. Managing Health Conditions
21. Teething & Earache

SAFETY

22. Supervision
23. Safe Foods
24. Sun Protection (4)
25. Water Safety (5)
26. First Aid (6)
27. Emergencies (10)
28. Excursions (12)
29. Providing a Child-Safe Environment (13)
30. Child Protection (23)





HEALTH & SAFETY POLICIES

POLICY STATEMENT

The Willows focuses on keeping children safe and healthy firstly by being proactive. We ensure we research latest information from recognised authorities on nutrition and feeding, physical activity, safe, comfortable sleep, rest and relaxation, adequate and appropriate access to sunshine and fresh air, solid hygiene practices, maintaining a clean and safe environment and modelling appropriate behaviours.

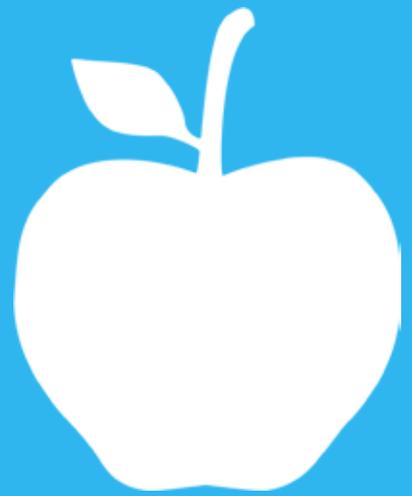
Secondly we focus on infectious disease management by recognising signs of illness, isolating and excluding ill or unimmunised children and educators, notifying families of any illness present at the service, what symptoms to look for, and the incubation and exclusion periods, and notifying authorities if any vaccine preventable diseases are diagnosed at the service.

Thirdly we support children with non-infectious diseases to allow them access to the service by training staff in their special care

Fourthly by carefully identifying and weighing up risk versus benefits of our resources and environments, respecting the sun, attending to safe food practices, identifying possible emergency scenarios and practicing them with the children, focussing on access to children policies, supervision policies, safe storage of potentially hazardous materials policy and WHS policies, and ensuring every educator is trained in Child Protection.

EVALUATION

All individuals are kept safe, healthy and happy through proactive, preventative strategies involving hygiene, good nutrition and appropriate activity and rest, and risk identification and management.



WHS POLICIES

WORK HEALTH & SAFETY



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1. WHS POLICY

REVIEW DATE	March 2016
AMENDMENT HISTORY	August 2010, Sept 2011, Sept 2012, Aug 2013, Aug 2014, Oct 2015, Jan 2016.
SOURCES	<ul style="list-style-type: none"> • <i>Education and Care Services National Regulations</i> 2015. http://www.legislation.nsw.gov.au/main-top/view/inforce/subordleg+653+2011+cd+0+N • <i>Belonging, Being & Becoming, The Early Years Learning Framework for Australia</i>, DEEWR 2009, http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf • <i>Guide to the National Quality Standard</i>, ACECQA: www.acecqa.gov.au and http://acecqa.gov.au/links-and-resources/national-quality-framework-resources/ • <i>Staying Healthy: Preventing infectious diseases in early childhood education and care services</i>, Fifth edition, 2012, http://www.nhmrc.gov.au/_files_nhmrc/publications/attachments/ch55_staying_healthy_childcare_5th_edition_0.pdf • Managing Emergency Situations In Education and Care Services (a PSC Alliance online resource) retrieved from http://www.cscentral.org.au/Resources/managing-emergency-situations.pdf • The Children's Services Occupation Safety and Health Compliance Kit (2011) retrieved from https://www.worksafe.vic.gov.au/_data/assets/pdf_file/0020/9524/Children27s_services_kit_updated.pdf • PSC National Alliance, Child Australia. Getting Started with Policies for the NQF: Policies in Practice. Retrieved from http://www.pscalliance.org.au. • PSC National Alliance, Child Australia, (2012). How to: Develop and Update Policies Successfully (without the stress). Retrieved from http://www.pscalliance.org.au. • WorkSafe WA Guidance Note. Reducing the Risk of Infectious Diseases in Child Care Workplace. Retrieved from http://www.commerce.wa.gov.au/WorkSafe. • work health and safety in the ECEC sector. Safe Work Australia Phone: 02 6121 5317 Web: www.safeworkaustralia.gov.au • WorkCover Authority of NSW Information Centre: 13 1050 Switch: 02 4321 5000 Web: www.workcover.nsw.gov.au • WorkSafe Free call: 1800 019 115 (free call to the Response Group from all phones, including mobiles, Australia wide). Switch: 08 8999 5010 Web: www.worksafe.nt.gov.au • Professional Support Coordinators National Alliance www.pscalliance.org.au • Children's Services Central www.cscentral.org.au

WHS POLICIES

EMPLOYERS MUST:

- protect the health and safety of workers and anyone else affected by workplace activities including children, families, contractors and visitors
- identify and control workplace health and safety risks for all people in the workplace including staff, children, families, contractors and visitors
- consult with employees on matters that affect their health, safety and welfare; and
- provide adequate training and supervision for all employees to work safely.

Employees working at the Willows has a work health and safety responsibility and this includes contractors or agency staff.

EMPLOYEES MUST:

- carry out their work in a way that does not put their own health and safety, at risk, or that of others in the workplace
- identify and report potential workplace hazards
- report all work-related injuries



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- implement service's policies and procedures; and
- participate in workplace consultation about health and safety matters.

BEST PRACTICE GUIDELINES

The Policy is divided into 5 Parts

1. Work health and safety policies and procedures
2. Consultation with employees on health and safety matter
3. Staff training
4. Hazard identification and workplace assessment
5. Safety risk management program

POLICIES ADDRESS:

- **Risk management strategies**
- **Documenting WHS procedures and practices**
- **Maintaining safe environments**
 - *Administering medication*
 - *Animals and domestic pets*
 - *Bullying and harassment*
 - *Child protection*
 - *Dangerous products*
 - *Emergency*
 - *First aid*
 - *Food safety*
 - *Infection control*
 - *Maintenance of buildings and equipment*
 - *Manual handling and back care*
 - *Stress management*
 - *Sun protection*
 - *Supervision*
 - *Visitors to the service*
- **Excursions**

CONSULTATION

Information on matters which may affect health, safety and welfare, is shared with Willows employees. They are given the opportunity to express their views and opinions so that these can be taken into account when decisions are made about work health and safety.

- In emails
- Training powerpoint presentations
- Staff meetings



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STAFF TRAINING

- Employees receive ongoing training in the workplace through their day-to-day learning and activities, and WHS is a part of the Willows training program.
- WHS training includes:
- Any induction training undertaken at the service.
- Ongoing supervisor and management training.
- On-the-job training facilitated by co-workers, supervisors, managers or employers.
- Instruction on WHS responsibilities and daily practices.
- Specific hazard training. (Bodily fluids)
- Work procedures and skills training (manual handling practices).
- Emergency procedure training (such as evacuation drills and lockdowns).
- First aid training.
- WHS Representative training.

HAZARD IDENTIFICATION

A hazard is a source of potential harm or a situation that could cause, or lead to harm to people or property. Work hazards can be physical, chemical, biological, mechanical or psychological.

TYPES OF HAZARD

- Physical-Floors, stairs, steps, ladders, fire, falling objects, slippery surfaces, manual handling (lifting, pulling, pushing), noise, heat and cold, radiation, poor lighting, ventilation. For Example Children's beds placed in an open area, wet bathroom floors, lifting children for nappy changes Trips, slips and falls, Manual handling injury (soft tissue/back injury)
- Mechanical and or/electrical-Electricity, machinery, equipment, washers and dryers, kitchen appliances. For Example Lint accumulation in dryers can be a combustion hazard. Frayed power cords or unplugged power points are an electrical hazard. Fire, electric shock, electrocution.
- Chemical Includes substances such as acids or poisons, cleaning agents, dusts and fumes. For example Cleaning chemicals, Medication. Fire, explosion, poisoning.
- Biological-Includes bacteria, viruses, mould, mildew, insects, vermin and animals. For example Sick staff or children attending the service, Contaminated food, mice infestation. Cross-infection, food poisoning.
- Psychosocial Workplace Stressors-Bullying, children's needs exceed skill or confidence of educators, insufficient management support. For example High stress levels (staff and children), compromised care practices, failure to be inclusive.

HOW CAN YOU IDENTIFY WORKPLACE HAZARDS?

There are probably many things that you are already doing that will help you identify some of the major hazards in your workplace. A few examples include:

- Daily safety checks of our indoor and outdoor environment and your equipment.
- Common patterns that emerge from your accident/incident and illness forms to identify a common risk indicator for developing a plan of action to minimise occurrences.
- Knowledge of illnesses and infections prevalent in our local area.
- Regular safety audits tailored to the Willows.
- Willows hazard reporting procedure for educators and families.
- Willows food safety plan.
- Willows infection control policy and procedures.

MANAGING HAZARDS

Hazards exist in all services from the work environment, the equipment we use and our work systems and practices.

- [Everyone in the workplace is responsible for hazard identification.](#)
- Everyone needs to be aware of hazards so we can begin to manage them.



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- Poorly managed hazards are the main cause of health and safety problems and accidents.
- Eliminating or controlling hazards is the best way to build our safety awareness and reduce illness and injury at the Willows.

SAFETY RISK MANAGEMENT

To ensure a safe and healthy work environment, it is important to identify potential safety or health risks within the work place, and then eliminate or control those risks.

This is known as risk management and it applies in all work places across all industries. Risk management helps to create a safe work environment and reduce accidents, incidents and illness.

This is a **CONTINUOUS IMPROVEMENT CYCLE** and our policies and procedures detail the practices that we adopt to control or manage risks in our workplace. We:

- Identify the hazard
- Assess the risk
- Think about the potential hazard and the consequence that may result.
- Decide how likely it is that this consequence will occur.

Consider:

- Has it happened before?
- Have people been injured before?
- What measures are in place to prevent it happening again?
- How reliable are these measures?
- How often will the task/activity be performed?

Use a risk matrix for an overall risk rating. For an example of a risk matrix, see the Guide to the National Law and National Regulations (p.174).

CONTROL OR MANAGE THE RISK

Decide how to manage or control the risks at the Willows. Work health and safety literature identifies a Hierarchy of Controls that range from hazard elimination to hazard management by using personal protective equipment.

We may need to use a combination of the controls in this hierarchy for a hazard. As we go down the list of control options the controls become less reliable and require more work to ensure that they are sustained and effective.

HIERARCHY OF CONTROLS

Eliminate-Remove the hazard altogether. Remove clutter in a corridor to eliminate a tripping hazard; Discard unrepairable damaged equipment to avoid injuries.

Substitute or modify-Replace hazard with something less dangerous. Replace non-drop side cots with drop sides; Replace toxic cleaning agent with non-toxic cleaning agent.

Isolate - Remove hazard from contact with people Lock away medication; door barriers; respectful exclusion of children with communicable diseases.

Engineering controls-Redesign equipment, use guards or other equipment. Put steps in the nappy change area; child-proof locks for kitchen cupboards; guards for power points.

Administrative controls,-manual handling training, exit signs, food safety Policies and procedures including training and supervision. Staff induction to work health and safety program.

Personal protective equipment (PPE)-Place a barrier between the person and the hazard.
Gloves, hairnets, aprons, sunhats and sunscreen.

MONITOR AND REVIEW

Risk management is an ongoing process similar to the programming cycle. Risks are systematically monitored and management strategies reviewed to ensure that they continue to be effective and contribute to a safe and healthy work environment. New hazards can emerge over time resulting in control strategies becoming ineffective and therefore may require updating.



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DOCUMENTATION

The following records (at a minimum) are maintained:

- Work place safety audits;
- Accident/incident/injury reports;
- Worksheets/checklists used to identify hazards (related to our hazard identification and reporting process);
- Risk assessments and control measures implemented;
- Maintenance records for buildings and equipment;
- Electrical tagging details;
- Fire equipment audits;
- Evacuation drills;
- Professional development undertaken by staff relating to work health and safety; and
- Immunisation status (NQS Quality Area 2.1.4)

IDEAS FOR PRACTICE

HAZARDOUS TASKS IN EARLY CHILDHOOD SETTINGS

The Children's Services Occupation Safety and Health Compliance Kit (2011) identifies six common hazardous tasks regularly performed in early childhood and OSHC services. This publication has excellent fact sheets (downloadable and printable) that describe the risks involved in these regular tasks, and offers practical solutions and ideas to improve safety. Most of these tasks present a physical risk of soft tissue or muscle injury.

THE SIX MOST COMMON HAZARDOUS TASKS IN CHILDREN'S SERVICES SECTOR:

1. Lifting children in/out of cots and highchairs or on/off change tables - Bending, twisting and reaching to lift children due to the design, placement or characteristics of cots, highchairs or change tables.
2. Working at low levels - Awkward postures, tripping or falling due to sitting on children's furniture or the floor.
3. Moving equipment - Lifting, moving, carrying, pushing or pulling heavy or awkward indoor and outdoor play equipment.
4. Storing supplies and equipment - Tripping, falling or being hit by falling objects due to overcrowded or poorly designed storage areas. Bending, lifting, twisting and using high or unexpected force to move heavy or awkward objects.
5. Use of office areas - Awkward body postures due to poorly designed, cluttered or inappropriate of office areas. Tripping, falling or being hit by falling objects due to poorly designed of office areas.
6. Maintaining indoor and outdoor areas - Falling from height while standing on chairs and tables to display artwork. Tripping or falling over toys or on poorly maintained, uneven or wet floor surfaces.

MANUAL HANDLING (PHYSICAL HAZARD)

Manual handling refers to any form of lifting, pushing, pulling, carrying, nursing and, or holding children or objects. Educators routinely undertake a wide range of manual handling tasks in our day to day work and this is a key hazard in early childhood and OSHC settings.

The risk of injury increases when manual handling tasks are frequent, repetitious, last a long time and are performed with poor posture or technique.

- To prevent manual handling injuries, the Willows:
- Provides manual handling training that encompasses everyday practices, e.g. lifting children and nappy changes.
- Practices safe lifting and carrying.
- Uses aids such as trolleys and step ladders.
- Stores heavy and awkward items close to where they are needed.
- Uses equipment and furniture suitable for adult use, e.g. adult sized chairs.



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SLIPS, TRIPS AND FALLS

Good housekeeping can reduce hazards that could potentially cause injuries – particularly slips, trips and falls.

To minimise slips, trips and falls, the Willows:

- Conducts daily safety checks of building, equipment and toys.
- Cleans spills immediately and display safety signs in hazardous areas.
- Keeps all walkways clear.
- Packs away toys and equipment when not in use.
- Fixes damaged floor coverings and broken tiles.
- Encourages older children to recognise and report hazards.

COMMUNICABLE DISEASES (BIOLOGICAL HAZARD)

Infections are common in children and many people can be infectious without actually showing any signs or symptoms themselves. Educators regularly comfort and support sick children and are frequently exposed to the risk of catching a communicable disease. Good hygiene practices are essential to reduce cross-infection. Ways to minimise the spread of infection can be sourced from *Staying Healthy in Childcare 5th Edition (2012)*

The National Health and Medical Research Council recommend that educators be immunised against:

- Hepatitis A
- Measles, Mumps and Rubella (MMR)
- Varicella (if they have not had chicken pox)
- Pertussis (whooping cough)
-
- Pregnant staff in Children's Services (Physical/Biological Hazard)

Educators who are pregnant should be made aware that some infections can affect an unborn child, particularly rubella, chicken pox and cytomegalovirus. This information is included in the Employee Handbook, as this can be a common risk in early childhood settings.

The health and safety of pregnant employees must also be considered when rostering or allocating work. For example, it may be unwise to place a staff member who is pregnant in a 0-2 room where ongoing lifting is required.

To minimise the spread of infection, the Willows:

- Ensures good hygiene practises (hand washing, disposable gloves).
- Trains staff in infection control and hygiene practices.

PRE-EXISTING INJURIES (PHYSICAL HAZARD)

We ask job applicants to disclose pre-existing injuries or illnesses that may be affected by the job for which they are applying. As the employer, we determine the employee's ability to perform required tasks without putting themselves or others at risk of illness or injury. Employees also have a responsibility not to place themselves at further risk of injury. Failure to disclose this information may prejudice a future worker's compensation claim if the job aggravates a pre-existing injury or illness.

If a staff member has a pre-existing injury, we take all reasonable precautions to prevent re-injury or further damage. For example, it would be unwise to place an Educator that had a history of a lower back injury in the babies' room as this is where most lifting occurs and where the risk of re-injury is greatest.

STRESS (PSYCHOLOGICAL HAZARD)

No workplace is stress free, however high levels of stress can cause a variety of health issues. It is important to recognise that workplace stressors can damage our health and wellbeing, and to seek to eliminate or control hazards as far as possible.

Some physiological responses to stress:



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- Increased blood pressure
- Insomnia
- Rise in heart rate
- Stomach ulcers
- Digestive disorders
- Headaches
- Fatigue
-

Some emotional and behavioural responses to stress:

- Tension, anxiety or depression
- Increased workplace conflict and aggression
- Absenteeism
-

To minimise stress, the Willows:

- Has adequate staff, resources and training for all required tasks.
- Maintains open communication and encourage supportive peer relationships.
- Ensures educators take scheduled breaks and regular annual leave.
- Provides information about workplace bullying – and what to do about it.
- Ensures educators understand our conflict resolution and grievance policy and procedures.
- Encourages a healthy lifestyle.

CHEMICALS HAZARDS

*Where possible, The Willows is a chemical-free service.

Many chemicals and hazardous substances are used in early childhood and OSHC settings. Educators exposed to dangerous products risk poisoning, inhalation, swallowing and irritation to the skin and eyes.

To control chemical hazards, the Willows:

- Minimises the number of chemicals at the Willows.
- Clearly labels all chemicals.
- Stores chemicals safely and out of reach of children.
- Reads the material safety data sheet (MSDS) and has information readily available with first aid instructions.
- Uses all personal protective equipment provided.
- Reads and applies instructions for use e.g. use correct dilution.
- Displays warning signs where dangerous products are stored.
- Colour codes materials and equipment to minimise spread of infection.

ELECTRICAL HAZARDS

The Willows has a range of electrical equipment which can be dangerous if not treated properly.

To control electrical hazards, the Willows:

- Ensures the service has a RCD (Residual Current Device).
- Maintains electrical equipment in good working order. Don't use any equipment with any sign of damage to the equipment, the cord or the plug. Tag equipment in need of repair.
- Has equipment checked by a qualified electrician and tagged to notify the date of inspection.
- Minimises use of double adapters and power boards.
- Trains staff in the use of all electrical equipment.
- Puts safety plugs in unused power points.
- Keeps electrical cords untangled and out of reach of children.



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EMERGENCY PROCEDURES

Emergencies can occur in any early childhood settings as fire, bomb threat or serious injury. All educators must know what to do, and how to prepare and support children should the situation be prolonged, or in the event of evacuation.

For emergency response, the Willows:

- Displays the emergency evacuation plans and has regular drills.
- Ensures smoke alarms, re extinguishers and re blankets are available and tested regularly.
- Trains educators in emergency procedures and use of emergency equipment.
- Includes emergency procedures in staff induction, employee handbook and regular staff meetings.
- Ensures updated parents/guardian contact details are readily available.
- Ensures emergency numbers are displayed. These numbers include Poison Info, SIDS, SES, Local Snake Handler, Cyclone Alert, Local Bush Fire Authority, Health Direct, Crisis Care, Police, Fire and Ambulance.
- Provides resources such as "Managing Emergency Situations In Education and Care Services" (a PSC Alliance online resource) to educators so that they are informed on managing emergency situations. *See WHS Box in office.

INJURY MANAGEMENT

- Should an employee sustain workplace injury or illness, their return to work needs careful management. Where there has been a workers' compensation claim, a return to work plan will generally be developed in consultation between the employee, employer, the relevant insurance company representatives, rehabilitation provider and medical professionals treating the employee.
- It is very important to ensure that any work restrictions placed on the employee by their treating physician are observed and that they are not required to undertake duties that will exacerbate their injury. Depending on the severity of the injury, the employee may need to return on reduced hours and gradually increase their work time to the pre-injury hours.
- The employee's rehabilitation provider and the employer's insurance company can provide information about the rights and responsibilities of both the employee and the employer in achieving a successful return to work after an injury



2. INCIDENT, INJURY, TRAUMA AND ILLNESS POLICIES

THESE POLICIES COVER MANY AREAS:

- Health Management and Prevention,
- Supervision,
- Injury and Risk management,
- WHS,
- First Aid,
- Minor incidents,
- Serious incidents,
- Emergencies,
- Hygiene,
- Food safety,
- Safe storage,
- Sun safety,
- Water safety,
- Acceptance and refusal of authorisations,
- Child protection

Each of the above have their own individual policies.

Management of The Willows ensures that educators understand their responsibilities when it comes to WHS and risk assessment, first aid, filling in incident, illness, injury and trauma forms, minimising the spread of infectious disease, administering medications, managing medical conditions, and notifying parents, and knowing when and how to notify authorities,

They ensure emergency evacuation procedures and lockdowns are rehearsed at least every 3 months, and that at least one educator holds a current first aid qualification and has undertaken anaphylaxis management training, and asthma management training.

Educators follow procedures for risk identification, assessment and reporting, follow WHS guidelines, and all health and safety policies and procedures.

HAZARD IDENTIFICATION AND RISK MANAGEMENT

THE NOMINATED SUPERVISOR WILL:

- provide a child-safe environment.
- guide staff in regularly conducting risk assessments of the environment to determine likely injuries and illnesses that might occur, and rectify their potential causes;
- introduce preventive measures to eliminate the risk, or control measures to minimise the risk;
- review and analyse accident, injury, trauma, incident and 'near miss' data; and
- collaborate with staff and educators to develop a first aid plan for the service (i.e. identification of first aid qualified staff, contact details of emergency services and other emergency contacts, details of the nearest hospital or medical centre, map identifying location of first aid kits at the service, first aid contents checklist, response procedure following an incidence of illness or injury.
- Educators and staff will:
- regularly undertake risk assessments in the environment in order to plan safe experiences for children.



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INJURY PREVENTION

At the Willows we feel it is very important to create an environment, which provides challenge for our developing bodies. We keep a register of all incidents (minor and major) so that we can continually assess risk versus challenge.

Children who are not exposed to risk do not learn to recognise or deal with risky situations. Our aim is to provide a challenging environment, under supervision, that encourages children to gently learn to manage risk.

It is inevitable in this learning process from lying on their back as a tiny baby to developing great hand-eye co-ordination, balance, and respect for challenge that the learning body may overbalance, or misjudge distance, or run into someone or something in an excited moment.

We present an environment that doesn't ban challenge but comes with gentle reminders from educators to children to be aware that:

- the sand on the rocks or cement is slippery,
- if you push the truck too fast you may tumble,
- if you throw that sand it may get into someone's eyes (or your own) when you kick a ball, or roll a tyre, call out watch out
- if you take his toy he may bite you
- if she wants your toy she might bite or scratch you

The Willows provides an environment where children feel safe to experiment and fail, where educators assess and minimise risk, teach risk identification and management, and balance risk and resilience.

Discussion of our minor incident register is a permanent feature on the staff meeting agenda so that we have the opportunity to keep track of all incidents, to monitor:

- what the incidents are,
- where they are happening,
- what age groups are involved,
- what time they occur,
- whether they are indoors or outdoors,
- whether it is an equipment issue,
- whether it is a supervision issue,
- how well we are balancing challenge and risk.



3. NOTIFICATION OF SERIOUS INCIDENTS AND COMPLAINTS

The Nominated Supervisor will immediately notify the relevant emergency service, the parent and the Department of Communities of a serious illness, hospital admission, or death of a child that occurs during the child care day.

If there is an outbreak of an immunisable disease at the service ring
The Department of Health in Bathurst 6339 5601 to notify and get advice. *See notifiable diseases policy

The Approved Provider notifies the regulatory authority within 24 hours of any serious incident at the Willows. This includes an serious injury or trauma, or illness of a child which a reasonable person would consider required urgent medical attention from a medical practitioner or for which the child attended, or ought reasonable to have attended, a hospital. If the attention of a medical practitioner was sought or the child attended hospital in connection with the injury, trauma or illness the incident is a 'serious one' and must be notified.

To decide if an injury, trauma or illness is a 'serious incident' when the child did not attend a medical practitioner or hospital, we will consider the following issues:

- o Was more than basic first aid needed to manage the injury, trauma or illness?
- o Should medical attention have been sought for the child?
- o Should the child have attended a hospital or an equivalent facility?

Serious injuries, traumas and illness include:

- o Head Injuries
- o Epileptic Seizures
- o Fractures
- o Bronchiolitis
- o Burns
- o Whooping Cough
- o Removal of Fingers
- o Measles
- o Meningococcal Infection
- o Diarrhoea requiring hospitalisation
- o Anaphylactic reaction requiring hospitalisation
- o Asthma requiring hospitalisation
- o Witnessing violence or a frightening event
- o Sexual assault

A serious incident also includes:

- o The death of a child.
- o An incident at the service where the emergency services attended or should have attended.
- o A child is missing.
- o A child has been taken from the service without the authorisations required under the regulations.
- o A child is mistakenly locked in or out of the service.

If our service only becomes aware that the incident was serious afterwards, we will notify the regulatory authority within 24 hours of becoming aware that the incident was serious.

We will notify the regulator using form SI01 Notification of Serious Incident .



THE WILLOWS PRESCHOOL and EARLY LEARNING CENTRE

NOTIFIABLE DISEASES

Disease Notification Requirements:

- In the event of a vaccine-preventable disease occurring in this Centre, the Licensees must:
- Notify the Medical Officer of Health of the local Public Health Unit.
- Ensure that the Medical Officer of Health has access to the Immunisation Records.
- Follow the Medical Officer of Health's direction and ensure that unimmunised children are excluded for the incubation period of the disease or the duration of the outbreak.
- Seek advice on the exclusion of children too young to be immunised for that particular disease.
- A notice that the child is to be excluded and the period of exclusion is to be sent home with the child.
- A notice of an outbreak of such a disease is to be displayed at appropriate exits in the Centre.
- On instruction of the Public Health Unit inform in writing any staff member or family of any child who is excluded, giving the reason and length of exclusion.

The number for the Public Health Unit in NSW is
Bathurst Office Ph: 02 6339 5601

Under the Public Health (Amendment) Act 1992 the Centre Director must notify the local Public Health Unit when any case of the following diseases occur in the Centre:

- Diphtheria
- Measles
- Whooping Cough (pertussis)
- Mumps
- Poliomyelitis
- Rubella (German Measles)
- Tetanus
- Hib (Appendix 2).

As recommended by the NSW Health Department, the Centre Director should report to the Public Health Unit:

- any single case of meningitis
- food borne illness in two or more persons, or gastroenteritis affecting three or more persons
- any of the following conditions affecting three or more persons:
 - chickenpox,
 - cold sores,
 - conjunctivitis,
 - influenza,
 - strep throat
- or any other condition-of concern.

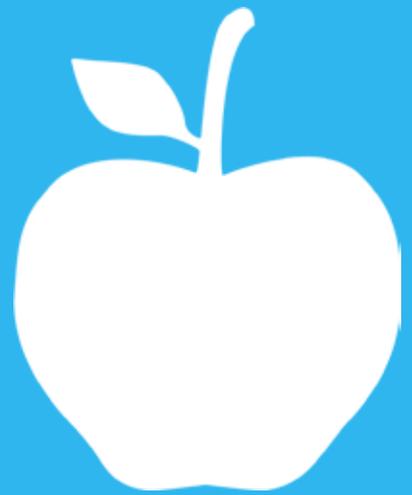
All parents will be notified of any infectious diseases by signs located in strategic positions.

If a child becomes ill whilst in care, educators will contact parents requesting that the child be taken to a doctor. Please ensure the director has up to date contact numbers. If parents cannot be contacted, educators and the director will take the responsibility of seeking medical attention.

Isolate the child from other children. Make sure the child is comfortable, and is supervised by an educator.

Ensure all bedding, towels, clothing, etc., which has been used by the child is disinfected – these articles should be washed separately and, if possible, aired in the sun to dry.

Ensure all contact toys are separated and disinfected.



MAINTAINING
HEALTH POLICIES



4. NUTRITION, FEEDING & DRINKING WATER

HEALTHY EATING:

The food that we put in our bodies will be as close to nature and free from chemical contamination as possible, diverse in taste, consistency and cultural background.

Several small sessions of eating ensure blood glucose levels remain steady. We eat around 8.00, 10.00, 12.00, 3.00, and 5.00.

WILLOWS NUTRITIONAL VALUES

A) MEETING ACKNOWLEDGED DIETARY REQUIREMENTS

A 2 week snack menu is planned and displayed in each area.

At each snack time, a fruit/vegetable and a bread/cereal are provided.

Milk products are offered at both morning and afternoon tea time.

Snacks reflect different cultures.

Snacks include foods that offer various textures: chewy, crisp, minced, soft.

A minimum of 5 different types of vegetables is to be offered each week.

A minimum of 5 different types of fruits is to be offered each week.

Vegetables and fruits may be fresh, canned, frozen, stewed and/or dried.

Whenever possible new and strange fruits and vegetables are presented to the children and educators are expected to put their biases away and encourage children to try them and enjoy them. Good modelling is critical.

A minimum of 3 different types of bread and cereal products is to be offered each week.

Foods may be chosen from the Appropriate Snack Foods list.

The Healthy Eating Policy is available to Parents

B) REAL FOODS

It is important to teach children to distinguish between things that will make us healthy and those that will damage our health. Some things we eat are OK-OCCASIONALLY

At the Willows we teach children about "Celebration Treats" which are not foods at all. Included are such things as twisties, lollies, chocolate, cordial, which we use on rare occasions only because they do not benefit our health.

We model eating real food whenever educators are on the premises.

Probiotic foods are offered and encouraged, such as yoghurt, sauerkraut, kefir and kombucha.

C) CHEMICAL FREE

It is vital to health that all children limit their intake of man-made chemicals and modified "foods".

D) MEALTIMES AND SOCIAL OCCASIONS

Mealtimes are a time of great sharing. We teach the children at the Willows the importance of mealtimes:

- We sit while we eat and drink.
- We chat quietly with the people at our table.
- We swallow before speaking- you can only use your mouth for one thing at a time.
- We don't touch other people's food.
- We talk about our favourite foods and discuss health issues.



THE WILLOWS PRESCHOOL and EARLY LEARNING CENTRE

DRINKING WATER:

Safe drinking water is accessible to children who can serve themselves and is offered between meals to all children, while indoors and outdoors. Drinking water is dispensed by personal water bottles supplied by parents. The Willows maintains a supply of spare water bottles.

Drinking water is offered to children who are over 2 years of age after each snack or meal, and children have unlimited access to drinking water all day long. Younger children are offered water by caregivers during the day, such as between feedings and more frequently in summer months.

Staff supply their own water bottles and model drinking water throughout the day

BREAST FEEDING ENCOURAGEMENT & SUPPORT

Breastfeeding is encouraged and supported by providing a place for nursing mothers to feed their babies and by coordinating feeding routines at the Willows with the mother's schedule.

Mothers who desire privacy for breastfeeding may use the Family Room.

We have joined the Orange Breast Feeding Associations "Breast Feeding Welcome Here" Program.

To ensure health and safety the following measures are implemented:

Fresh breast milk must be used within 48 hours.

Expressed breast milk may be brought from home if frozen or kept cold during transit.

Previously frozen, thawed breast milk must be used within 24 hours.

Bottles are labelled with the child's name and the date the milk was expressed.

Frozen breast milk is dated & is kept at the Willows for up to 3 months in a freezer that maintains temperature of 0°C,

Frozen breast milk is thawed under running cold water or in the refrigerator, or bottle warmer.

Precautions appropriate to the handling of a body fluid are followed. This includes good hand washing. Gloves are not required while feeding expressed breast milk, but breast milk should otherwise be treated as a body fluid.

Caregivers who have open cuts or sores on their hands should practice universal precautions.

Only cleaned and disinfected bottles and teats are used.

All filled bottles of breast milk or formula are refrigerated until immediately prior to feeding.

Any contents remaining in a feeding bottle after a feeding are discarded.

INFANT & TODDLER FEEDING:

Bottle fed babies are nursed and fed their bottles until they are able to hold them themselves-between 6 and 10 months.

Halfway through each feed the child is given a sitting rest to bring up wind and then is offered the second half but, held facing the other way, as they would if they were breastfed. (To promote bi-lateral brain development)

Around 6 to 7 months children are given the opportunity to bottle feed themselves at least the first part of the bottle when the bottle is fullest and requires less tipping. Parents are informed that this emerging skill is being encouraged.

Once children are able to hold a spoon around 12 months they are encouraged to self feed at least the first few mouthfuls when they are hungriest, despite the inevitable mess. Adults assist after a reasonable period to ensure child actually eats an adequate amount.

Infants are fed "on demand" to the extent possible, and generally two hourly.

The introduction of solid foods is accomplished routinely around 6 months of age, as indicated by an individual child's nutritional and developmental needs after consultation with the parent or legal guardian.



THE WILLOWS PRESCHOOL and EARLY LEARNING CENTRE

After six months of age, children are encouraged to self-feed to the extent that they have the necessary skills. They are offered a choice of foods from a limited number of appropriate options. Caregivers prepare food for self-feeding before presenting it to the child. Children are encouraged, but not forced to eat a variety of foods.

To ensure health and safety the following measures are implemented:

- Some families have taught their children to settle themselves to sleep with a bottle. From a dental health point of view we would prefer children not to settle themselves this way, as milk remains on the teeth and the sugar in the milk can set up decay. If a family requests the use of this method, we would encourage the use of water in the bottles, and they must be supervised until the bottle is finished or the child is asleep. The bottle is then removed. Under no circumstances is a child to be left unsupervised while drinking their bottle, or the bottle left with them once asleep.
- During feeding, the child's primary caregiver sits near the child, make eye contact and communicate with the child.
- Food is cut up into no larger than 1cm pieces for finger feeding by children who are six months of age or older. Utensils are available to children who can use them.
- Round, firm foods that might lodge in the throat of a child under 4 years of age are not permitted. Grapes must be cut in half.
- Commercially packaged baby food is served from a bowl or cup and not directly from the commercial container unless the entire container is used for one feeding. Uneaten food in dishes is discarded.
- Children who do not eat at meal time or sleep through a meal time are offered food outside scheduled times, to ensure they are not hungry.
- Systems are put in place to track children who have slept through or refused meals, to re-offer food

PRESCHOOL & SCHOOL AGE FEEDING:

Children help with setting the table, serving food and cleaning the table. On occasion they are able to participate in the production of the meal, such as making pancakes, salad dressing, making their own wraps, or sandwiches.

Children eat in social groups with a caregiver to guide and encourage, but not force appropriate conversation and eating behaviour. If a child refuses to eat some type of food, staff offer the food again a little later or prepared differently the next time.

Food is offered in very small amounts (not full serves) and children are directed to ask politely for another serving, once their first serve is consumed, in line with our sustainability policy

Waste is kept to an absolute minimum and fed to worms, composted or fed to rabbits or chickens. Orange peels and meat are discarded in the bin as worms, chickens and rabbits don't eat them.

Food is never offered as a reward or denied as punishment.

Adults do not eat or drink anything the children are not allowed to have while the adults are in view of the children. (Including the staff Room which is highly visible)

To ensure health and safety the following measures are implemented:

- Children eat only when seated to decrease the possibility of choking.
- Children are supervised while eating.
- The majority of meals are consumed sitting on chairs at tables.

It is acceptable to plan picnic meals on special mats for special occasions, a couple of times per term, if they are planned ahead and the children pre-notified.

FEEDING CHILDREN WITH SPECIAL NUTRITIONAL NEEDS:

Children with special needs related to their ability to eat, or a nutritional need will have an individual management plan that includes a written description of each child's feeding history, including prohibited foods, and substitute foods where applicable, as supplied by the parent, legal guardian and the child's health care provider on admission to the Centre.

Parents are given the option to provide their child's own food if necessary, taking into account healthy nutrition and any other food allergies present at the service.



THE WILLOWS PRESCHOOL and EARLY LEARNING CENTRE

WRITTEN MENUS:

Menus are prepared by Educators holding:

- CCHN3C Prepare nutritionally balanced food in a safe and hygienic manner
- ChCCS409A Certificate Meet the dietary and nutritional needs of clients in a culturally appropriate manner
- HLTNA2A Plan and evaluate meals and menus to meet recommended dietary guidelines.

Menus are prepared in consultation with Delish Catering Company. Menus are prominently displayed in each Class Room and on the Willows entrance foyer. All families are informed every day in writing what their child has eaten, how, much and when.

REVIEW DATE	March 2016
AMENDMENT HISTORY	Apr 2009, Mar 2010, April 2011, May 2012, Aug 2013, Nov 2014, Oct 2015
SOURCES	<ul style="list-style-type: none"> • <i>Education and Care Services National Regulations</i> 2015, http://www.legislation.nsw.gov.au/maintop/view/inforce/subordleg+653+2011+cd+0+N • <i>Belonging, Being & Becoming, The Early Years Learning Framework for Australia</i>, DEEWR 2009, http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf • <i>Guide to the National Quality Standard</i>, ACECQA: www.acecqa.gov.au and http://acecqa.gov.au/links-and-resources/national-quality-framework-resources/ • <i>Staying Healthy: Preventing infectious diseases in early childhood education and care services</i>, Fifth edition, 2012, http://www.nhmrc.gov.au/_files_nhmrc/publications/attachments/ch55_staying_healthy_childcare_5th_edition_0.pdf • <i>Caring for Children: food, nutrition and fun activities</i> (third edition), Sydney: NSW Health. Bunney, C., Williams, L., 1996 • Australian Better Health Initiative A Joint Aust State & territory Initiative last updated 13 May 2009 • Nutrition Australia 2009 • Food & Nutrition Australia 2009 www.info@foodnut.com.au • Food & Nutrition Health Insite www.cefa.healthinsite.gov.au • Australian Government's "Get up and Grow: Healthy Eating and Physical Activity for Early Childhood: (http://www.health.gov.au/internet/main/publishing.nsf/Content/phd-gug-child-cookbook) • OR (http://www.nhmrc.gov.au/_files_nhmrc/publications/attachments/n34.pdf) • Heating Babies bottles www.birth.com.au • Heating Babies bottles www.betterhealth.vic.gov.au/bhcv2/bhcrcticles.nsf/pages/bottle_feeding_safety_issues



5. PHYSICAL ACTIVITY

The Willows Preschool and Early Learning Centre 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.
- Children younger than 2 years of age should not spend any time watching television or using other electronic media (DVDs, computer and other electronic games).
- For children 2 to 5 years of age, sitting and watching television and the use of other electronic media (DVDs, computer and other electronic games) should be limited to less than one hour per day. (no passive watching at all!)

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.

The Willows Preschool and Early Learning Centre also seeks to limit the amount of time children spend engaging in sedentary small screen recreation and sedentary behaviour.

Further,

The Willows Preschool and Early Learning Centre recognises the importance of supporting families to promote their children's physical activity, and their gross motor and fundamental movement skills development, and to limit their children's small screen recreation and sedentary behaviour.



THE WILLOWS PRESCHOOL and EARLY LEARNING CENTRE

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 engaging in small screen recreation (television, DVDs, computer and other electronic games) and sedentary behaviour whilst at the service.
- Encourage communication with families about physical activity, gross motor skills development, fundamental movement skills development and limiting small screen recreation and sedentary behaviour.

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

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

The Willows:

- 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, 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 (e.g.. 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 Willows:

- 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 Willows:

- 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.



THE WILLOWS PRESCHOOL and EARLY LEARNING CENTRE

Limit time children spend engaging in small screen recreation (television, DVDs, computer and other electronic games) and sedentary behaviour whilst at the service.

The Willows:

- Limit the amount of time spent in small screen recreation.
- Endeavour to limit experiences involving small screen use to those which have an educational component – including movement.
- Discuss with children the role of small screen time in their lives and support them in making healthy choices about their use of small screen for both education and recreation.
- Encourage educators to model appropriate small screen behaviours to the children.
- In accordance with the national recommendations, monitor all sedentary behaviours that children may be engaging in at the service and encourage the promotion of physical activity as necessary.
- Ensure that an appropriate balance between inactive and active time is maintained each day.

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

The Willows:

- 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 limiting small screen recreation 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.



6. SAFE SLEEP, REST & RELAXATION

REVIEW DATE	March 2016
AMENDMENT HISTORY	Mar 2009, May 2009, May 2010, June 2012, Jan 2016
SOURCES	<ul style="list-style-type: none"> • <i>Education and Care Services National Regulations</i> 2015, http://www.legislation.nsw.gov.au/main-top/view/inforce/subordleg+653+2011+cd+0+N • <i>Belonging, Being & Becoming, The Early Years Learning Framework for Australia</i>, DEEWR 2009, http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf • <i>Guide to the National Quality Standard</i>, ACECQA: www.acecqa.gov.au and http://acecqa.gov.au/links-and-resources/national-quality-framework-resources/ • <i>Staying Healthy: Preventing infectious diseases in early childhood education and care services</i>, Fifth edition, 2012, • <i>Keeping Baby Safe-A Guide to Nursery Furniture</i>, Sept 2005 • <i>Interagency Guidelines For Child Protection Intervention</i> 2nd Edition • <i>Health & Safety in Children's Centres: Model Policies & Practices</i>, 2nd Edition Revised. Frith, Kambouris and O'Grady, The University of New South Wales, November 2003. • <i>Making a Difference: recognising and reporting/notifying Child Abuse and Neglect</i>; May 1998, New South Wales Protection Council • Sids and Kids "Safe Sleeping Program" Dec 2005 www.sidsandkids.org • <i>Safe Sleeping for Babies</i>, QLD Government, Retrieved from http://www.sidsandkids.org/wp-content/uploads/SafeSleeping_Brochure.pdf • <i>Safe Infant Care to Reduce the Risk of Sudden Unexpected Deaths in Infancy</i>, Queensland Government, Retrieved from https://www.health.qld.gov.au/ph/documents/childhealth/29567.pdf. • careforkids.com.au 2009 • <i>Safe Sleep and Rest in Childcare</i>, NCAC, 2011. Retrieved from http://ncac.acecqa.gov.au/family-resources/factsheets/Safe_Sleeping.pdf. • <i>NCAC Putting Children First "Safe Sleeping practices for Infants"</i> Sept 2005 www.ncac.gov.au

SAFE, COMFORTABLE SLEEP

- At the Willows we acknowledge the individual needs of families and their children in regards to rest and sleep. We seek to work together to effectively cater for all children's needs.
- Parents advise staff at enrolment on the child profile form, of any special patterns or cultural practices that the child has which will enable staff to maintain consistency and continuity with practices at home.
- This information is updated throughout the year and as special circumstances arise – e.g. if the child has a bad night and may need to go to sleep earlier; or slept in and may not need a sleep. This is communicated verbally.
- Staff ensure sleep and rest routines are positive experiences. This is achieved by encouraging children to bring a favourite toy or other comforters, familiar bedding as well as the use of soft music.
- Staff provide feedback about each child's sleep patterns via the chart and verbally as required.
- We do not force a child to sleep nor do we deprive a child from sleeping.
- For hygiene purposes sheets are provided by the Centre and laundered before another child uses it. All beds and mattresses and linen is appropriately cleaned and maintained.
- Current information on sleep equipment and safe sleeping practices from recognized authorities is available to staff and families.
- Provision is made for children who do not sleep to engage in quiet activities such as looking at books, quiet table activities.



THE WILLOWS PRESCHOOL *and* EARLY LEARNING CENTRE

Under two year olds

- Babies sleep on their backs, not on their tummies or their sides
- Babies sleep with faces uncovered (no doonas, pillows, lambs wool, bumpers or soft toys).
- Cots and mattresses provided at the Willows meet the relevant safety standards. (AS/NZS 2172)
- If families request their child to be wrapped, they will be wrapped in accordance with the "Sids and Kids safe Sleeping Program" in Parent Folder in Foyer, and on wall in Cot Room.

Toddlers and Preschoolers

- Toddlers & Preschool Children will sleep on appropriate bedding covered with a sheet. Cotton washable blankets will be available in cool weather.
- Any child requiring rest or sleep are catered for.

Staff at all times meet the children Services Regulations:

- To ensure that bedding is arranged to prevent cross infection
- Allow easy access and exit of children
- The sleep/rest area is adequately ventilated and has natural light.
- No children over the age of seven sleep in the same room with any child of the opposite sex.
- No child sleeps in the same room that an adult sleeps in

SECRET PLACES

It is important to have spaces for children to access where they can be calm and quiet and they can unwind.



7. SUNSHINE

RESPECTING THE SUN:

Sun can damage skin with harmful ultraviolet rays if protective action is not taken. Australians are particularly at risk with the thinning of the ozone layer, and in Orange our high altitude adds to the risk with less atmosphere to buffer the radiation. Our local population covers the entire spectrum of skin colours, so to avoid sunburn at the Willows we limit sun exposure to the minimum amount required for health at a safe level for the fairest of skin.

We ensure that all parties, Educators, Families and Children are aware of the dangers of UV exposure and how to avoid the damage.

To overcome the fear children have of the sun and to ensure they get a safe dose of sunshine each day we have implemented the welcoming the sun ceremony.

WELCOMING THE SUN:

We need sunlight on the oils in our skin to produce Vitamin D, we need time to absorb the Vitamin into our system.

Children under 12 months of age do not welcome the sun at the Willows, we discuss its importance with parents, but leave it up to them to implement in their own time.

For children over 12 months of age we encourage exposure of 15% of skin, (arms and legs), free of sunscreen, at least 2 hours after sunscreen application, 3 hours if possible:

10 minutes in the sun mid morning or mid afternoon, August to May, (Strictly timed)

40 minutes in the sun mid morning or mid afternoon, June and July (untimed)

DAILY on arms and legs to replenish your vitamin D stores, providing it is not raining.

Outside the times of 10am and 2pm (or 11 and 3 DST) beneficial UVB does not penetrate the atmosphere because the sun is so low. Unfortunately UVA, which is still damaging, can penetrate the atmosphere well at any time. So you get all of the bad and none of the good, outside this window of time.

So the ideal times for welcoming the sun are 10am and 2pm (11am and 3pm DST)

Faces are not to be exposed to direct sunlight while at the Willows for any age group, child or adult.

For our Sudanese families, we talk to families about whether or not to apply sunscreen, as they have more experience dealing with the variance in skin colour in their family. Due to the small chance of Sunburn, it is our recommendation that Sudanese children at the service do not wear sunscreen. Sudanese and All children are required to wear hats and sun safe clothing outside at the Willows.



8. DENTAL

INJURIES OR ILLNESS REQUIRING MEDICAL OR DENTAL CARE

The caregiver who is with the child and who has had first aid training provides first aid.

The Nominated Supervisor contacts the relevant Emergency Service. The Director contacts a parent or legal guardian or, if the parent or legal guardian cannot be reached, the alternate emergency contact person.

A staff member accompanies the child and remain with the child until the parent or legal guardian assumes responsibility for the child. Child:staff ratios are maintained at all times for the children remaining in the facility. Relief staff are called in to substitute for the missing caregiver in such emergencies.

The Nominated Supervisor completes an incident report form as soon after the incident as possible. The parent or legal guardian signs the form. Copies are distributed to the parent or legal guardian and the child's record.

Dental Emergencies:

Ring the dental clinic (6360-5356) for emergency dental referrals of children and to give advice regarding a dental emergency unless otherwise indicated by the parent or legal guardian.

Dental injuries are given first aid as in 1 above. If emergency dental care is required, a staff member will accompany the child and remain with the child until the parent or legal guardian assumes responsibility for the child.

DENTAL & ORAL HYGIENE:

The Willows Preschool & Early Learning Centre follow the "Swig, Swish, Swallow" Program of dental hygiene. *See Swig, swish Swallow Procedure

- The Staff at the Willows are happy to continue giving a dummy to a child who already uses one, but will not ever dip the dummy in sweet substances.
- We use songs and rhymes to introduce and reinforce dental hygiene concepts
- Each year invite health professionals to visit our classrooms and to inservice our staff. The information provided is followed up in class. Parents are invited to participate.
- Healthy Harold Van visit each year for the over 3's.
- Families are encouraged to visit the Australian Dental Association website. www.ada.org.au
- To protect young teeth Families are encouraged to avoid letting their children settle themselves to sleep with a bottle.
- The centre liaises with families to establish dental health practices that are workable at home & at the centre.
- The centre provides information to families on dental health principles relating to different age groups of children, as recommended by recognised health and dental health authorities. Wherever possible this information is provided in families home languages.
- Staff report to the family any sign of tooth caries, any accident, injury or suspected injury to teeth and gums, gum swelling, infection in the mouth, or problems, pain or discomfort the child has with chewing, eating or swallowing.
- Staff are aware of dental first aid.
- Staff encourage healthy eating habits, and drinking water to quench thirst.
- The centre systematically incorporates information on dental health practices into the children's program, including tooth brushing, 'tooth friendly' snacks, and going to the dentist.
- Staff model good dental health practices, by eating with the children and following the Swig, Swish Swallow Procedure with the children.

1. We recommend:



THE WILLOWS PRESCHOOL *and* EARLY LEARNING CENTRE

- Offering water in preference to carbonated drinks or fruit juice
 - Children rinse their mouths with water after meals and snacks
2. We encourage families to avoid the use of:
- Nursing bottles containing sweetened milk, fruit juices, cordials or soft drinks
 - Sugary snacks or lollies as behavioural rewards
 - Sweetened dummies
 - Bottles used as pacifiers
 - Bottles with anything other than water to help the child fall asleep



9. CLEANING

CENTRE CLEANING:

We keep our environment hygienically clean to protect children and adults from disease.

Educators are responsible for the cleaning and organisation of:

- their rooms,
 - children's toilets
 - the outdoor environment,
 - the team facilities
-
- It is the team in each room's decision who is responsible for each task in the room, and this can be discussed and modified on a daily basis.
 - Each room has created cleaning checklists for the areas for which they are responsible. These provide a guide for the tasks to be covered daily, weekly and monthly.
 - Team facilities and outdoor areas can be divided up and reviewed at monthly staff meetings.
 - Management is responsible for the cleaning and organisation of their own offices, the front gardens and the car park.
 - A contract cleaner vacuums through the carpeted areas of the service at the end of each day. The carpets need to be clear of resources. The vacuum will not remove play dough.
 - The facility is maintained in a clean and hygienic condition.
 - The Willows maintenance and handy-person ensures tiled surfaces and toilets are cleaned at maintained at the end of each day.
 - A full time cleaner and property maintenance person is hired to clean the premises at the end of each day.

TOILET CLEANING:

Toilets will be kept visibly clean.

The toilets, and other surfaces used by children for toileting will be cleaned and sanitised daily and when visibly soiled. Pictograms will be used to assist children with toileting and handwashing.

TOY & EQUIPMENT CLEANING:

Staff regularly clean children's toys, especially in the Rainbow Room where there are likely to be mouthed, and wash a toy immediately if it has been sneezed on, mouthed, soiled or if it has been discarded after play by a child who has been unwell. The Centre provides washable toys for the younger children.

Recommended cleaning materials:

Please use child friendly cleaners such as Bicarb, vinegar diluted 1:10 in water, tea tree, lavender or eucalyptus oil diluted 5 drops to 500ml water, lemon juice or plain water. Please rinse in water after cleaning.

Other items that may be necessary include a sponge cloth, an old toothbrush or cotton wool.

Many hard plastic toys are dishwasher safe.

GENERAL:

Most toys can be washed with normal dishwashing liquid, rinsing with clean water. Get into corners with an old toothbrush. Please dry well. Leaving items such as LEGO and construction blocks to drain on a clean tea-towel overnight is ideal.

WOODEN TOYS Should be wiped over with a damp cloth – please do not immerse in water.



THE WILLOWS PRESCHOOL *and* EARLY LEARNING CENTRE

PLAY DOUGH

The Willows reduces the risk of the spread of disease when playing with play dough by:

- Encouraging hand washing before and after using play dough
- Storing the play dough in a sealed container in the refrigerator between uses
- Making a new batch of play dough each week, and
- If there is an outbreak of vomiting and/or diarrhoea, discarding the playdough at the end of each day during the outbreak.

BABY TOYS

Must not be immersed in water as it can get inside, rendering the toy useless. Wipe thoroughly with hot water or a cloth with diluted vinegar.

Please take care not to leave any resources exposed to the sun as this reduces their lifespan.

PUZZLES & GAMES

Wooden puzzles as per 'Wooden Toys' above. Cardboard should be wiped over with a slightly damp cloth.

PACKING UP

Please help us by:

- Packing small pieces in bags provided. This makes them easier to count when returned
- Using elastic bands to contain similar items (like railway tracks).
- Completing puzzles before returning where practical.



10. HAND WASHING PROCEDURE

How to Wash Your Hands

- Use liquid soap and running water
- Wash your hands thoroughly with fingers down so that water flows from wrist to finger tips. Count slowly from 1 to 10
- Turn off taps with a paper towel or your elbow
- Dry hands well with a new paper towel or your own personal hand towel
- Discard paper towel in appropriate receptacle

When to Wash Your Hands

On arrival to reduce the introduction of new germs into the Willows

Before:

Handling food
Eating
Administering medication
Going home to help prevent germs going home

After:

Removing gloves
Going to the toilet
Cleaning up blood, faeces or vomit
Wiping a nose
Handling garbage
Playing outside

Before & After

Changing a nappy
Handling animals



Source:

Staying Healthy: Preventing infectious diseases in early childhood education and care services, Fifth edition 2012

Review:

January 2017



NAPPY CHANGE PROCEDURE

- Food Handling will not be permitted in the Nappy Change Area.
- All educators and supervised volunteers will follow this Nappy Change Procedure.

Preparation

- WASH HANDS
- Collect all supplies before placing child on the bench - A fresh nappy, wipes, gloves, a plastic bag for any soiled clothes, and if required, clean clothes and creams.
- Gloves may or may not be worn for changing a wet nappy, but is obligatory for soiled nappies. *See The Willows Philosophy of Touch
- Always keep a hand or some part of your body in constant contact with the child.
- Children are not permitted to sit or stand on the nappy change bench.

Changing

- Remove and bag any soiled clothing.
- Unfasten the nappy, but leave the soiled nappy under the child.
- Hold the child's feet to raise the child out of the soiled nappy and use disposable wipes to clean the area from front to back.
- Put the soiled wipes into the soiled nappy.
- Remove the soiled nappy, fold over and secure it with the tabs.
- Remove the gloves if gloves are being used, wrap nappy in glove and put them directly into the special nappy disposal unit.
- Put on a clean nappy - slide the nappy under the baby, adjust it, apply any skin cream if the child uses it, and fasten the nappy.
- Replace clothing from waist down - trousers, socks, shoes etc. Where possible remove child from bench before redressing jumpers, shirts etc. so that child does not sit on bench.

Cleaning

- Clean the baby's hands and face.
- Clean and disinfect the Nappy Change area.
- WASH YOUR HANDS.

Source:

Staying Healthy: Preventing infectious diseases in early childhood education and care services, Fifth edition 2012

Review:

January 2017



NAPPY CHANGING

Important Points to Remember

NEVER lose physical contact with a child while on the nappy change bench.

NEVER allow a child to sit or stand on the nappy change bench.

When carrying a child, hold them close to you to protect your back.

This is great one-on-one time, especially for language and gaining trust. Make the most of these interactions.

THE WILLOWS *Philosophy of Touch*

It is the philosophy of this centre that touch is very important, that is why it is recommended to hold the child with an ungloved hand. You have the freedom to use two gloves for changing nappies if you feel more comfortable doing so.

REMEMBER to wash your hands thoroughly before you start and after each nappy change.



12. TOILETING PROCEDURE

At all times educators will adhere to the following health & hygiene procedures for toileting. This is in accordance with recommendations from recognised health authorities. Please also note that only primary carers are to help with toileting.

Toileting occurs at any time of the day and is tailored to meet individual needs. Educators will communicate with parents to develop continuity and consistency with their child's toileting. Educators will also be aware of and consider any special requirements related to culture, religion or privacy needs.

At all times Educators will encourage and support the child's independence in toileting, providing assistance where required.

Where possible it is preferable to use the toilet rather than a potty when toilet training. This is for hygiene/infection control reasons.

Toileting Procedure

It is recommended that a glove is worn during the following procedure:

- Assist child to remove clothing if needed
- Assist child onto toilet if needed.
- Assist the child to wipe themselves, encouraging them to wipe front to back.
- Assist the child to flush the toilet
- Get the child to wash and dry hands on a single use towel, then leave the bathroom
- WASH YOUR HANDS

Soiled or Wet Clothing

- Remove any wet/soiled clothing and seal in a bag for washing
- Clean and dry the child
- Do not touch the child's clean clothing until you have removed your gloves and wash hands.
- Dress the child, wash and dry the child's hands.
- Label the bag of soiled clothing with child's name and place in child's bag.
- Have them leave the bathroom.
- If any spills have occurred put on new gloves and follow the procedure for cleaning spills of body fluids.
- Remove and dispose of gloves, wash and dry your hands.

Sources:

Managing OHS in Children's Services: A Model for Implementing an Occupational Health & Safety (OHS) Management System in your Children's Service, Lady Gowrie Child Centre, Sydney, July 2002

Health & Safety in Children's Centres: Model Policies & Practices, 2nd Edition Revised. Frith, Kambouris and O'Grady, The University of New South Wales, November 2003

Education and Care services national regulations 2014

Putting Children First, Issue Eight-December 2003

Community Diseases Intelligence, Volume 21, Issue Number 22-27, November 1997

Review:

January 2017



13. MODELLING FOR HEALTH

Educators are expected to be aware that whenever they are in uniform they are role models for children.

Taking this responsibility seriously, Management asks that whenever you are in uniform, or on the premises of the Willows (including the car park) you model healthy eating, sun safe clothing, and hats, and do not smoke anywhere children can see or smell you.

It is expected that whenever in uniform you obey all laws of the land, including crossing the road with the green light only.

HEALTHY FOOD

What you eat in your own time, out of uniform is your own business. However whenever in uniform or on the premises management expect that all foods you consume are healthy. It is inappropriate to bring in soft drinks of any type, or "foods" from fast food chains. We ask that if you are visiting fast food outlets in your lunch break, that you cover the Willows Logo, and do not bring branded "food" into the service. We suggest that healthy real foods form the majority of your own diet, so you can remain healthy enough to remain in this industry.

SUN SAFETY

See the clothing Policy to ensure that you are always modelling sunsafe clothing and hats.

CIRCLE OF SECURITY

Modelling respect in interactions with children and adults is expected at all times. Turn off your Shark Music and listen the other people's emotions. Be Bigger, Stronger, Wiser, Kind.

NOT SMOKING

Management expect that whenever you are in uniform or on the premises (including the car-park) you will not smoke where children can see or smell you. If you choose to leave the premises during lunch to smoke, ensure that you have a change of clothes to change into before interacting with children, to protect them from second hand smoke inhalation. Some sensitive asthmatics are heavily impacted by cigarette fumes in clothing.

NOT SWEARING

It is inappropriate to swear in uniform, or on the premises, or anywhere or time children can hear you.

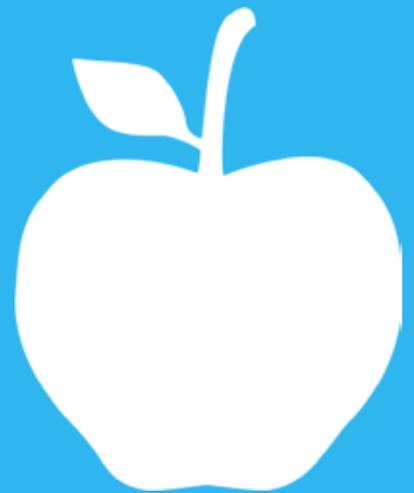
CORRECT LANGUAGE

It is inappropriate to say the following words:

Youse Done Seen Ain't

Because children are learning language from you, it is your responsibility to ensure you do not drop the ends of your words, for example Goin' Doin'.

It is also inappropriate to use apostrophes when the 2 objects don't belong to each other. The only time you use the hook (apostrophe) is when you need to hang another word on the first word, for example Cathy's pencil, or the car's wheels. If you are unsure, it is good policy to Never use an apostrophe in your documenting. It is easy to add a missed apostrophe in editing, but it is impossible to remove an incorrect one.



HEALTH POLICIES
INFECTIOUS DISEASE MANAGEMENT



14. ILLNESS MANAGEMENT & IDENTIFICATION

ILLNESS MANAGEMENT

At the Willows we manage illness by:

1. Preventative measures before illness gets a chance to take hold. See section - Maintaining health

Immunisation	See Immunisation policies page
Good nutrition	See Nutrition policy
Being Physically active	See get up and move policy
Breathing fresh air	
Getting sunshine on our skin	See sunshine policy
Good hygiene	See hygiene policy
Teaching children to cough into their elbows	

2. And after an illness has presented itself we minimize risk to others by

Identifying symptoms	See Illness Policy
Isolating	See isolation policy
Excluding ill or unimmunised people	See exclusion policy
Hygiene	See hygiene policy
Notifying parents and educators	See notifying policy
Notifying authorities	See notifying policy
When can they come back	
Who gives the all clear	

3. When a child has returned to care and requires on going support for recovery:

Medication Policy
Medication/Parent Authority Form
Illness Management Plans
Allergies Policy
Anaphylaxis Policy

Core of the Infection Control Policies

When groups of children play and learn together, illness and disease can spread between children even when the service has implemented recommended hygiene and infection control practices.

The Willows uses the following Infection Control strategies

At the Willows we control infection by

1. Identifying and Excluding educators and children who become ill
2. Promoting hand washing and hygiene practices
3. Providing antibacterial gel dispensers at sign in
4. Teaching children to cough into their elbows
5. Ensuring we feed them well to build strong immune systems
6. Ensuring they are physically active
7. Informing parents and educators of outbreaks and suggested methods to avoid and treat.
8. Educating Families and Educators about immunisation
9. Implementing the Isolation Policy
10. Implementing the Exclusions Policy

It is understood by educators, children and families that there is a shared responsibility between the service and other stakeholders that the Immunisation and Health Related Exclusion Policy and procedures are accepted as a high priority



THE WILLOWS PRESCHOOL and EARLY LEARNING CENTRE

ILLNESS IDENTIFICATION

In order to contain an outbreak of infectious disease it is critical to identify a contagious person, isolate them and exclude them from the service. *See Exclusion Policy

It is beneficial if parents do not bring children to the Willows if they suspect they are coming down with something.

Parents are pressured into turning up for work and so may overlook symptoms or mask them with Panadol so the children can attend and they can meet their work commitments. Educators need to be vigilant each morning to signs of illness or comments from parents that may hint at disease, such as "he had fever this morning but I gave him Panadol, he seems OK now"

If a child or educator presents with symptoms such as any of the following:

aversion to light (photophobia)	Blood shot eyes
severe pain anywhere (including toothache),	upset stomach
fever	loose bowels
Vomiting	lethargy
hives,	headache
inability to join in activities	or reluctance to eat and drink

Then parents will be notified immediately and asked to collect their unwell child to seek medical assistance.

Of all the above symptoms fever is the most accurate indicator of a contagious disease.

A dose of Panadol may reduce fever but will not reduce the contagiousness.

If any of the following symptoms present themselves:

- Confusion
- Convulsion or epileptic seizure.
- Drowsiness or any unusual state of consciousness or behaviour.
- Swelling of the lips, mouth, tongue, throat, neck or airways.
- Asthma, wheezing, or any difficulty breathing.
- Stiffness in the neck
- Rash, especially if purplish or haemorrhaging spots (possibly meningococcal).
- Rash blistering (possibly staphylococcal)

Then an ambulance will be called

All families are warned on the enrolment form that they are responsible for the cost of the ambulance.



15. IMMUNISATION POLICY

Families are required to provide updates of immunisation records when their child has vaccines on the national immunisation schedule.

The Willow's Nominated Supervisor keeps records of the status of all children attending. Copies of immunisation records will be accepted.

The Willows supports families in their immunisation decisions.

Access is provided to information on traditional immunisation and alternative immunisation. Families are encouraged to investigate the best ways to manage their children's health.

For families choosing to medically immunise their children we provide reminders through the Newsletters via email and via cards distributed by educators.

Families choosing complementary immunisation, and families choosing to be conscientious objectors, (both of whom are not recognized by the authorities as being immunised), are classed as immunised but non-vaccinated.

In the event of an outbreak of a vaccine preventable disease, non-vaccinated children will be contacted and advised to avoid the service until the outbreak has passed.

Families who choose to be conscientious objectors will sign a declaration form. The form can be obtained from your doctor, or from the Australian Government, the Department of Human Services Form IMM12.1302. We also have a copy in the office for you take to your doctor as you both need to sign it.

Keep in mind confidentiality is important in relation to children's' immunisation status

CHILD IMMUNISATION

Parents are informed of the requirement of an Immunisation Certificate when enrolling their child at this Centre (Public Health Amendment Act 1992).

In the absence of an Immunisation Certificate, whether as a conscientious objector, a homeopathic immuniser, or simply haven't provided the certificate, the child is to be classified as non-vaccinated.

Any child who is non-vaccinated is to be excluded in the event of an outbreak of specified diseases, even if they are well. This is to protect them from being exposed.

If a child is not fully immunised and has been in contact with someone with a vaccine preventable disease, they may need to be excluded from the service for the appropriate time.

It is the responsibility of the family to inform the service that their child has contacted someone with an infectious disease.

A record of each child's immunisation status is to be kept and updated when relevant.

Reminder notices are to be given to parents when their child is due for an update of immunisation, in accordance to the Australian Government Department of Health and Aging's National immunisation Program Schedule.

A record is kept of all non vaccinated children to be contacted in the event of an outbreak.

If a child has an overseas immunisation record, parents are responsible for having them transcribed in to the ACIR (Austral-



THE WILLOWS PRESCHOOL and EARLY LEARNING CENTRE

ian Childhood Immunisation Register). This can be done by a medical practitioner, registered nurse, registered midwife, or an enrolled nurse. Or you can visit the local Medicare Office.

Families are responsible for payment of fees while their child is excluded under all circumstances.

FAMILY IMMUNISATION REMINDER

Following is a list and timeframe from the Department of Health and Aging recommending vaccines for all ages:

Families are reminded about immunisation by The Willows Administration team:

Via the annual Happy Birthday From The Willows email,

With written reminders handed to them by educators when their child reaches an immunisable age,

Or has incomplete data on record at the service

EDUCATOR IMMUNISATION

The Willows supports educators in their immunisation decisions

Access is provided to information on traditional immunisation and alternative immunisation. Educators are encouraged to investigate the best ways to manage their own health.

Each educator is encouraged to speak to their doctor regarding which immunisations to have.

If there is an outbreak of Rubella at the service, educators who are pregnant or planning to become pregnant are asked to consult their family doctor to have their immunity levels checked.

In each educator's file records are kept of their immunisations. Educators born before 1965 are assumed to have been naturally immunised through exposure.

If you want to know what you are immune to your doctor can run a blood test to check.

It is the responsibility of Centre Management to protect workers against outbreaks of infectious diseases. This is managed by:

- o Ensuring that accurate and current records are kept of educator immunisation.
- o Educating and informing educators of the possible risks and hazards in the workplace.
- o Quickly informing educators of an outbreak of any communicable disease.
- o Excluding educators from the Centre who are not immunised in the case of an outbreak of any specific communicable disease:

It is the responsibility of Centre Management to ensure privacy and confidentiality of all educator, carer and child records.

It is the responsibility of Centre Management to inform educators that they are responsible for their own health and safety.

Educators who are not immunised may use their best judgment to decide whether they exclude themselves from the service during an outbreak of infectious disease.

The National Health and Medical Research Council (NHMRC) recommends educators be immunised against:

- Diphtheria and tetanus
- Measles, mumps, chicken pox and rubella
- Hepatitis A and B
- For a child care worker planning a pregnancy, a serological screening for immunity to CMV should be carried out prior to conception.



16. NOTIFYING PARENTS OF INFECTIOUS DISEASE

NOTIFYING PARENTS

If a child presents with symptoms of illness during a day at the Willows, the family is contacted by phone using the emergency contact details.

If the child is suspected to be contagious the family is asked to collect the child or send someone to collect, as soon as possible to reduce the risk of contagion.

If there is a minor incident during the day a minor incident report is completed for the family to read and sign on collection, and a red dot placed on their sign out sheets to alert them to the existence of the report.

If the incident is a bite mark or involves broken skin or large bruise the family is contacted by phone and informed so they have the option to come and check it out themselves if they wish.

Any serious incident is relayed to families as soon as possible.



17. ISOLATION AND EXCLUSION

INFECTION EXCLUSION

This is a written guideline for the exclusion of all children and adults that is consistent with current information from a relevant recognised authority-The National Health and Medical Research Council (Australian Government)

- Exclusion of infectious children and educators reduces the risk of infections to other children and educators.
- In certain instances some children or educators in the Centre should be excluded for their own protection (Exclusion of contacts).
- Children whose symptoms have been masked by the use of Panadol are still contagious and need to be excluded.
- Families will be reminded of exclusion Policy at least twice per year on the website and via email and written reminders handed to them by teachers when an outbreak of disease is present at the service.
- This service is required to exclude all children and educators who:
 - a) Are too ill to participate in normal children's centre activities,
 - b) May require extra supervision to the detriment of the care and safety of the child or other children,
 - c) Who are ill from gastroenteritis or hepatitis A,
 - d) Have symptoms or signs of a possible infectious disease.

The exclusion guidelines outlined in this section do not include the exclusion timeframes for those infectious diseases that can be immunised against.

Privacy and Confidentiality

- The right for children, families and educators to be afforded a level of privacy and confidentiality in regard to their immunisation status is paramount.
- Educators, Students and Volunteers should be aware of the services's commitment to maintaining and respecting privacy and confidentiality.
- Please refer to the Service's Privacy and Confidentiality Policy

ISOLATION

If a child with an illness is discovered at the service, then staffing must be examined to see if the child can be isolated from other children and from educators, until a parent or emergency contact person can remove the child from the service. If staffing does not allow the removal of a child from the group, then the child should be set up in an area as far away from others as physically possible, by an open window if plausible, on a bed on a non-carpeted floor, and monitored continually.

If the weather is good it is a valid response to take your group of children outdoors and to set the ill child up comfortably in the fresh air, away from other children, continually monitoring the child. If the child has a fever they may feel cold and require a blanket.

It is not a good idea to hold a sick child where you are exposed to their breath.

It is preferable to lay them comfortably on a bed.

If the child is distraught and you feel they need to be held, hold them facing away from you, and position yourself near an open window, away from carpet.



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INFESTATION EXCLUSION (*Lice*)

- Children who have live lice or eggs (nits) cannot attend childcare.
- If an outbreak occurs, a notice is placed in entrance foyer and emailed to families.
- Parents are advised of current practices for dealing with lice infection.

If lice are found Parents are asked to come immediately, treat their child and then they can return. Alternatively they can bring the treatment with them and treat their child at the Willows.

If eggs are found parents are called and it is recommended that they treat the hair and warn them to remove all eggs before returning the next day. They are not required to go home unless eggs hatch into live lice then they will be called to remove the child until treated.

If eggs are discovered the following day, then the parent is asked to remove the child from the service, remove all the eggs and then to return to the service.

Even though commercial treatments say they kill most of the eggs, the glue that binds the egg to the hair shaft protects them from the chemicals and they can hatch at any time.

If an outbreak occurs it is important to protect the confidentiality of the families involved, Names are not given out.
CHILDREN WITH LICE OR EGGS ARE NOT ALLOWED ATTEND THE SERVICE.



18. FEVER, PANADOL & NUROFEN

Panadol and Nurofen are generally not administered by the educators at the Willows without a doctor's written instructions.

According to betterhealth.vic.gov:

A Mild Fever is up to 39°C

According to MedlinePlus Medical Encyclopedia:

Medical assistance is recommended if a child:

- Under 3 months has a fever over 38 °C
- Over 3 months has a fever over 39°C

According to the Centre for Community Child Health & Ambulatory Paediatrics at the Royal Children's Hospital in Melbourne: The Putting Children First Document:

1. Fevers under 41°C do not pose a risk for children over 3 months of age.
2. It is recommended that Paracetamol is administered for fevers over 39°C
3. They also recommend that in the childcare setting that only one dose of Panadol is to be administered to a child before a doctor's certificate is arranged.

If a child has a fever of 39°C, the child will be isolated if staffing allows, an educator shall inform the parent, and ask that they collect the child, due to contagion risk.

If we are unable to contact the parent and the fever continues to rise, then one dose of Panadol will be administered once the fever reaches 40°C, to stabilize the temperature until the parents arrive.

It is suggested that any fever over 39°C be investigated by a doctor.

Any further Panadol administration must be accompanied by

1. a doctor's prescription, and
2. a bottle of Panadol with the child's name, dose and times attached to the bottle.

If the child has been ill over night and has been medicated in the morning before care, they are likely to be contagious and are too ill to attend the service.

As a general rule we do not administer Nurofen, or any other over the counter medications. Children who are ill enough to require medication are generally too ill to attend the Service, and are likely to be contagious.

It is our recommendation that ill children do not attend the service to protect the community, and for their own wellbeing.



19. ADMINISTERING MEDICATION

Educators administer medication only to children for whom appropriate **APPROPRIATE APPROVAL** has been given.

Families are encouraged to check with the child's doctor to see if a dose schedule can be arranged that does not involve the hours the child is in the childcare facility.

Alternatively doses should correspond with meal times.

Whenever possible, the first two doses of medication should be given at home to see if the child has any type of reaction. Parents or legal guardians may administer medication to their own child during the child care day.

AN AUTHORISED STAFF MEMBER WILL ADMINISTER MEDICATION ONLY IF:

1. the parent or legal guardian has provided written consent,
2. the medication is available in the original appropriately labelled and stored container
3. and the facility has on file the written or telephone instructions of a licensed physician to administer the specific medication.

For prescription medications, parents or legal guardians will provide the medication in the **ORIGINAL, CHILD-RESISTANCE CONTAINER** That is **LABELLED** by a pharmacist with:

- The child's name
- the name of the medication
- the date the prescription was filled
- the name of the doctor who wrote the prescription
- the administration instructions.

A MEDICATION ADMINISTRATION FORM is to be completed for each child who is to receive medication

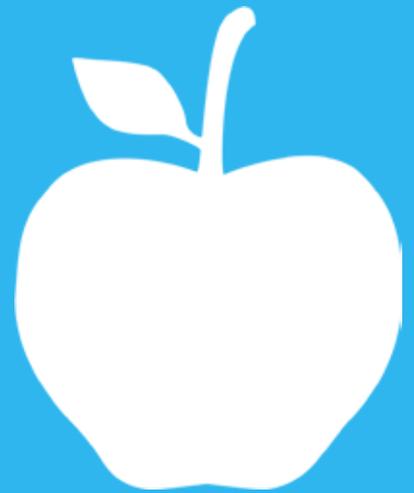
In the event of a doctor prescribing medication to be given for a **RECURRING PROBLEM, EMERGENCY SITUATION, OR CHRONIC CONDITION**, the instructions should include:

- the child's name
- the name of the medication
- the dose of the medication
- how often the medication may be given
- the conditions for use
- any precautions to be followed.

Medications are to be kept at the temperature recommended for that type of medication, in a sturdy, child-resistant, closed container that is inaccessible to children and prevents spillage, in a **LOCKED MEDICATION BOX**, in each room.

Medication will **NOT TO BE USED BEYOND DATE OF EXPIRATION** on the container or beyond any expiration of the instructions provided by the physician or other person legally permitted to prescribe medication. Instructions which state that the medication may be used whenever needed will be renewed by the physician at least annually.

A medication log is to be maintained by the Authorised Supervisor to record the amount and time of administration, and the person who administered each dose of medication. Each instance of administration is to be checked by a second staff member. Spills, reactions, and refusal to take medication will be noted on this log.



HEALTH POLICIES

NON-INFECTIOUS DISEASE MANAGEMENT



20. MANAGING HEALTH CONDITIONS POLICY

ILLNESS MANAGEMENT

If a child with Diabetes is enrolled, an educator will be trained in testing blood glucose levels, recognizing symptoms of high blood glucose and low blood glucose and emergency measures to keep the child safe. Parents are responsible for providing the child's insulin, dosing devices, Jelly babies, Glucose test strips, machine and Illness Management Plan, every time the child visits the service. If they have forgotten to bring them, they are to return home and get them before the child is permitted to be left in our care. In cases of emergency Hogan's Pharmacy on the corner of Sale Street and Prince Street lends us the equipment.

If a child with a diagnosed allergy is enrolled, then families will inform educators of symptoms and work together to develop appropriate action plans. Where possible, The Willows will modify meals and environments to reduce risk of exposure to allergens. Parents are responsible for providing the child's medications, dosing devices and Illness Management Plan, every time the child visits the service.

If a child with Anaphylaxis is enrolled then an educator will be trained recognizing the symptoms, in the use of the Epipen and any further emergency measures.

Parents are responsible for providing the child's Epipen and Illness Management Plan, every time the child visits the service. If they have forgotten to bring them, they are to return home and get them before the child is permitted to be left in our care.

If a child with Asthma is enrolled then an educator will be trained in symptom recognition, in the administration of puffers and any further emergency measures. Parents are responsible for providing the child's medications, dosing devices and Illness Management Plan, every time the child visits the service. If they have forgotten to bring them, they are to return home and get them before the child is permitted to be left in our care.

If a child with Epilepsy is enrolled then an educator will be trained in symptom recognition, in the administration of medication and any further emergency measures. Parents are responsible for providing the child's medications, dosing devices and Illness Management Plan, every time the child visits the service. If they have forgotten to bring them, the child is permitted to be left in our care, but it is suggested that the parent return with the medication before the next dose is due.

Children who have illness management plans will have their plans stored in their classrooms. Parents will be included in discussions whether privacy is an issue or whether the child's photo can be displayed in the classroom.

It is the educators responsibility to ensure that each child with a medical condition has the relevant equipment with them each day, otherwise they are forbidden to attend.

ILLNESS COMMUNICATION

The system for ensuring all staff and volunteers are aware of each child with an illness to be managed, and the system for parents to communicate changes to the system to the educators.

The Staff Induction handbook includes this policy.

When a child is enrolled who has a medical condition, diabetes, asthma or anaphylaxis, they cannot commence care without a doctor's illness management plan for the Willows. A photo identification chart is created, parents are asked to give permission to display the chart in the child's classroom and it is displayed inconspicuously in an easily accessed position in the room.

It is Management's responsibility to inform all new educators, casual workers and volunteers in their induction, that there are photo identification charts on the wall in each room, and direct them to find and read them at the beginning of each day.

It is the Room leaders responsibility to inform each new educator, casual worker and volunteer, working in their room of the need to check daily the illness management plans on the wall.



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It is the Workers responsibility, once notified, to check the management plans daily.

It is the parent's responsibility to ensure any changes to the management plans are communicated to the Educators in the room.

These changes will be written on the chart, signed by the parent, and management will be notified in a timely manner, of the changes so that new charts can be created.

ASTHMA MANAGEMENT

BACKGROUND

Asthma is a chronic health condition affecting approximately 15% of children. It is one of the most common reasons for childhood admission to hospital. Community education and correct asthma management will assist to minimise the impact of asthma. It is generally accepted that children under the age of six do not have the skills or ability to recognise and manage their own asthma effectively. With this in mind, our centre recognises the need to educate its staff and families about asthma and to promote responsible asthma management strategies.

The Nominated Supervisor will ensure:

- That all staff members have completed first aid and emergency asthma management training approved by the Education and Care Services National Regulations at least every 3 years and is recorded, with each staff members' certificate held on the Service's premises.
- Ensure that all staff are aware of the symptoms of an asthma attack, the child/children with this diagnosed medical condition in the service and the Asthma Action Plan to be followed in the event of an emergency
- That a copy of this policy is provided and reviewed during each new staff member's induction process.
- A copy of this policy will be provided to a parent or guardian of each child diagnosed with asthma at the service
- Ensure updated information, resources and support is regularly given to families for managing asthma
- Ensure that at least one staff member on the premises at all times has completed accredited asthma training (Emergency Asthma Management) as per the requirements of the Regulations
- Provide an Asthma Action Plan to families with a child diagnosed with asthma, prior to enrolment to be completed and signed by the child's registered medical practitioner and returned before enrolment commences
- Ensure children diagnosed with asthma have a current action plan as well as prescribed medication on site at all times- without these, the child must not attend
- Ensure that Asthma first aid posters are displayed in key locations (These can be obtained from; Asthma Australia Resources)

Staff responsible for the child diagnosed with asthma shall:

- Ensure a copy of the child's emergency management plan is visible and known to staff in a service
- Follow the child's Asthma Action Plan in the event of an asthma attack
- Increase supervision of a child at risk of having an asthma attack on special occasions such as excursions, incursions, parties and family days.
- Ensure that an asthma action plan signed by the child's Registered Medical Practitioner and prescribed medications such as a reliever are provided by the parent/guardian for the child while at the service each day that they attend
- Ensure that the medication is stored in a location that is known to all staff, including relief staff; easily accessible to adults (not locked away); inaccessible to children; and away from direct sources of heat
- Regularly check and record the medication expiry date- request new medication from families when needed

In the event that a child suffers from an asthma attack the Willows and staff will:

- Follow the child's asthma action plan
- Suitably experienced and trained staff member (As per regulations) will commence first aid measures according to Asthma Action Plan
- Contact the parent/guardian
- Contact the emergency contact if the parents or guardian can't be contacted
- Call 000 for an ambulance if needed

In the event of a severe asthma attack, the Ambulance service will be contacted on 000 immediately and the 4 step Asthma Action Plan will be implemented until Ambulance officers arrive.

Parents/guardians of children shall:

- Inform staff at the children's service, either on enrolment or on diagnosis, of their child's asthma/medical condition



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- Provide staff with an asthma action plan signed by the Registered Medical Practitioner giving written consent to use the prescribed medication in line with this action plan
- Provide staff with all prescribed medications relating to this medical condition
- Assist staff by offering information and answering any questions regarding their child's medical condition
- Notify the staff of any changes to their child's medical condition and provide a new management plan in accordance with these changes
- Communicate all relevant information and concerns to staff, for example, any matter relating to the health of the child
- Comply with the Willows' policy that no child who has been prescribed medication for a diagnosed medical condition is permitted to attend the Willows or its programs without that medication
- Bring relevant issues to the attention of both staff and licensee

ANAPHYLAXIS MANAGEMENT

BACKGROUND

Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life threatening. The prevalence of allergies is increasing with approximately 1 in 20 Australian children having food allergy and approximately 1 in 50 having peanut allergy.

The aim of this policy is to:

- Minimise the risk of an anaphylactic reaction occurring at The Willows service.
- Ensure members of staff are adequately trained to respond appropriately and competently to an anaphylactic reaction.
- Raise awareness about diagnosis throughout The Willows community through education and policy implementation.

The most common allergens in children are:

- peanuts
- eggs
- tree nuts (e.g. cashews)
- cow's milk
- fish and shellfish
- wheat
- soy
- sesame
- certain insect stings (particularly bee stings)

The key to the prevention of anaphylaxis in The Willows is knowledge of those children who have been diagnosed as at risk, awareness of allergens, and prevention of exposure to those allergens. Communication between The Willows and parents is important in helping children avoid exposure.

Adrenaline given through an adrenaline autoinjector (such as an EpiPen® or Anapen®) into the muscle of the outer mid thigh is the most effective first aid treatment for anaphylaxis.

Identifying allergic children

- Prior to enrolment or as soon as an allergy is diagnosed, The Willows develops an Individual Anaphylaxis Health Care Plan for the child in consultation with the child's parents and appropriate health professionals.
- At the time of enrolment parents are asked to identify if their child has any special dietary needs.

Whenever a child with severe allergies is enrolled at The Willows, or newly diagnosed as having a severe allergy, all staff are informed of:

- The child's name and room;
- Where the child's ASCIA Action Plan are located;
- Where the child's adrenaline autoinjector is located;
- Which staff member(s) are responsible for administering the adrenaline autoinjector.

Staff Training

- An appropriate number of staff are trained in the prevention, recognition and treatment of anaphylaxis in The Willows, including the use of adrenaline autoinjectors.



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- Anaphylaxis emergency procedures are conducted and evaluated as one scenario for consideration to ensure staff are confident in the procedure and able to act in an emergency.

EMERGENCY PROCEDURES

The child's Individual Anaphylaxis Health Care Plan is completed in consultation with the child's parents. Such consultation includes:

- approval of the Plan
- consent to display the child's ASCIA Action Plan
- consent for the information contained within the Plan to be made available to both The Willows staff and emergency medical personnel (if necessary)

The child's ASCIA Action Plan is placed in a prominent position. This will ensure it can be regularly read by The Willows staff where the child may be present during the day. The need to display the child's ASCIA Action Plan are fully discussed with the child's parents and their authorisation obtained for this.

- All information on the child's Individual Anaphylaxis Health Care Plan is reviewed annually with the child's parents to ensure information is current to the child's developmental level.
- The child's Individual Anaphylaxis Health Care Plan is reviewed prior to any special activities (e.g. excursions) to ensure information is current and correct, and any specific contingencies are pre-planned.
- Parents are responsible for supplying the adrenaline autoinjector and ensuring that the medication has not expired.
- The child's adrenaline autoinjector (and any other medication) is labelled with the name of the child recommended dosage. Medication is located in a position that is out of reach of the children, but readily available to The Willows staff.
- Where it is known a child has been exposed to their specific allergen, but has not developed symptoms, the child's parents are contacted. A request is made to collect the child and seek medical advice. The Willows staff closely monitor the child until the parents arrive. Immediate action is taken if the child develops symptoms.

RISK MINIMISATION STRATEGIES

Wherever possible The Willows will minimise exposure to known allergens by:

- A child at risk of food anaphylaxis eats lunches and snacks that have been prepared at home. Children should not swap or share food, food utensils and food containers.
- Special care is taken to avoid cross contamination occurring at The Willows by providing separate utensils for a child with allergies, taking extra care when cleaning surfaces, toys and equipment, and ensuring strict compliance with The Willows hygiene policies and procedures.
- Only appropriately trained educators are to prepare, handle and serve the allergic child's food, thus minimising the risk of cross contamination occurring.
- For some children with food allergy, contact with small amounts of certain foods (e.g. nuts) can cause allergic reactions. For this reason, all parents are advised of specific food allergies and how they can assist The Willows minimise the risk of exposure to known allergens.
- Some children have severe allergic reactions to insect venoms. Prevention of insect stings from bees and wasps include measures such as:
 - The susceptible child wearing shoes when outdoors
 - taking great care when walking in grasses which are in flower.
- The Willows educators regularly inspect for bee and wasp nests on or near the property and store garbage in well-covered containers so that insects are not attracted.
- Particular care is taken when planning cooking or craft activities involving the use of empty food packaging to avoid inadvertently exposing the child to allergens. The same level of care is employed to outside activities.
- The Willows educators help the child at risk of anaphylaxis to develop trust and confidence that they are safe while they are at The Willows by:
 - talking to the child about their symptoms to allergic reactions so they know how to describe these symptoms to a carer when they are having an anaphylactic reaction;
 - taking the child's and their parent's/guardian's concerns seriously;
 - making every effort to address any concerns they may raise.

EDUCATION OF CHILDREN

- The Willows educators talk to children about foods that are safe and unsafe for the anaphylactic child. They will use



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terms such as 'this food will make sick', 'this food is not good for', and '..... is allergic to that food'.

- Educators talk about symptoms of allergic reactions to children (e.g. itchy, furry, scratchy, hot, funny).
- With older children, educators talk about strategies to avoid exposure to unsafe foods, such as taking their own plate and utensils, having the first serve from commercially safe foods, and not eating food that is shared.
- The Willows educators include information and discussions about food allergies in the programs they develop for the children, to help children understand about food allergy and encourage empathy, acceptance and inclusion of the allergic child.

REPORTING PROCEDURES

- After each emergency situation the following needs to be carried out:
- Educators involved in the situation complete an Incident Report, which is countersigned by the person in charge of The Willows at the time of the incident;
- File a copy of the Incident Report on the child's file.
- The Supervising Officer or the Licensee is required to inform Children's Services Licensing and Standards Unit about the incident.
- Educators are debriefed after each anaphylaxis incident and the child's Individual Anaphylaxis Health Care Plan evaluated. Educators need to discuss their own personal reactions to the emergency that occurred, as well as the effectiveness of the procedures that were in place. It is important to learn from each incident.

Time is also needed to discuss the exposure to the allergen and the strategies that need to be implemented and maintained to prevent further exposure

LEGISLATION

- The Willows ensures personal details provided by parents are collected, used, disclosed, stored and destroyed (when no longer needed) according to the Privacy Act 1988 and other regulatory requirements. The display of personal details included on the child's ASCIA Action Plan is discussed with parents, and their written consent obtained prior to display.

REVIEW DATE	March 2016
AMENDMENT HISTORY	Mar 2009, May 2009, May 2010, June 2012, Jan 2016
SOURCES	<ul style="list-style-type: none"> • <i>Education and Care Services National Regulations 2015</i>, http://www.legislation.nsw.gov.au/main-top/view/inforce/subordleg+653+2011+cd+0+N • <i>Belonging, Being & Becoming, The Early Years Learning Framework for Australia</i>, DEEWR 2009, http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf • <i>Guide to the National Quality Standard</i>, ACECQA: www.acecqa.gov.au/links-and-resources/national-quality-framework-resources/ • <i>Staying Healthy: Preventing infectious diseases in early childhood education and care services</i>, Fifth edition, 2012, • Asthma in Childcare – Asthma Australia, Retrieved from http://www.asthmaaustralia.org.au • Asthma Resource Pack – Sydney Children's Hospital (Randwick) Retrieved from http://www.seslhd.health.nsw.gov.au/AAIC/Documents/Childcare%20Asthma%20Resource%20Pack.pdf • ASCIA - www.allergy.org.au • Child Care Centre Desktop



21. ILLNESS MANAGEMENT & TEETHING

TEETHING AND EARACHE

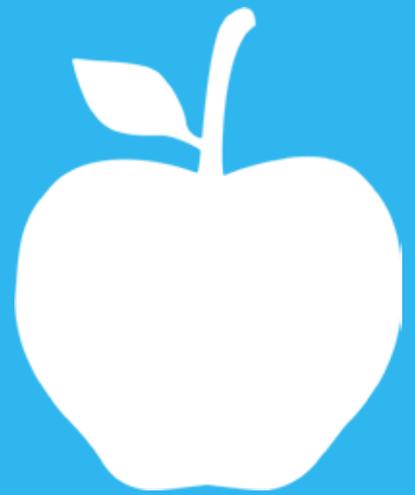
It is a well debated belief that teething can cause a fever, and diarrhoea.

The latest research indicates that a low grade fever may be present during teething as the stress can compromise the immune system, and putting everything in the mouth increase the risk of infection.

It is now generally believed that temperatures over 38.9°C are not caused by teething and should be investigated.

Loose bowels due to teething are a different colour, smell and consistency to contagious diarrhoea, and do not lead to exclusion of the child.

If the fever is the result of a professionally diagnosed ear infection, then they are regarded a low contagious risk, and may remain at the service, if they are able to participate in daily activities.



SAFETY POLICIES



22. SUPERVISION

The Willows has a responsibility to ensure a child's safety at all times

Supervision is defined as 'the active awareness of the responsibility to act in the best interest of all involved in the Centre to provide a safe, healthy and supportive environment that promotes, supports, builds on and challenges children's learning and development.'

The adequacy of supervision should be determined by a range of factors, including:

- Number, ages and abilities of children
- Number and positioning of educators
- Each child's current activity
- Areas where children are playing, in particular the visibility and accessibility of these areas
- Risks in the environment and experiences provided to children
- The educators' knowledge of each child and each group of children
- The experience, knowledge and skill of each educator.

MANAGEMENT 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.
- Guiding Educators to make decisions about when children's play needs to be interrupted and redirected
- Acknowledging and understanding when supervision is required for high risk experiences and/or the ratio of adults to children is increased

NOMINATED SUPERVISOR/CERTIFIED SUPERVISOR will consider:

- 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 and on excursions.
- Ensure that a risk assessment is carried out before an authorisation is sought for an excursion. The risk assessment will consider and identify the number of adults required to ensure continuous adequate supervision throughout the excursion.
- Document a supervision plan and strategies for both the indoor and outdoor areas. This will assist

EDUCATORS:

- Position themselves effectively for supervising the children's play making them aware of their line of sight.
- 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.
- Ensure that they communicate to each other about their location in the environment
- Understand the difference between active and passive supervision, and when each is appropriate.

The Willows also has a duty of care to provide a stimulating educational program ensuring continued development of the whole child.

To be able to provide an active, interactive, experiential environment we must ensure it is expertly supervised.

Staff's challenge is:

Balancing learning and risk.



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FAMILIES

Supervision responsibilities for Educators begin when a parent or carer physically hands over a child and end once the staff hands over the child to the carer.

Therefore it is critical that parents not only sign in but that they take their child to a staff member to hand them over before saying goodbye to their child
AND

they not only sign out but take their child to a staff member to say "goodbye, we are leaving now", so that the staff member is then relieved of the supervision responsibility.

Families are responsible for the supervision of the children in all car parks, in the reception office until they have handed over the responsibility of their child to an educator in the morning, and then again in the afternoon, once they have resumed responsibility for their child and are taking them back out through the office.

Families are responsible for their children as they walk them to and from their classroom, before they have handed over responsibility to an educator and after they have resumed responsibility from the educator.

The Willows defines 'supervision' as

Keeping track of where children are, what they are doing, and assessing situations which may require adult intervention to reduce risk by:

1. Considering the design and arrangement of the children's inside and outside environments to support active supervision
2. Using supervisions skills to reduce or prevent incidences.
3. Creating guidelines about when children's play needs to be interrupted and redirected.
4. Providing supervision strategies for relief staff
5. Handing over supervision responsibilities at the end of shift.

There are 2 types of supervision

- active supervision and
- passive supervision.

ACTIVE SUPERVISION is relevant in circumstances where children are actively involved in situations which may pose risk.

These situations include:

- Active outdoor activities such as running, swinging, balancing, climbing, water play, sand play.
- Active indoor activities such as dancing, balancing, and climbing, cutting, gluing, painting, or when there is a biter in our midst.

Active supervision involves visual scanning and auditory scanning and is performed on your feet and may require adult intervention for safety.

Active supervision

On your feet, using visual scanning and listening

It is part of the Willows' philosophy to provide opportunities for children to grow and develop.

PASSIVE SUPERVISION is more suited to quieter activities such as reading, resting, group sessions and involves visual and/or auditory scanning, plus timed scanning, and is less likely to require adult intervention to keep children safe.

Passive supervision

can only supervise children within an arm's length, or within hearing distance. Monitors can increase this distance as in cot room.

Both types of supervision require that an adult position themselves so that they can actively see and/or hear all children under their care, or passively watch and listen directly or with a monitor.
All children must be supervised at all times. (Within sight &/or hearing)

Last Modified: October 2015

Review: March 2016



23. SAFE FOOD

SAFE FOOD PREPARATION

Lunches at the Willows are provided by gourmet food specialists "Delish Catering" Company. They have passed all council regulations in regard to food safety.

Appropriately trained members of staff and management inform the catering company of the nutritional needs of the children. Accordingly the caterer will provide meals to the specifications of management including low salt, high quality fresh ingredients, cooked on the day and delivered hot to the Willows each morning. These are served immediately or placed in the refrigerator until lunch time.

Morning & afternoon teas are used to balance the nutritional needs provided by lunch & include fresh fruit or stewed fruit, yogurt or custard, crackers & cheese, vegemite & wholemeal sandwiches. These are purchased from Local suppliers and prepared each morning by appropriately trained staff, & stored in the refrigerator until use.

Breakfast is provided by families and supervised by staff. Families are informed of healthy eating guidelines in regard to breakfast.

The Willows will supply an area specifically designated for food preparation in regard to:
cutting up fruit and cheese
making sandwiches
reheating catered food

Safe Food Preparation Procedure

Staff shall:

- Use colour coded chopping boards for appropriate foods to avoid cross contamination between foods.
- Follow appropriate hygiene procedures in regards to:
 - hand washing
 - personal hygiene: of clothing, keeping hair tied back or under a hat, not changing nappies prior to food preparation
 - appropriate cleaning and maintenance of cooking utensils and work areas, wash and air drying utensils and cleaning cloths.
- Use the colour coded chux system and restrict the movement of contaminated items (such as gloves and cleaning implements) from one area to another to avoid the contamination from one work area to another.
- Ensure that food is always served in a hygienic manner by use of a barrier such as tongs or gloves.
- Provide current information to families about best practices for food preparation and hygiene.
- Model and discuss with the children best practices for food preparation and hygiene as well as the reasons for these. This will be implemented through planned and spontaneous experiences.

SAFE FOOD STORAGE

Safe Food Storage are facilitated by:

Staff & management accessing and providing current information about food storage practices,
And by making this information available to families on our website

SAFE FOOD RELATED CLEANING

Food related areas at the Willows include:

The prep kitchen,
The classroom refrigerators,
The serving carts, with cutlery plates cups & servers.
The tables, chairs & floors of dining spaces



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The pantry & utensil storage units

All of these areas are maintained in a clean and tidy condition.
All food scraps are removed as soon as preparation or eating has ceased.
All surfaces are cleaned with vinegar after preparation and meals.

Clean freezer monthly, fridge weekly, spills immediately
Food preparation, storage and service areas and equipment are kept clean and sanitary.
Cutting boards will be made of non-porous, colour coded material and dishwasher cleaned daily.
Bottles, bottle caps, and teats are not reused without first being cleaned and disinfected.
Garbage/trash is removed from the facility daily.
A dishwasher is used to wash dishes and food service utensils whenever possible.

SAFE FOOD HYGIENE

Premises and equipment comply with the Food Safety Regulations.
Reputable food suppliers are used.
Food is stored, prepared and served hygienically in accordance with Safe Food Hygiene Practices
Staff are trained in food safety and updated as required.
Appropriate documentation and records are maintained to support the safe systems in use.
All staff comply with policy, procedures and any changes as they occur.
Handwashing sink(s) will be separate from food-preparation sink(s).
Hands must be washed before dispensing, handling or preparing food.

FOOD SAFETY

Children who can feed themselves sit in a chair that puts the table at a level between their waist and their mid-chest and allows their feet to rest on the floor or on a firm surface while they eat.

Children are supervised whenever they are eating or drinking

Food that has been served and not eaten from individual plates, containers and family-style serving bowls are discarded.

Any Gladwrap used to cover and protect food is kept out of the reach of children. Discarded gladwrap is placed in garbage bins

When cleaning agents cannot be stored separately and will be stored in the same room with food, these supplies will be clearly labelled, maintained in a storage cabinet that is not used for food storage, and kept inaccessible to children.

FOOD BROUGHT FROM HOME

Breakfasts brought from home will be prepared and transported in a sanitary fashion, including maintenance of safe food temperatures for perishable items. Perishable foods that require refrigeration will be kept below 4 degrees C0.

Food brought from home will be labelled with the child's name.

Children are not allowed to share food provided by the child's family unless the food is intended for sharing with all of the children.

Leftover food is discarded. The only food that may be returned to the family is food that does not require refrigeration or holding at a hot temperature, that came to the facility in a commercially-wrapped package, and that was never opened.

Families are informed of healthy eating guidelines in regard to breakfast on the website



24. SUN PROTECTION

We have a responsibility to find the most up to date and accurate answers to the following questions:

1. Why do we need sunlight and how much do we need?
2. What are the dangers of under-exposure?
3. What are the dangers of over-exposure?
4. How does the Willows prevent under exposure and over exposure considering what elements affect Vitamin D production and UV exposure. (Skin colour, UV Index, Cloud cover, latitude, altitude)

Evaluation

Families and educators are informed about the benefits of sunlight and the need for sun protection, the most effective methods of sun protection, and how to balance safe exposure and protection.

A) WILLOWS SUN PROTECTION POLICY (*Respecting the Sun*)

Sun can damage skin with harmful ultraviolet rays if protective action is not taken. Australians are particularly at risk with the thinning of the ozone layer, and in Orange our high altitude adds to the risk with less atmosphere to buffer the radiation. Our local population covers the entire spectrum of skin colours, so to avoid sunburn at the Willows we limit sun exposure to the minimum amount required for health at a safe level for the fairest of skin.

We ensure that all parties, Educators, Families and Children are aware of the dangers of UV exposure and how to avoid the damage.

Our Safe Sun Policy needs to address the following issues:

1. Developing positive attitudes towards living with a sun that can heal and harm us.
2. Developing awareness of lifestyle practices, which can guarantee correct sun exposure while reducing the incidence of skin cancer. These include "No Hat, Play in the Shade", "Slip, slop, slap, seek, slide", "Play in the shade", setting up outdoor programming outside the critical hours (11 to 3), when UV is 11 or above)
3. Increasing awareness of the need for environment changes in childcare centres to optimise the levels of exposure to the sun, teaching that we should not be afraid, but we should be careful.
4. Requiring the wearing of "sunsmart" hats for both children and educators when outdoors and on excursions. Appropriate hats include broad brimmed hat (brim at least 6cm for children, 8cm for adults), a legionnaire hat, a bucket-style hat with a deep crown are appropriate as long as the brim meets the 6cm/8cm standard (caps are not recommended due to inadequate protection to the neck, cheek and ears). Hats are available from the office at cost price.
5. Requiring the wearing of shirts with collars and sleeves that are made from closely woven fibre, by both children and educators (midriff and singlet tops are not recommended due to inadequate coverage.)
6. Providing and use SPF 30+ broad-spectrum water resistant sunscreen on exposed areas of skin. Educators help children apply sunscreen 20 minutes before going outdoors.
7. Planning Outdoor play to occur in shaded areas at sun appropriate times
8. Implementing A NO HAT – PLAY IN THE SHADE policy where children without hats remain under covered areas. Conscientious objectors to sunscreen also play in the shade. If a parent fails to bring a hat for their child, the Willows will provide one for them, write their name on it and the family will be charged \$10 to cover costs. Failure of Educators to wear appropriate hats and clothing, OR failure to implement the No Hat – Play in the Shade rule are grounds for dismissal.
9. Discussing with Conscientious objectors alternative, less chemically invasive sunscreens such as zinc oxide,



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- to see if this can be an option.
10. Educator Modelling appropriate sun safe practices of hats, shirts (and sunscreen if they are not conscientious objectors). Visitors will also be encouraged to do the same.
 11. In daylight saving months, from October to March the centre will minimise outdoor play during the hours 11am and after 3pm and sun protection is used whenever we are outside.
 12. In daylight saving months, from October to March the centre will minimise outdoor play when the UV reaches 11 during the hours 11am and after 3pm and sun protection is used whenever we are outside and the UV is over 3.
 13. In non- daylight savings months, from April to September outdoor activity can take place at any time & sun protection is required when UV is over 3.
 14. In June and July the children are still expected to put hats on to go outside to encourage the continuity of good practice. Warm beanies and hoods are acceptable Orange climate protection.
 15. The sun safe policy operates throughout the year. The centre takes extra care with children who have very fair skin. These children are not expected to apply their own sunscreen; an educator ensures complete coverage.
 16. Incorporating Sun Safety into the curriculum to help educate children and instil positive attitudes and practices. Information is also sent home to parents and families to help educate and encourage parents to adopt these practices.
 17. Making the sun protection policy available to staff in the policy document in the Team room.
 18. Making the sun protection policy available to families and visitors in the policy document, & on our website.
 19. Making available Information about sun safe clothing, sun protection & skin damage in the parent library.
 20. Displaying any relevant new information from recognised health authorities in a prominent place in the entry foyer and Team room
 21. When replacing shade, carrying out a shade audit to maximize and effectively use shade products.
 22. Not sitting in sunshine through glass windows or doors, which block beneficial UVB and lets in detrimental UVA.
 23. Babies under 12 months are kept in dense shade in the newly fenced off Baby out door play space under our organic apple tree. Babies wear sun safe hats and clothing.
 24. Outcomes for everyone, and reviewing this policy 12 monthly to keep up with latest research.

The above policy is endorsed by the Cancer Council

REVIEW DATE	March 2016
AMENDMENT HISTORY	Apr 2009, Mar 2010, June 2011, May 2012, New Policy created July 2012, July 2013, Oct 2013 Aug 2015
SOURCES	<ul style="list-style-type: none"> • Australian Standards for sun protection clothing, sun glasses and shade cloth • The Cancer Council NSW: www.cancercouncil.com.au • National Health and Medical Research Council: www.nhmrc.gov.au • NSW Department of Health: www.health.nsw.gov.au • Shade for Child Care Services. NSW Cancer Council 2005 • Sun Smart Childcare: A Guide for Service Providers. The Cancer Council 2008 • Bureau of Meteorology www.bom.gov.au/weather/uv • Australian College of dermatologists www.dermcoll.asn.au • World health organization sun protection resource document www.who.int/uv/publications/en/primary_teach.pdf



25. WATER SAFETY

WATER SAFETY AREAS OF RISK

Water Play
Hot Water
Cleaning Water
Gardening Water
Drinking Water

Water Safety Policy Statement

Children are naturally curious, and love to play with water. There is a lot to be learned from playing with liquids. Educators must be aware at all times what constitutes a hazard in regard to water.

We have identified 5 areas related to water that may have potential for risk, and put into place measures to minimize these risks

It is the policy of the Willows not to take children out of the service for excursions, which means there is no access to bodies of water.

Evaluation

Supervision and access to water within the service is managed effectively by educators to ensure children remain safe and healthy

1. WATER PLAY

Water Troughs are a safe way of allowing children access to water for experimental and enjoyment reasons.

Troughs are supervised at all times, and as soon as the educator is finished with the activity the trough is emptied and put away in a place and manner that does not allow the trough to fill with rain water.

If an Educator is called away from a water activity, e.g. by a parent, they must call another supervising Educator to take over, or empty the trough before leaving the area, even if the children are still playing with it.

The dry river bed can have water flowing down it, but dams in this water course cannot build up to more than 5 cm.

Outside taps and bathroom sink taps are supervised to ensure the children do not leave them running, or fill pots and pans to more than 2 cm, or spray other children, or get their own clothes and shoes wet.

Educators teach children about "White v's Clear" tap water: if the water is turbulent and white, the tap is too fast: if the water is calm and clear the tap is turned on at the right speed to save our precious resource.

2. HOT WATER

All hot water in the taps at the service is regulated to remain below 45°C.

There is a kettle in the Staff Room for tea making, and there is a microwave for heating food

- Hot drinks or food must not be removed from the staff room to any where a child has access, and
- Children are not permitted in the Staff Room, for any reason.
- Hot drinks brought in from cafés or in thermoses can only be consumed in the Staff Room, and must not be taken anywhere near children.

3. CLEANING WATER

When cleaning floors it is traditional to use a mop and bucket. At the willows we encourage the use of ENJO mops and spray bottles of water

If you must use a bucket, it is preferable to use mop buckets with ringers on top, as they diminish the risk of drowning.

It is good practice to only fill buckets or containers with 5cm of water, immediately prior to use, and empty them as soon as you have finished. Do not leave any buckets unattended around children.

Do not boil water to use for cleaning, all water around children cannot exceed 45°C.



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4. GARDENING AND WATERING ANIMALS

In summer we water our lawns and vegie patch, and encourage children to wear swim gear so that we can cool down under the hose. Check with council when water restrictions apply. Educators are vigilant to ensure that puddles of water escape quickly and do not build up to more than 2 cm. If they do, rake them out, or fill them in.

Every day the rabbits and the chickens need to be fed and watered by the children, under strict supervision. The animal drinking water is in enclosed containers so as not to pose a risk. It is the Educators' responsibility to wash the animal's drink containers before the children fill them.

5. DRINKING WATER

Drinking water is supervised to ensure it is clean and hygienic. Water bottles that have remained at the service overnight are not given to children until they are emptied and rinsed and refilled.

At the end of the day all remaining drink bottles are emptied and rinsed, and left to drain. The drinks trays are cleaned and dried and lined, ready for the next day.

The drinks box goes with us everywhere we go and children have free access to their drink bottles all day. This keeps us compliant with the law.

At every meal and snack each child is checked to ensure they have their drink bottle with them, and it contains fresh water. The water bottle is used after each meal in our "swig, swish, swallow procedure" to rinse teeth. It is important that drink bottles have been checked for sugary liquids that would damage teeth. Juices or cordials will be emptied and rinsed out so that the children can rinse their teeth.

A written record is kept of all drinks consumed for every child, available to parents at the end of the day

Children are supervised to ensure they do not use their drink bottles to wet other children

Children are supervised to ensure that any spills on floors are cleaned up immediately and the wet floor sign placed where there may be slipping hazards.

Safe drinking water is accessible to children who can serve themselves and offered between meals to all children, while indoors and outdoors. Drinking water IS dispensed by personal water bottles supplied by parents. The Willows maintains a supply of spare water bottles.

Drinking water is offered to children who are over 2 years of age after each snack or meal, and children have unlimited access to drinking water all day long. Younger children are offered water by caregivers during the day, such as between feedings and more frequently in summer months.

REVIEW DATE	March 2016
AMENDMENT HISTORY	Apr 2009, Mar 2010, April 2011, May 2012, January 2014, May 2015
SOURCES	<ul style="list-style-type: none"> • <i>Education and Care Services National Regulations 2015</i>, http://www.legislation.nsw.gov.au/maintop/view/inforce/subordleg+653+2011+cd+0+N • <i>Belonging, Being & Becoming, The Early Years Learning Framework for Australia</i>, DEEWR 2009, http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf • <i>Guide to the National Quality Standard</i>, ACECQA: www.acecqa.gov.au and http://acecqa.gov.au/links-and-resources/national-quality-framework-resources/ • <i>Staying Healthy: Preventing infectious diseases in early childhood education and care services</i>, Fifth edition, 2012, http://www.nhmrc.gov.au/_files_nhmrc/publications/attachments/ch55_staying_healthy_childcare_5th_edition_0.pdf



26. SAFETY-FIRST AID

First Aid Policy Statement

First aid is a comprehensive policy covering:

- Illness,
- Injury,
- Workplace Health and Safety,
- Emergency Procedures
- First Aiders
- First Aid Kits

In regard to First Aid, The Willows Preschool and Early Learning Centre is governed by:

1. Section 274 of the Work Health & Safety Act & Regulations, and The WHS Codes of Practice
2. Health Records Legislation, and
3. The Education and Care Services National Law & National Regulation

Evaluation

The service as a whole identifies and categorises risks, removes or reduces identified risks, trains staff in first aid, CPR, Asthma and Anaphylaxis, provides first aid kits and rosters First Aiders on every shift, and reviews the policy on a regular basis.

HOW

What do we need to successfully meet our obligations?

FIRST AID KITS

The Education & Care Services National Law & National Regulations Requirements in regard to First Aid Supplies states

The Approved Provider will ensure that:

- the Willows is supplied with an appropriate number of first aid kits for the number of children being educated and cared for by the service
- first aid kits are suitably equipped, easily accessible and recognisable
- first aid Kits have a green background and a white cross, and contain a list of contents
- first aid kits are located on emergency floor plans

Educators and staff will:

- ensure a first aid box checklist is kept in every first aid kit;
- regularly monitor supplies and update stock as required; and
- replace out of date stock.

FIRST AID KIT CONTENTS

The first aid kits provide basic equipment for administering first aid for injuries including:

- cuts, scratches, punctures, grazes and splinters
- muscular sprains and strains
- minor burns
- amputations and/or major bleeding wounds
- broken bones
- eye injuries
- shock.



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FIRST AIDERS

The Education and Care Services National Law and Regulations
In regard to Professional Development of Staff and Educators, states :

The Approved Provider will ensure:

- all educators are supported to ensure they hold current recognised first aid qualifications;
- all educators have undertaken current approved anaphylaxis management training
- all educators have undertaken current approved emergency asthma management training
- employee induction includes an induction to the first aid policy.

The Nominated Supervisor will:

- ensure the skills and competencies of trained first aiders are maintained and skills are kept up to date, refresher first aid and CPR training will be scheduled and maintained in a staff register;
- collaborate and consult with staff and educators to develop and implement a risk assessment & management plan; and
- ensure first aid guides and publications are accessible to staff at all times to assist them in their understanding and administration of first aid.

The Education & Care Services National Law & National Regulations in regard to Administration of First Aid to Children, Families, Staff & Visitors to the centre states:

The Approved Provider will:

- ensure that there is always at least one first aid qualified educator on the premises at all times.

The Nominated Supervisor will:

- ensure that enrolment records for each child include a signed consent form for the administration of first aid and the approved products to be used;
- review & sign off on all documentation when first aid has been administered; and
- dial 000, and call for an ambulance when emergency medical treatment is required or delegate the responsibility.

In General:

- administration of first aid will be done in accordance with first aid training and undertaken by a qualified first aider
- first aid will be administered by the person who has witnessed the incident/injury/illness
- the nominated supervisor and families (where first aid is being administered to a child) will be notified of the nature of the incident/ accident as soon as practicable after the incident;
- the person administering first aid will be the person who completes the incident/illness/injury/trauma record and passes to the responsible person for verification before signing by parent or guardian.

MINOR INCIDENT REPORTS

Minor incident forms are completed whenever there is a minor incident that may result in a mark on a child.

Educators use the minor incident report forms in their rooms

It is the responsibility of the Room Leader to ensure the forms are restocked

The information is collected to:

- Protect you
- Inform families
- Inform medical practitioners



THE WILLOWS PRESCHOOL and EARLY LEARNING CENTRE

Assist in identifying areas of risk, so we can assess and minimise the number of incidents

The main reason we complete these forms is to make sure we have accurately collected all information regarding the incident, in case we have to relay that information at a later date, or pass it on to a medical practitioner.

It is important that families don't get the child home, put them in the bath and find an unexplained scratch or bruise.

The report is written immediately after the incident has been dealt with, by the person who witnessed the incident, if possible.

Reports are factual and precise, avoiding emotional language such as "bashed him in the head" instead stating "hit on the forehead with a plastic car".

All areas of the report are important and must be completed. The report uses a template from a recognised authority.

Enough information must be recorded for the reader to be able to determine the severity of the incident, such as how much force was involved.

For example: "bumped head" is insufficient information to determine the amount of force and resulting injury.

Did they bump their head on a chair leg while rolling? Did they fall from standing and their head was the first point of contact with the cement?

The report is taken to the room leader who will look over it and then suggest you bring it to management to ensure what you have written is accurate and is written factually to protect you. Management will ensure that the information is clear, complete, accurate, before signing the report.

Once the report is signed by management, the witness or room leader places a red dot on the sign in sheet for the child to alert the parent there is something to sign.

The report is handed and explained to the office staff as they are the first port of call, and will explain the red dot to the family and ask the family to speak to the educators in the classroom and to be sure to sign the form in the classroom. The witness or room leader takes the form back to the classroom until signed by the collecting parent.

Once signed the forms are taken to the front office by the end of the same day.

EMPLOYEE FIRST AID GUIDE

EDUCATORS

1. Have a duty to take reasonable care for their own health and safety and must not adversely affect the health and safety of others.
2. Must comply with any reasonable instruction and cooperate with any reasonable policy or procedure relating to health and safety at the workplace, such as procedures for first aid and for reporting injuries and illness.
3. Implement the Codes of Practice,
4. Regularly undertake risk assessments in the environment in order to plan safe experiences for children.
5. Complete an incident, injury, trauma and illness record for all incidents/injuries/trauma/illnesses occurring at the Centre
6. Ensure that a copy of the accident/incident report is made available for parents/guardians on request.
7. Manage serious incidents as per the policy
8. Notify the Nominated Supervisor immediately after a serious incident has occurred.
9. Lift carefully as trained *See posters in Staff Room
10. Keep physical contact with children on the Nappy Change Table 100% of the time
11. Do not allow children to sit up on the nappy change table
12. Keep walkways clear
13. Use Wet Floor signs when the floor is wet and clean up spills immediately
14. Keep power cords inaccessible to children and keep unused power points covered



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15. when UV index is over 3:
 - Plan outdoor activity times in accordance and properly apply sunscreen to children according to Sun
 - Safe Policy
 - Ensure equipment is set up in the shade and moved when shade moves
16. Ensure any equipment more than 50cm high is set up on soft fall
17. Daily check depth of soft fall under swing before children use it, and build it up to 30 centimeters do not leave swing unattended
18. Monitor sandpit to reduce the likelihood of sand being thrown and keep paths free of sand
19. After rain, check and empty anything holding water
20. Keep the environment free of spider webs
21. Ensure all children have access to fresh water at all times
22. Do not bring chemicals into the service (e.g. fly spray, air freshener, cleaning products not on the acceptable list)
23. Keep chemicals locked away from children
24. Ensure every chemical you use has Material Safety Data Sheets(MSDS), and you have read them
25. Wash hands before and after handling food or nappies, and after noses
26. Ensure beds are positioned so that:
 - The risk of infection is reduced
 - they do not block the walkways
 all children can be reached in an emergency.

REVIEW DATE	March 2016
AMENDMENT HISTORY	Feb 2013, March 2014, July 2015
SOURCES	<ul style="list-style-type: none"> • <i>Education and Care Services National Regulations 2015</i>, http://www.legislation.nsw.gov.au/maintop/view/inforce/subordleg+653+2011+cd+0+N • <i>Belonging, Being & Becoming, The Early Years Learning Framework for Australia</i>, DEEWR 2009, http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf • <i>Guide to the National Quality Standard</i>, ACECQA: www.acecqa.gov.au and http://acecqa.gov.au/links-and-resources/national-quality-framework-resources/ • Work Health and Safety Regulation 2011 • Australian Standards for portable fire extinguishers and fire blankets. • Section 274 Work health and Safety Act. • WHS Regulations and Code of Practice • <i>Managing OHS in Children's Services</i>, Tarrant. S., 2002; • <i>Managing the Risks in Children's Services</i>, Caton, S. Roche D., 1999. • Safe Work Australia Fact Sheets, First Aid in the Workplace, How to manage Work Health and Safety Risks, Guide for Major Hazard Facilities: Emergency Plans March 2012, Managing the work environment and facilities: Code of Practice 2011 • Work Cover Reading labels and MSDS's, Hazardous manual Tasks: Code of practice



27. EMERGENCY POLICIES

POLICY STATEMENT

Evacuation may be required in the event of a fire, chemical spill, bomb scare, earthquake, gas leak, flood, bush fire, storm.

Lockdown may be required if there is a local disaster, major weather event, or aggressive intruders

Planning for and responding effectively to fire and other emergencies with effective evacuation and lockdown procedures is important to ensure everyone's safety.

Emergency Evacuation drills are practiced regularly at different times of the day and the week to include all stakeholders.

EVALUATION

The service identifies possible emergencies, plans for and responds effectively to fire and emergency evacuations, storms, disasters and intruders.

REVIEW DATE	March 2016
AMENDMENT HISTORY	Apr 2009, Mar 2010, April 2011, Jan 2012, October 2012, April 2013, July 2013, July 2014, July 2015
SOURCES	<ul style="list-style-type: none"> • <i>Education and Care Services National Regulations 2015</i>, http://www.legislation.nsw.gov.au/maintop/view/inforce/subordleg+653+2011+cd+0+N • <i>Belonging, Being & Becoming, The Early Years Learning Framework for Australia</i>, DEEWR 2009, http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf • <i>Guide to the National Quality Standard</i>, ACECQA: www.acecqa.gov.au and http://acecqa.gov.au/links-and-resources/national-quality-framework-resources/ • Work Health and Safety Regulation 2011 • Australian Standards for portable fire extinguishers and fire blankets. • Section 274 Work health and Safety Act. • WHS Regulations and Code of Practice • <i>Managing OHS in Children's Services</i>, Tarrant. S., 2002; • <i>Managing the Risks in Children's Services</i>, Caton, S. Roche D., 1999. • NSW Fire Department



THE WILLOWS PRESCHOOL and EARLY LEARNING CENTRE

IDENTIFYING POTENTIAL EMERGENCIES

E.g. bush fires, gas leaks, floods, storms, crime, likely accidents in the centre, asthmatic or allergic children, abusive parents.

Take all precautions and plan for relevant worst case scenarios.

FIRE EQUIPMENT MAINTENANCE AND TRAINING

1. Have a fire extinguisher and fire blanket readily accessible near areas where fires are likely to start, such as the kitchen. Ensure extinguisher is tested 6 monthly and is in good working order, clear fire exits, (all exit doors in centre should be easily opened in an emergency), install smoke detectors, test regularly, and replace batteries when required. (Check at daylight saving times)

2. Ensure escape routes and assembly areas are kept clear of obstruction at all times.

3. Ensure all fire protection equipment is tested in accordance with Australian Standard AS 1851.1 (1995) for level 1 and is serviced and kept in proper working condition, by Wheelers Industries, Fire protection Equipment and Consultants 6360 4800

4. Ensure all staff members are made aware of the correct use of a fire extinguisher, as part of the Staff Induction process and once annually at the July staff meeting.

The acronym PASS can be used to train staff in using fire extinguishers

Pull pin or release lock

Aim low at the base of fire

Squeeze handle

Sweep fire extinguishers from side to side at base of fire.

EVACUATIONS

Evacuation assembly areas are selected and familiar to all staff

The assembly point is determined by the location of the fire/threat. Educators and staff are to guide children and visitors to the safest assembly point via the safest route.

Assembly Areas Include:

1. The paddock at the rear of the preschool yard. This is the preferred assembly area.
2. If the paddock cannot be accessed then groups can be closely monitored in the car park.

During an evacuation, all staff, children and visitors are to follow the emergency evacuation procedure.

PRACTICING THE EMERGENCY EVACUATION DRILL Will Occur as Follows:

A full service Emergency Drill is to be conducted every 3 months. A different time and scenario will be used each time. This is to be decided by the Nominated Supervisor or a Responsible Person.

Rooms regularly engage in informal emergency evacuation and Lockdown activities and embed exploration of emergency issues and practice within the curriculum.

Make it a game to reduce panic if emergency occurs, teach children "STOP, DROP, ROLL" - if their clothes catch fire and "GET DOWN LOW AND GO, GO, GO" - in case of a fire evacuation.

In Case of Air Horn Failure

As stated in the Emergency Evacuation Procedure document, a whistle can be found in each emergency kit. If the air horns are unusable, then use whistles.



THE WILLOWS PRESCHOOL and EARLY LEARNING CENTRE

Emergency Kits

Emergency Kits can be found in each of the rooms.

They contain:

- The Emergency Contacts book,
- A whistle,
- A small first aid kit,
- A copy of the emergency evacuation procedure,
- Any illness management plans for children with asthma, anaphylaxis or other serious medical conditions,
- Activities to keep children occupied and settled during the evacuation.
- Where appropriate, a rope to contain children who can walk by themselves.

Special emergency medications and similar crucial items may be placed in the kit also. The room leader is responsible for collecting the kit in an emergency. The contents are checked and updated regularly, in line with our first aid kit checks.

ENSURING THE SAFETY OF VISITORS DURING AN EMERGENCY

All visitors to the Willows will be required to sign in and wear a lanyard displaying a visitor's tag. The Emergency procedure will be outlined on the reverse side of this tag. Visitor labels/stickers will be distributed amongst large groups of visitors (e.g. TAFE students), and the Emergency Evacuation Procedure and plan will be explained verbally. The Leader of the group can use a lanyard to prompt memory.

Regular visitors, such as catering and delivery workers, who are on the premises for very short, frequent visits, will also have the Emergency Evacuation Procedure and plan explained to them verbally, and will not be required to wear a label or lanyard.

When an emergency drill is in action, a note is placed on the front door stating "Emergency Drill in Action".

Parents are informed during orientation that they have the choice to wait in the car park, or join in Drills. If parents are present when a drill, or real emergency is announced they are expected to join in.

VISITS BY THE FIRE BRIGADE

Every year we invite the local fire brigade to visit both preschool rooms to do demonstrations of the above procedures and to give children first hand experience with a fully clad rescue person, so the breathing apparatus no longer frightens them.

The Fire Brigade offers their advice regarding our Emergency Policy and Procedures.

LOCKDOWNS

The most likely scenario at the Willows is a Non-Custodial Parent for whom we hold court orders, demanding access to their child.

We request photographs of parents against whom we hold court papers, so that we can identify them as they enter the service.

The office staff are responsible for:

1. informing the parent that we are unable to allow them access to their children as per the court papers, escorting them to the family room to wait to speak to Management.
2. contacting management who will encourage the parent to leave the service and to contact the custodial parent, if no AVO present. It may be mentioned that failure to leave the premises will result in
3. contacting the police.
4. alerting the rooms and activating lockdown of all non-custodial children, if parent refuses to leave.

*See Lockdown of Custodial Children Procedure

The second most likely scenario is storm, in which case children need to be brought inside and kept away from windows.

*See Lockdown General Procedure



THE WILLOWS PRESCHOOL *and* EARLY LEARNING CENTRE

DOCUMENTATION

Displayed near all centre telephones are current emergency telephone numbers — Hospital, Ambulance, Public Health Unit, Police, Fire brigade, Poisons Information Centre, parents or guardians, Paging all phones Number *0

We develop, keep up to date, and prominently display (in each class and at each main exit of the centre), fire and emergency evacuation plan which includes:

- Evacuation procedure
- Evacuation Map
- Designated meeting areas, which are accessible at all times.

We complete Incident, injury, Trauma and Illness Reports and SI01 Forms to notify Department of Education and Communities of any serious incident within 24 hours.

We keep a record of each practice that includes an evaluation of the procedure and what action is to be taken if any, and keep these records for at least 2 years.



EMERGENCY CONTACT LIST

FIRE
AMBULANCE
POLICE **000**
Emergency

ORANGE POLICE STATION 6363 6399

POISONS INFORMATION 131 126

DENTAL CLINIC 6360 5356

TREVOR CARROLL 0413 503 462

CATHY CARROLL 0411 175 809

Sue Eriksson

ORANGE DEC 6361 6956

Luke Galvin

6361 6957

NSW DEC 1800 619 113

REPORTING
SUSPECTED
ABUSE 133 627

EMERGENCY EVACUATION PROCEDURE



ALARM	<ul style="list-style-type: none"> Upon discovery of fire/emergency, the megaphone alarm/air horn is sounded. All horns are located in the mural courtyard (between the Butterfly, Junior, and Senior Rooms) and in the Main Office. In the case of megaphone or air horn failure, whistles will be used. They can be located on the air horns and in each room's emergency kit.
PROCEDURE	<ul style="list-style-type: none"> Activate RACE Stay calm and comfort any child experiencing distress. Listen to, and follow, all instructions issued by the Responsible Person, and inform them of any difficulties you may be experiencing (e.g. trapped person.) Assist others who may require help (e.g. people with hearing or sight impairments.) MANAGEMENT/RESPONSIBLE PERSON shall: <ul style="list-style-type: none"> Respond to the alarm and gather all details regarding the emergency. Call Emergency Services and appoint someone to meet them out the front, if safe to do so. Liaise with room leaders to determine actions required and monitor progress of the evacuation. Delegate duties where necessary. ROOM LEADERS shall: <ul style="list-style-type: none"> Collect emergency kit. Collect attendance roll. Be the first person to leave after a final check of the room, toilets, and storage areas. If safe to do so, close all doors and windows. EDUCATORS shall: <ul style="list-style-type: none"> At the assembly point, conduct a roll call of all children and notify Responsible Person if anyone is unaccounted for. Using clear simple, calm instructions, immediately move all children away from danger using the nearest emergency exit and direct them to the safest assembly area. Count children as they exit and again when they reach the assembly area. If required to pass through a door, check for heat (in the case of fire) using the back of the hand before opening it. Use emergency cots, or carry children who are unable to exit the building on their own. OFFICE STAFF shall: <ul style="list-style-type: none"> Collect Visitors and Staff sign-in books. Check staff toilet. Assist in evacuating children in the Rainbow Room. At the assembly point, conduct a roll call of all visitors and staff, and notify Responsible Person if anyone is unaccounted for. VISITORS shall: <ul style="list-style-type: none"> Follow procedure on the back of their visitor's tag. Take direction from staff and assist in the evacuation of children. Once evacuation is complete, attend to any persons requiring first aid or comfort, commence activities/calming discussions with children, and follow all instructions given by Emergency Services. Re-enter the building only after being given the "All Clear" by Emergency Services. Otherwise, families will be contacted and advised to collect their children.
ALWAYS	<ul style="list-style-type: none"> Maintain adequate supervision of all children Stay calm
NEVER	<ul style="list-style-type: none"> Enter a smoke-filled room. Enter a room where the door is warm to touch. Turn your back on a fire. Gather up personal belongings. Run, push, or attempt to overtake others during an evacuation. Re-enter the building until advised to do so.

R

RESCUE
Rescue people in immediate danger if you can do so without endangering yourself. Exit via safe route.

A

ALARM
Sound the alarm. Notify the front office from a safe distance to identify the precise location of the fire.

C

CONFINE
Close all doors and windows if time permits, but the safety of the staff and children is paramount.

E

EVACUATE
Evacuate the building by following the evacuation procedure. Follow all directions given by the Responsible Person.



LOCKDOWN GENERAL PROCEDURE

Aim: To isolate and protect staff, children and visitors from an identified threat in cases where evacuation is inappropriate or impossible. This will be achieved by securing all staff, children, and visitors within the building, removed from the threat.

Circumstances occurring on the premises requiring the lockdown procedure to be initiated include aggressive or violent intruders, siege/hostage situations, armed robbery, severe weather etc.

PROCEDURE

1. Identify Threat & Contact the Responsible Person

If a threat is identified, a staff member will announce that the Centre is in a lockdown situation and contact the Responsible person (i.e. the most senior person on site.) Each room has a phone and communication can be achieved by paging the phone of the room you wish to talk to by entering the number for the room.

THE RESPONSIBLE PERSON WILL CONTROL THE LOCKDOWN

2. Move Inside

All staff, children, and visitors are to proceed to the closest securable room and lock all doors and windows. Everyone is to remain inside, and all doors are to stay locked, until further notice from the Responsible Person.

3. Get to Safety

Staff will be directed to take all children, visitors, attendance sheets, and emergency medication to designated safety areas within the room, away from windows and doors.

4. Call 000

The Responsible Person will contact the Police or appropriate authorities with as much detail as possible.

5. Maintain Calm

Staff will comfort and care for children and visitors and help the group to stay calm and quiet.

6. All Clear Announcement

The Responsible Person will make an 'all clear' announcement and provide further instruction.



LOCKDOWN OF CUSTODIAL CHILDREN PROCEDURE

Non-Custodial parents for whom we hold Court Papers preventing them access to their children, are made known to office staff via alerts, emergency contact books and photographs.

If a non-custodial parent comes to collect their children,

1. Office Staff Contain them and get management help to get them to leave.

Tell the parent to "have a seat while I find out if they are in today, I will get management to come and have a chat with you". Close and **remove** the sign-in sheet folder. Escort them to the Family Room.

2. Office Staff Send out ALERT to Rainbow Room

One staff member can stay with the parent if possible.

If you are on your own, seat them then ring the Rainbow Room and say "**Humphrey B Bear will be here at 11am on Thursday**", and I have's father/mother here who needs to speak to (Supervisor on duty), can you get them to come to the Family Room Please?

If there are 2 office staff one stays with the parent, one goes to put Rainbow Room on alert. If you are out of earshot of the parent you do not have to use code, explain what is happening.

3. Management asks them to leave

Management is to mention the custody papers and explain our position, and ask them to leave.

If the parent is reluctant to leave mention that you did not see them on the records today are you sure they attend on (Tuesdays) etc.

4. Rainbow Room Put all rooms on Alert, bring children inside.

On hearing this phrase or message, **the ALERT is passed on to all rooms. Children are brought inside. Doors are locked.** All rooms are on alert until LOCKDOWN is initiated or the ALL CLEAR is given.

5. Office Staff Initiate Lockdown

If management is unable to get the person to leave the premises an office staff member will contact the Rainbow Room to initiate Lockdown.

All children who are subject to court order papers are taken to staff toilets, or Senior Storeroom as these are the only areas with locks. The classrooms will function as normal with the remaining 2 educators. Keep 2 educators with locked down children if staffing will allow. Take supplies with you (books, pencils & paper, water, nappies)

6. Office Staff Ring Police

The office staff then ring the police on 000 and explain the situation

If the non-custodial parent cannot safely be prevented from going through the service looking for the children the supervisor on duty will accompany them. Everything is to be as normal, Parent can view through windows. Again say I have no record of them attending today, are you sure they come on a (Tues etc.). If they say they want to go inside say "you are not authorized to enter."

If the parent is convinced the children are not in attendance, take the parent back toward the office, and show them out. The Supervisor on Duty will speak with the police when they arrive.

If the parent is not convinced, take the parent back to the office, to check on the computer if they have ever been enrolled, or when their last day of attendance was, and explain that we can wait until the police arrive.

7. Call All Clear

8. The non-custodial parent is informed of the visit.



28. EXCURSIONS

POLICY STATEMENT

Generally, it is not the policy of this Centre leave the Service to take children on excursions.

EVALUATION

Educators are aware of the guidelines for keeping children safe on excursions

EXCURSIONS POLICY

1. Excursion Guidelines
2. Written Authorisations
3. Vehicles and Public Transport
4. First aid Kits and Qualifications
5. Water Hazards

EXCURSIONS GUIDELINES

Generally, it is not the policy of this Centre to take children on excursions, However, if the occasion arises the following must be adhered to.

- The Nominated Supervisor must ensure that no child is to leave the Centre to participate in any excursion unless the licensee has obtained written authorisation from a parent of the child.
- Any permission gained must contain the following information:
 - The date of the excursion
 - The proposed destination
 - The method of transport or walking itinerary
 - The activities to be carried out during the excursion
 - The number of adults to accompany and supervise the children
 - The name of the person with first aid qualifications who will accompany the children on the excursion
 - The proposed period of time during which the excursion is to take place,
 - A contact number for the excursion, where practical.
- For daily excursions to the block next door all families complete one written authorization form, filed in their file and renewed in January each year. There is no transport involved, or roads to cross. There are no water hazards. The first Aid Kit is stored just inside the gate.
- Where a vehicle is to be used for transporting children, the Nominated Supervisor must ensure that it is fitted with child restraints approved by the Roads and Traffic Authority



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- The Nominated Supervisor must ensure that a suitable and fully stocked FIRST AID KIT is taken on all excursions.
- All excursions must include a primary contact staff member with approved FIRST AID QUALIFICATIONS.
- The Nominated Supervisor must ensure that the following Staff: Child Ratios are maintained:
 - A minimum of two (2) adults, must accompany children on an excursion. At least one must be a Primary Caregiver.
 - One adult: two (2) children under three (3) years
 - One adult: five (5) children over three (3) years

When using Public Transport or crossing a major road

- The following Staff: Child Ratios are to be maintained:
 - One adult: two (2) children under three (3) years
 - One adult: four (4) children over three (3) years

Where **WATER HAZARDS** are involved

- Where children are taken on an excursion to a swimming pool for the purpose of learning water safety or swimming, the following Staff: Child Ratios are to be maintained:
 - 2 adult: 2 child
- Where children are taken on an excursion to an area where there is significant water hazard, for example a lake, beach or river, the following Staff: Child Ratios are to be maintained:
 - 1 adult: 1 children under 3 years
 - 1 adult: 2 children over 3 years but do not normally attend school
 - 1 adult: 5 children who normally attend school
- Where children are taken on an excursion where there is significant water hazard, the Nominated Supervisor must ensure that 2 of the adults accompanying the children have the following:
 - A certificate issued on completion, within the period of 12 months immediately before the excursion approved by the Work Cover Authority under the Occupational Health and Safety Act 2000.
 - A Bronze Medallion Award, or award given on completion of a water rescue test, issued by the Royal Life Saving Society, Australia
 - The knowledge and ability to implement water safety procedures.



29. PROVIDING A CHILD SAFE ENVIRONMENT

POLICY STATEMENT

Children at the Willows are learning to move about and explore their environment. As they are learning to use their bodies it is inevitable that they will have mishaps. It is the Willows responsibility to provide an environment that is as safe as possible while still providing the challenge necessary for skills to develop.

The focus areas we have identified where hazards may arise are:

- The environment itself, natural and built including floors that can be cluttered or wet, gates, fences, doors;
- The resources within the environment, play equipment, furniture, toys;
- Electrical Equipment;
- Dangerous Chemicals and Objects (Knives, scissors); and
- Safety procedures- Emergency evacuations, how to keep safe during large functions.

REVIEW DATE	March 2016
AMENDMENT HISTORY	Apr 2009, Mar 2010, April 2011, Jan 2012, October 2012, April 2013, July 2013, July 2014, July 2015
SOURCES	<ul style="list-style-type: none"> • <i>Education and Care Services National Regulations</i> 2015, http://www.legislation.nsw.gov.au/maintop/view/inforce/subordleg+653+2011+cd+0+N • <i>Belonging, Being & Becoming, The Early Years Learning Framework for Australia</i>, DEEWR 2009, http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf • <i>Guide to the National Quality Standard</i>, ACECQA: www.acecqa.gov.au and http://acecqa.gov.au/links-and-resources/national-quality-framework-resources/ • Work Health and Safety Regulation 2011 • www.kidsafensw.org • NSW Department of Primary Industries www.dpi.nsw.gov.au • Kidsafe QLD www.kidsafeqld.com.au • www.health.qld.gov.au/PoisonsInformationCentre/ • The Children's Hospital @ Westmead • Better Health Channel www.betterhealth.vic.gov.au • Health & Safety in Children's services: Model practices and procedures 2003 • Health & Safety in Children's Centres: Model Policies & Practices, 2nd Edition Revised. Frith, Kambouris and O'Grady, The University of New South Wales, November 2003. • Managing OHS in Children's Services: A Model for Implementing an Occupational Health & Safety (OHS) Management System in your Children's Service, Lady Gowrie Child Centre, Sydney, July 2002. • Tarrant S. 2002. Managing OHS in Children's Services: A model for Implementing an Occupational Health & Safety Management System in your Children's Service. Lady Gowrie Child Care Centre, Sydney. • Work Cover Authority of NSW. 2001. Small Business Safety Starter Kit, available at: www.workcover.nsw.gov.au.



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WORKPLACE HEALTH AND SAFETY ISSUES

Workplace, Health and Safety is a standard item at Staff Meetings

All areas of the Willows are maintained and kept clean and tidy. The Educators in each room have been allocated areas of the service for which they are responsible, inside and out. Each staff member is allocated 15 minutes at the end of their shift to ensure cleanliness, and finalise their day.

A handyman/maintenance person is employed 1 day per week to ensure identified maintenance issues are addressed in a timely manner. Any identified maintenance issues that cannot be addressed by educators is written up on the handyman's work list.

Pathways and floor spaces are kept clear of tripping hazards. Educators are aware that emergency exit routes are kept clear of resources and furniture. The importance of these routes is explained to the children and they are encouraged to participate in clearing them.

Educators discuss dangerous situations, items and safety practices regularly with the children, and this is reflected in the educational program.

Educators post simple warnings around the centre where potentially dangerous substances or items are stored, or where slipping hazards may have arisen.

All hot taps at the service are temperature regulated to deliver water at or below 43.5°C to prevent scalding.

Children do not have access to water play activities unless supervised by educators. Equipment used in these activities is emptied as soon as the activity ceases, and they are stored so they cannot fill with rain.

Children are supervised at all times. Educators are aware of the need to place themselves in positions, which allow good supervision of the children and the play spaces.

Children are not permitted to play on fences or gates, play with locks on gates, or throw sand.

No child can leave the service without an authorised adult. Siblings under 18 years of age are not permitted to sign the legal document required to collect children, even if mum is in the car in the car park.

All Educators are aware that they are mandatory reporters

Children are not permitted in the following areas:

The Rainbow Kitchen

The Laundry

The Junior Preschool Staff Toilet

The Main Staff Toilet

The Staff Room/Rainbow Store Room

The Preschool Office/Store Room

The Outside Storage Shed.

The Preschool Emergency Ramp Area

Behind the Senior Preschool Building

Children are not to be in the Main Office or the Parent Foyer unless supervised by an Educator, or in the care of their parent.

Daily indoor and outdoor checks are completed and documented by educators, who set up the environment.



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Detailed safety inspections are conducted at least annually

All educators are required to have approved, up to date First Aid, Asthma and Anaphylaxis training. There will be at least one educator on site with current first aid qualifications.

ELECTRICAL SAFETY AND FIRE ISSUES

Electrical outlets are up high, out of reach of children and covered with safety caps when not in use. A red A5 poster with Safety First written on it and 2 Velcro dots are placed at each power point so that if a safety cap is removed it can be stuck to the poster and easily located to return it to the socket when the power point is no longer in use.

Electrical appliances and cords are kept out of reach of children unless under direct supervision by an educator.

There is an approved circuit breaker installed which stops the current in case any person touches a live electrical source.

Approved fire extinguishers, in good working order are located throughout the premises.

There is an approved fire blanket in the kitchen.

Smoke detectors linked to the electrical system are installed throughout the service.

All fire equipment, alarms and exit lights, extension cords and electrical appliances are checked regularly by Wheelers.

No smoking is allowed anywhere on the premises at any time.

All educators and visitors are informed of emergency exits and evacuation procedures. Evacuation drills are practiced regularly as required by childcare regulations.

Double adaptors are only used in power points that are inaccessible to children.

STORAGE OF DANGEROUS SUBSTANCES AND ITEMS

The service has appropriate, secure and child safe storage facilities for;

- Medications
- First Aid Equipment
- Cleaning products
- Harmful implements such as gardening tools, knives, adult scissors.

The storage facilities are stored out of children's reach, locked or latched, with the key in a separate inaccessible location, with appropriate labels.

As far as possible the Willows is a chemical free service:

- We use ENJO products with water, and 1:10 dilution vinegar to disinfect.
- Educators are inserviced yearly by an expert, on the correct use of ENJO products
- All spray bottles in the service are correctly labeled with the contents and the dilution.

When using any chemical substances Educators:

- Read MSDS (Material Safety Data Sheets), follow manufacturers instructions for use, storage and first aid.
- Never store chemicals in drink bottles or food containers
- Are informed never to put anything in a container that is labeled for something different
- Are informed they are never to bring chemical into the service such as room deodorizing sprays

Educators handbags are never taken to class rooms as they may contain harmful chemicals, such as perfumes, deodorants, Panadol, nail polish remover, contraceptive pills.



SAFE STORAGE OF DANGEROUS GOODS

- It is the policy of this centre to use natural safe cleaning products wherever possible. Water and Vinegar are our top cleaners. We are an ENJO CERTIFICATED SERVICE.
- Any chemical which is removed from its original labelled container into spray bottles or other containers MUST be labelled with its contents and dilution. There are to be no unlabelled spray bottles in the centre, even if they only contain water-they must be labelled "water".
- If you are using a potentially dangerous item DO NOT PUT IT DOWN WHERE CHILDREN CAN GET IT!
- Children are not allowed access to the main kitchen or laundry where dangerous goods are stored. Both have lockable barriers.
- We make every effort to keep potentially harmful products to a minimum.

At the Willows Potentially dangerous products fall into 5 categories:

1. Cleaning Products e.g.. bleach, fly spray, dish washing tablets
2. Medicines, brought in by parents
3. First Aid Equipment
4. Utensils e.g.. knives, scissors, garden implements
5. Staff handbags

Cleaning Products and Chemicals

- Cleaning Products, which are potentially dangerous are stored in the laundry cupboard on the top 3 shelves. The cupboard door is kept closed. The laundry door is kept closed and locked.
- Alternatively, they are stored in high or locked cupboards in the rooms.
- Read MSDS (Material Safety Data Sheets), follow manufacturers instructions for use, storage and first aid.
- Never store chemicals in drink bottles or food containers
- Are informed never to put anything in a container that is labelled for something different
- Are informed they are never to bring chemical into the service such as room deodorizing sprays

Medicines

- Medicines are stored in the locked medicine cabinets in the fridge and in a wall cabinet in each room.
- If you are getting a dose of medication for a child DO NOT LEAVE THE MEDICATION CHEST UNATTENDED.

First Aid Equipment

- First aid kits are stored in high cupboards or shelves, in each room and outside. When in use, they are NEVER LEFT UNATTENDED.

Utensils

- Utensils are stored safely out of reach of children. For example, sharp knives are kept in their scabbards in the laundry cupboard.
- If you are using a potentially dangerous utensil such as a knife or scissors, clean them and put them away, DO NOT LEAVE THEM WHERE CHILDREN CAN GET THEM.

Staff Handbags

- Handbags are NOT to be taken to classrooms. Staff room lockers are provided.



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BUILDINGS, FURNITURE, FITTINGS, FENCING AND GATES

The building is maintained in good working order by the Educators at the Willows.

Fencing and gates are maintained in good working order and meet the requirements set down by childcare regulations and Australian Standards.

Gates are fitted with approved child safe self-closing mechanisms. Parents are asked not to let their children swing on the gates as this destroys the self-closing mechanisms.

The service is kept clean and tidy. Food and drink are not allowed to remain on the floor as slipping hazards, or walls as a health hazard.

Furniture and fittings are kept in good condition, cleaned daily and are suitable for each age group.

Furniture is placed in safe positions, never blocking walkways, or preventing doors from opening

All glass meets the Australian Standards and childcare regulations

TOYS AND EQUIPMENT

Equipment purchased is checked by management for safety.

Toys and equipment are in good condition, clean, complete, and appropriate to the age and development of the children.

Damaged or broken toys or equipment are repaired by the educators in each room or the Willows Handyman. Where possible, they are removed from the environment and stored or placed in a box until repaired or shown to Management.

Toys and equipment are cleaned regularly with soap and water. If they need to be disinfected, use vinegar spray or place them in the sun for 8 hours. Some baby toys are suitable for dishwashing.

Toys and equipment are assembled and carefully stored when not in use. Daily, all puzzles used are to be completed; any torn books are to be placed in the repair book. Any stray pieces are also placed in the repair box if you do not know where they belong. The children love to participate in this sorting.

Every week the repair box is attended to.

All art and craft materials are non-toxic.

All outdoor equipment complies with Australian Standards and Childcare regulations.

When setting up the outdoor environment educators are aware of:

- Soft fall surfaces under and around equipment: the depth is checked (25cm) under equipment before children arrive. If insufficient, the educator setting up the environment rakes more in until it reaches the required depth, or decides not set up any equipment taller than 50cm. This applies to swings. If insufficient soft fall depth then remove the swing.
- The height that a child could fall from,
- The size of the equipment,
- The age and development of the children,
- Sharp or rough edges,



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- Spaces that could trap body parts,
- Safe positioning of equipment on stable ground
- Proximity other equipment or pathways
- Where shade is and where it is likely to move to

The sand pit is cleaned regularly with a rake

Poisonous plants are not planted in play spaces

Chickens roam everyday keeping down the spider population, chicken poo is cleaned off hard surfaces.

ROAD SAFETY

Parents are encouraged to:

- Choose the large carpark unless it is full.
- Always hold their children's hand whilst in the Willows Carpark, or any carpark
- Always check behind their car when reversing, for little people who may have strayed there
- Do not park in the driveway behind clients cars
- Always drive slowly in the carparks, as children's behaviour is unpredictable.
- Always use approved restraints
- Notify Management if they witness other families whose children are unrestrained in cars.

Educators:

- Do not allow children to travel in cars if they are aware that there are insufficient child restraints.
- Report to management if they witness children unrestrained in families cars
- Incorporate road safety lessons into their programs.
- Are encouraged to park on the street to minimize car movements around small children

Management provides:

- Information on approved fitting stations for installing child restraints
- Information on approved child restraints and ages of children
- Road safety kits for class rooms to incorporate into the curriculum
- Approach families when it has been witnessed that they have unrestrained children in their car.



30. CHILD PROTECTION POLICIES

PART A CHILD PROTECTION STRATEGIES

- Child Protection
- Mandatory Reporters
- Indicators of Abuse
- Who to report your concerns to
- Notification of Abuse Procedure
- Child Protection Agencies
- Managing Breaches

PART B EMPLOYEE PROTECTION STRATEGIES

- Employee Protection
- Allegations Against an Employee
- Allegation Procedure
- Recruitment, Selection Management & Training

PART C INFORMATION FOR FAMILIES & CHILDREN

- Information for Families
- Teaching Protective Behaviour to Children

PART D RISK MANAGEMENT STRATEGIES

- Risk Management
- Risk Management Template
- Recruitment, Selection & Training
- Related Policies: Clothing, Weather, Sun Safety, Hygiene, Safe Food Handling, Hand Washing, Toileting,
- Nappy Change, Arrivals & Departures, Emergency Evacuations, Equitable Treatment, Ethical conduct,
- Supervision, Water Safety, Safe Comfortable Sleep, Positive Guidance, Respect for individuals of Differing
- Backgrounds & Abilities, Inclusion of Children with Special Needs, Incident Forms, Medication Procedures,
- Excursions



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PARENT REVIEW DATE	March 2016
AMENDMENT HISTORY	Apr 2009, Mar 2010, April 2011, May 2012, July 2012, October 2013, August 2014
SOURCES	<ul style="list-style-type: none"> • <i>Education and Care Services National Regulations</i> 2015, http://www.legislation.nsw.gov.au/maintop/view/inforce/subordleg+653+2011+cd+0+N • <i>Belonging, Being & Becoming, The Early Years Learning Framework for Australia</i>, DEEWR 2009, http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf • <i>Guide to the National Quality Standard</i>, ACECQA: www.acecqa.gov.au and http://acecqa.gov.au/links-and-resources/national-quality-framework-resources/ • <i>Community and Disability Services Ministers' Conference</i> (2005). • <i>Creating safe environments for children: Organisations, employees and volunteers: National framework</i>. Retrieved April 27, 2010, from http://www.ocsc.vic.gov.au/downloads/childsafeframework.pdf • <i>Community and Disability Services Ministers' Conference</i> (2005). • <i>Schedule: Guidelines for building the capacity of child-safe organisations. Creating safe environments for children: Organisations, employees and volunteers: National framework</i>. Retrieved April 27, 2010, from http://www.ocsc.vic.gov.au/downloads/childsafesched01.pdf • UNICEF (n.d.). Fact sheet: <i>A summary of the rights under the Convention on the Rights of the Child</i>. Retrieved April 27, 2010, from http://www.unicef.org/crc/files/Rights_overview.pdf • <i>Children and Young Persons (Care and Protection) Act 1998</i> • The Ombudsman's act 1974 (with the relevant child protection amendment in the reprinted version) • The Ombudsman NSW Child Protection fact Sheets 1-10 www.ombo.nsw.gov.au • The Commission for Children and Young People Act 1998 • Child Protection (Prohibited Employment) Act 1998 • Children Legislation Amendment (Wood Inquiry Recommendations) Act 2009 No 13 • NSW mandatory Reporter Guide May 2012 • Australian Government: Australian Institute of Family Studies Fact Sheets • www.aifs.gov.au • Keep Them Safe Fact Sheets www.keepthemsafe.gov.au • Protecting children and young people-A participants resource for the Community Services Training Package CHC08 – Version 2 www.lukebwallace.files.wordpress.com/2013/08/learner-guide-chcchild401a-v2.pdf

POLICY STATEMENT

Under the Ombudsman Act 1974 The Willows is defined as a designated non-government agency "an approved education and care service within the meaning of the Children (Education and Care Services) National Law (NSW) or the Children (Education and Care Services) Supplementary Provisions Act 2011 3.3

The Definition of a Child:

Under the Children and Young Person (Care and Protection) Act 1998, a child is any person under the age of 16 years, except where otherwise stated.

Under the Ombudsman's Act 1974, a child refers to a person under the age of 18 years.

It is important to keep all children safe from harm. Children are our future. All of the Willows policies and procedures related to Child Protection are in place to keep us vigilant, keep children safe, assist us educating families and the community, and to keep the Willows employees safe from accusations of negligence and related lawsuits.

AREAS OF CHILD PROTECTION

There are several aspects of child protection at the Willows:

- Providing a safe environment
- Educating Families and the Community



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- Employee Recruitment and Employee Selection
- Training management employees and volunteers
 - a) in prevention,
 - b) uncovering situations that may lead to abuse
 - c) screening of all employees
 - d) detection of existing abuse
- Detection of child abuse has 2 parts
 - a) Allegations concerning a child of the service
 - b) Allegations concerning an employee of the service
- Conducting an investigation
- Reporting to relevant authorities

All documents regarding both child abuse allegations are subject to strict confidentiality *see Confidentiality Policy. The Willows defends the rights of educators to confidentiality of all documents if a complaint against them is made and is found to be unsubstantiated.

DUTY OF CARE

According to the Children and Young Persons (Care and Protection) Act 1998, the Law says "Everyone has a duty of care (or a responsibility) to avoid acts and omissions which can be reasonably foreseen to be likely to injure other people"

Duty of care is a requirement that a person acts towards others and the public with the watchfulness, attention, caution and prudence that a reasonable person in the circumstances would use.

*See "Protecting children and young people" TAFE Training Book in Office to clarify any of these terms

It is the Willows duty of care that all parties affected by this policy :

1. are made aware of their roles and responsibilities regarding child protection
2. are educated about their roles in child protection and about signs of abuse
3. and ensure that all child protection requirements are being met.

Regular training for educators (along with any volunteers, students etc..) on child protection issues via the "Keeping the Children Safe" website, ensures that, in the sad event a child has suffered abuse; we act quickly in the best interests of the child.

The Willows recognizes our responsibilities in detecting child protection issues and also the need to be proactive in reaching out to the community and our families, increasing awareness and presenting prevention measures.

THE WILLOWS CHILD PROTECTION POLICY

The Willows opposes child abuse and actively supports child protection. To keep children safe we need to be vigilant.

Not only must we ensure that we are able to recognize indicators of abuse, we also need to be advocates for children. We need to be supporting and educating parents and the community in child abuse prevention, so that we can



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increase the chances of preventing child abuse happening in the first place.

The Willows takes seriously our responsibility to provide a safe and caring environment for all children and to educate all visitors to the service in an attempt to minimize the incidence of child abuse in the community.

In regard to Child Protection we believe :

1. the safety of children is paramount at all times
2. all children have the right to a life that is free from harm
3. we have a responsibility to protect a child's right to be safe from abuse of any kind

In general we also believe -

- Children are capable of the same range of emotions as adults.
- Children's emotions are real and need to be accepted by adults.
- A response given to a child from an adult in a child's early stages of emotional development can be hugely positive or detrimental depending on the adult's reaction.
- Children are very in touch with their body's reactions to their emotions
- Children who retain, enhance and better understand their body's response to an emotion, are more able to foresee the outcome of a situation and avoid them or ask for help.

"It is an offense under the National Law to subject a child being educated and cared for by the service to any form of corporal punishment, or any discipline that is unreasonable in the circumstances"

The Education and Care Services National Law and Regulation 2011 pg. 58

EVALUATION

The Willows Educators keep children and themselves safe by knowing our legal responsibilities as Mandatory Reporters, and the actions required to protect children from abuse, and ourselves safe from allegations.

CHILD PROTECTION CODE OF CONDUCT

The Willows upholds the following code of conduct in relation to protective care for:

- i. employees of the Willows, which include managers, educators, volunteers, and students,
- ii. families and children:

This code of conduct sets out guidelines for appropriate and inappropriate behaviour in regard to child protection.

The Child Protection Code of Conduct supplements the Early Childhood of Australia Code of Ethics which the Willows has accepted as its code of conduct.5.2

ROLES AND RESPONSIBILITIES OF MANAGEMENT

Ensure that all employees are:

- Clear about their roles and responsibilities regarding child protection.
- Aware of their obligations to immediately report suspected abuse to the Child Protection Hotline 133627 (24 hours/7 days)
- Aware of the indicators when a child may be at risk of harm or significant harm.
- Provide training and development for all employees in the recognition and reporting of abuse & harm.
- Provide reporting procedures and professional standards for care and protection work.
- Obtain a Working with Children Check for anyone that will be heavily involved with service operations.
- Report to the NSW Ombudsman any reportable allegations and convictions made against an employee and ensure they are investigated by the Head of the Agency with appropriate actions being taken when the investigation is complete.



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- Notify the Commission for Children and Young People of details of employees against whom relevant disciplinary proceedings have been completed and or persons whose employment has been rejected because of a risk identified in employment screening processes.
- Enable educators to have access to relevant acts, regulations, standards and other resources in order for them to complete their obligations.

ROLES AND RESPONSIBILITIES OF EDUCATORS

- ==> Report any situation where they suspect a child is at risk of significant harm to the Nominated Supervisor report to the Child Protection Helpline.
- ==> Promote the welfare, safety and wellbeing of children at the service.
- ==> Have an awareness of referral agencies for families where concerns of harm do not meet the significant harm threshold.
- ==> Be aware of obligations as per the Mandatory Reporter Guide.
- ==> Be aware of, and sensitive to children with culturally diverse or indigenous backgrounds and cultural practices without deviating from the accepted Willows Child Protection Policy 10.2
- ==> Assist in supporting children and families when liaising with relevant government agencies.
- ==> Agree that you will NOT:
 - drink alcohol or use illicit substances while on the service's premises and will not come to the service while under the influence of alcohol or illicit substances.
 - smoke on the service's premises.
 - show favouritism towards any child.
 - Use any form of corporal punishment
- ==> Agree that you WILL refrain from
 - developing close personal relationships with children out of the carer/child relationship.
 - Using abusive, derogatory or offensive language.

ROLES AND RESPONSIBILITIES OF STUDENTS AND VOLUNTEERS

- Report any situation where they suspect a child is at risk of significant harm to your room leader
- Report any suspicions to the most senior person on duty when at the service.
- Treat all children at the service equally and respectfully.
- Respect the rights, dignity and worth of every person, regardless of their abilities, gender, religion or cultural background.
- Respect the decision of educators and teach children to do likewise.
- Focus on encouraging children's efforts and learning.
- Support all efforts to remove any form of abuse in the service and encourage a safe and supportive service environment.
- Do not drink alcohol or use illicit substances while on the service's premises and do not come to the service while under the influence of alcohol or illicit substances.
- Do not smoke on the service's premises.

For Families:

- Treat all children at the service equally and respectfully.
- Report any suspicions to the most senior person on duty when at the service.
- Respect the rights, dignity and worth of every person, regardless of their abilities, gender, religion or cultural background.
- Respect the decision of educators and teach children to do likewise.
- Focus on encouraging children's efforts and learning.
- Support all efforts to remove any form of abuse in the service and encourage a safe and supportive service environment.
- Do not drink alcohol or use illicit substances while on the service's premises and do not come to the service while under the influence of alcohol or illicit substances.
- Do not smoke on the service's premises.



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For Children:

- We respect other children and adults at the service.
- We cooperate and follow our Classroom Rules.
- We listen to our Educator's instructions and follow them.
- We recognize when we are angry and talk to an Educator when we are feeling upset.
- We have a say in the activities we become involved in.
- We speak to an Educator if we are worried or concerned about something.
- We do not bully other children.
- We tell an Educator if we see a child bullying another child.

MANDATORY REPORTING

WHAT IS MANDATORY REPORTING

"The legal requirement to report suspected cases of child abuse and neglect is known as mandatory reporting. All jurisdictions possess mandatory reporting requirements of some description. However, the people mandated to report and the abuse types for which it is mandatory to report vary across Australian states and territories."

(From the Australian Government's, Australian Institute of Family Studies).

Every educator at the Willows is a Mandatory Reporter

WHO TO REPORT CHILD ABUSE CONCERNS TO

At the Willows, any educator or employee who has a concern about the safety of a child is obliged to inspect the indicators of abuse and decide in their own mind whether there is a risk of harm.

If you feel an issue exists discuss it with your Room Leader.

The Room Leader will assess the indicators and take the concern to the Nominated Supervisor or the Licensees to discuss the issue.

If it is agreed that there is a significant risk of harm, this will be documented in writing and signed by both the original educator and the Nominated Supervisor, who is the person in charge of fulfilling the Willows responsibilities under the Ombudsman Act 1974, and Also the person responsible for reporting to Community Services under the Children and Young Persons Act 1998. 5.6, 5.7

The Nominated Supervisor will ring the NSW Department of Family and Community Services: Child Protection Hotline 133627 (24 hours/7 days).

If the child appears to be in immediate danger contact the police 000

It is the responsibility of the original educator who started the process to ensure that any issue rated as a serious risk of harm is reported, and may do so themselves if action has not been taken within 24 hours of the decision being documented and signed.

If it is decided that the indicators are below the threshold for reporting, this too will be documented and signed by both parties, then a record of cumulative risk will commence, to track whether the child may be at risk over time.

When concerns of harm do not meet the significant harm threshold, the service should offer and coordinate assistance



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or make a referral to other services. Services may be located through the Family Referral Services or through Human Services. Family consent will be sought before making referrals.

MANAGING BREACHES

This plan outlines the steps to be taken following a breach of the child protection policy in order to address the breach in a fair and supportive manner.

Definition

A breach is any action or inaction by any member of the Willows, which fails to comply with any part of the policy.

This includes any breach in relation to:

- statement of commitment to the safety and wellbeing of children and the protection of children from harm
- code of conduct for interacting with children;
- policies and procedures for handling disclosures or suspicions of harm, including reporting guidelines
- policies and procedures for implementing and reviewing the children protection policy and maintaining an employee register
- risk management plans for high risk activities and special events, and
- strategies for communication and support.

All stakeholders are made aware of the actions or inactions that form a breach as well as the potential outcomes of breaching the child protection policy.

PROCESSES TO MANAGE A BREACH OF THE CHILD PROTECTION POLICY

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

- all people concerned will be advised of the process
- all people concerned will be able to provide their version of events
- the details of the breach, including the versions of all parties and the outcome will be recorded
- matters discussed in relation to the breach will be kept confidential, and
- an appropriate outcome will be decided.

SUITABLE OUTCOMES FOR BREACHES

Depending on the nature of the breach, outcomes may include:

- emphasising the relevant component of the child protection policy, for example, the code of conduct
- providing closer supervision
- further education and training
- mediating between those involved in the incident (where appropriate)
- disciplinary procedures if necessary, or
- reviewing current policies and procedures and developing new policies and procedures if necessary.

KEEPING EMPLOYEES SAFE

Employees in children's services work very closely with children and may become the target of allegations so it is critical for every employee to:

1. be screened before they start, (Working with Children Checks and referee checks).
Persons with convictions for serious sexual offences are prohibited from working in child- related employment. Prohibited employees cannot apply for or remain in child- related employment.
The person responsible for screening employees is the Office Manager or delegate, who ensures all paperwork and phone calls are documented and complete. They also maintain a register of Working with children checks.



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2. be very clear about appropriate and inappropriate conduct
3. be very clear about not leaving any staff member alone with children, or calling for backup if you are ever left alone with children, and ensuring 2 people remain at the service while ever there is a child present.
4. be protected by effective systems if they have allegations made against them

APPROPRIATE AND INAPPROPRIATE CONDUCT

All employees are given access to a copy of the Early Childhood Australia's Code of Ethics, which the Willows has adopted as their code of conduct. Employees are required to know the difference between

- reportable conduct,
- conduct that is not reportable and
- conduct that is exempt, and
- be very clear on the Willows stance in regard to physical assault & discipline *See behaviour management

ACCORDING TO THE OMBUDSMEN, REPORTABLE CONDUCT MEANS:

- a) any sexual offence, or sexual misconduct, committed against, with or in the presence of a child (including a child pornography offence), or
- b) any assault, ill-treatment or neglect of a child, or
- c) any behaviour that causes psychological harm to a child,
- d) whether or not, in any case, with the consent of the child.
- e) A reportable allegation means an allegation of reportable conduct against an employee. For an allegation to be notifiable to the Ombudsman, the following components are necessary:
- f) employee at the time the allegation was made (the person must be identified or identifiable either by.
- g) name or by other information including their description, work schedules and locations of the agency)
- h) the allegation must contain a description of behaviour that may constitute reportable conduct, and
- i) the child or young person who was alleged to have been involved in reportable conduct by an employee, must have been under 18 years at the time of the alleged incident or conduct.

ACCORDING TO THE OMBUDSMEN, REPORTABLE CONDUCT DOES NOT EXTEND TO:

- j) conduct that is reasonable for the purposes of the discipline, management or care of children, having regard to the age, maturity, health or other characteristics of the child and to any relevant code of conduct or professional standards, or
- k) the use of physical force that, in all the circumstances, is trivial or negligible, but only if the matter is to be investigated by the agency and the result of the investigation recorded under workplace employment procedures, or
- l) conduct of a class or kind exempted from being reportable conduct by the Ombudsman under section 25CA

ACCORDING TO PROTECTING CHILDREN AND YOUNG PEOPLE

Reportable conduct does not involve:

- Conduct that is reasonable for the purposes of discipline, management or care of children, having regard to their age, maturity, and health or other characteristics of the child and to any relevant codes of conduct or professional standards.
- The use of physical force that in all circumstances is trivial or negligible, but only if the matter is to be investigated and recorded under workplace employment procedures.
- Conduct of a class or kind exempted from being reportable conduct by the Ombudsman under section 25CA.
- Conduct of a class or kind exempt agreement changes some of the relevant employment proceeding reporting



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arrangements for that employer. It also means that the Ombudsman will not hold records regarding these employees unless further, or more serious, allegations are made. However, agencies are still required to investigate and document these allegations so that the Ombudsman can effectively scrutinise the agency's systems. Class or kind agreements recognise the individual conditions, complaint processes and professionalism that employers provide.

Examples of conduct that would not be considered reportable conduct include touching a child in order to attract their attention, patting a child to sleep, to guide or comfort a distressed child, a teacher raising their voice to attract attention or restore order in a classroom, or behaviour that is established to be accidental. Other examples include providing medical care to a child who is hurt, using reasonable physical force to disarm a child who is trying to hurt themselves, not acting in response to a situation where an employee's own safety is at risk, or appropriate contact in situations or activities such as sport, drama or dance.

The Ombudsman recognises that employees who work in a nurturing role with children will involve circumstances where it is appropriate to have some physical contact with children and these would not be regarded as reportable conduct. To be excluded the actions must have been reasonable for the purposes of discipline, management and care of children. The requirement that regard must be had to any relevant codes of conduct or professional standards highlights the importance of policies and procedures that outline what is acceptable and professional conduct, especially in regard to how children are disciplined. Reasonable conduct is acceptable behaviour under an agency's code of conduct.

PHYSICAL ASSAULT IS ONLY REPORTABLE WHEN IT INCLUDES ALL OF THE FOLLOWING:

1. It is an act committed on or towards a child
2. It involves either the application of force to a child or an act that causes a child to think that immediate force will be used on them.
3. It is either hostile or reckless (a reckless act is one where a person would reasonably foresee the likelihood of inflicting injury or fear and ignores the risk).
4. A child fears he or she will be harmed as a result of the act, though the harm does not need to actually happen.

Not all application of force is the source or real or feared harm, particularly where the force is gentle. Physical contact which is part of a work relationship is not automatically assault even if there is anger involved.

Ill-treatment of a child occurs where correction or discipline administered is extreme and excessive for the situation. For example, locking a child in a cupboard as punishment for talking, or tying a child to a chair because they keep getting out of their seat, are excessive and inappropriate forms of discipline. Any discipline that breaches community standards, or that may affect the long-term well-being of the child, is likely to be classified as ill-treatment. Supplying prohibited drugs to a child is also another example of ill-treatment.

For an act of violence to be reportable, it must be an act or series of related acts that involves violent conduct; is committed in the course of employment; committed in the presence of a child; and results in injury, either physical or emotional, to the child. An act of violence is not necessarily committed on, or directed at, a child and can include violence to property as well as to people. A reportable act of violence does not include acts which are trivial or negligible, such as throwing a book in anger.

There are three elements in a finding of behaviour that causes **psychological harm**. There must be:

- inappropriate behaviour by the offender;
- significant emotional harm or trauma to a child; and
- a causal link between the behaviour and the harm.

Psychological harm is typically characterised by a consistent or repetitive pattern of behaviour by the employee. Isolated or minor incidents generally do not result in significant psychological harm or trauma. Examples could include



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extended and ongoing actions that degrade or belittle a child, extended denial of opportunities to participate and develop, or extended restriction of freedom to move.

Sexual offences include sexual assault, the involvement of children in sexual acts or acts of indecency and any sexual threat imposed on a child. Sexual assault refers to sexual intercourse by a person with a child. Sexual misconduct describes a range of behaviours or a pattern of behaviour aimed at the involvement of children in sexual acts – these are also described as grooming behaviours.

Behaviours, which may demonstrate inappropriate professional conduct or misconduct but would not be regarded as reportable conduct, do not need to be reported to the Ombudsman. The particular agency would follow its usual disciplinary procedures and a record be kept of the misconduct.

Examples of **inappropriate conduct** include:

- yelling at a child or group of children
- telling inappropriate jokes to children
- making rude gestures at children
- making inappropriate references to a child
- or discussing personal family issues with a child.

“ Protecting Children and Young People Unit of competency CHCCHILD401A

Any allegation of child abuse directed towards any employee of the Willows will be investigated by the Nominated Supervisor

Please note that conduct outside work can be reportable if the employer has the capacity to investigate it and make a finding.

ALLEGATIONS AGAINST AND EMPLOYEE

The Willows will provide appropriate support for any educator who has an allegation made against them.

Responsibilities of the Nominated Supervisor, in regard to allegations against an employee, under the Ombudsman Act. The Head of Agency at the Willows is the Nominated Supervisor (or delegate) 2.5. The nominated supervisor is responsible for making a report to the Ombudsman, regardless of whether or not the child has been harmed or not and regardless of whether the alleged behaviour is thought to have occurred.

DEFINITION OF EMPLOYEE

Employee is defined as any person employed by the Willows, whether or not they are employed to work directly with children, as well as individuals engaged by the Willows to provide services to children such as contractors, foster carers, volunteers, students on placement and instructors of religion.

Employees will be afforded procedural fairness in the investigation of any allegation made against them 8.3

Nominated Supervisor is expected to: According to Ombudsman and Protecting children and young people

- ensure systems are in place for recording and responding to allegations or convictions of a child protection nature against employees. This includes reportable allegations and convictions and allegations that are exempt from notification to the Ombudsman. (non-reportable conduct)
- provide information, as the Ombudsman requires, about the type and operation of systems for providing a safe environment for children in the agency's care, and systems for handling and responding to reportable allegations and convictions made against employees (including allegations which are exempt from notification).
- make arrangements within the agency to require all employees to inform the Nominated Supervisor (or delegate) of any allegation or conviction of a child protection nature against an employee, of which they



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become aware.

- Inform the Ombudsman what action it intends to take and for what reason.
- provide to the Ombudsman on request, documentary and other information (including records of interviews) with respect to an investigation being undertaken.
- forward to the Ombudsman the results of an investigation, including copies of reports, evidence gathered & considered, the findings reached and action being taken or proposed to be taken as a result of an investigation.
- Setting up systems to provide a safe environment for children
- Notifying the Ombudsman of reportable allegations or convictions made against an employee of the agency within 30 days of becoming aware of the allegation or conviction
- Notifying the Ombudsman of whether the agency plans to take disciplinary or other action in relation to an allegation
- Notifying the Ombudsman of any written submissions that an employee who is the subject of an allegation wishes to have considered in deciding what relevant employment or other proceedings should be taken
- Providing the Ombudsman with documentation as requested to assist the Ombudsman in monitoring of an investigation conducted by or on behalf of the agency
- At the conclusion of the investigation provide the Ombudsman with a report, copies of all statements and any other documents on which the report is based, as well as advise about the action that has been taken with respect to the employee who had the allegation of reportable conduct or conviction
- The Ombudsman may also require additional information to determine that the investigation was properly investigated and whether the action taken was appropriate
- If the Ombudsman notifies the agency that they intend to investigate then the Head of Agency must defer the investigation

WHAT DOES THE NOMINATED SUPERVISOR NEED TO REPORT?

When an employment-related child protection allegation is made against an employee, the nominated supervisor (or delegate) should consider whether there is reason to believe that it constitutes an allegation of reportable conduct (a reportable allegation or a reportable conviction).

When notifying the Ombudsman of a reportable allegation, we ask the Nominated Supervisor to:

- Complete Part A of the Ombudsman's notification form, which is available on our website at www.ombo.nsw.gov.au and ensure that it is sent to the Ombudsman's office within 30 days of the head of agency becoming aware of the allegation.
- Provide details of the reportable allegation or conviction and what the agency proposes to do or has done.
- Provide copies of relevant material available at the time of notification.

If Community Services and/or police are already investigating a reportable allegation against an employee, the Willows is still required to notify the Ombudsman of the allegation.

We are not required to complete the investigation within 30 days of the nominated supervisor becoming aware of the allegation. However, if the investigation has been completed within 30 days, Part B of the Ombudsman's notification form should also be completed and copies of relevant documents attached.

At the conclusion of the Willows investigation

Once the nominated supervisor is satisfied that the investigation has been concluded, they must, as soon as practicable, provide the Ombudsman with:

- a completed Part B of the Ombudsman's notification form, which is available on our website.
- any report prepared by or for them relating to the investigation, as well as copies of all statements and other documents which form the basis of the report.
- any comments that they may want to make about the report.
- the results of the investigation.



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- advice of the action that has been taken, or will be taken (arising from the investigation), in respect to the reportable allegation or conviction.

INFORMATION FOR FAMILIES

The Willows' Child Protection Policy

The Willows is committed to providing the highest standard of service to children and ensuring they are kept safe from harm.

In a safe and supportive environment, services and activities are provided so children:

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

The Willows is required to have a written child protection policy as part of the Willows Child Protection Strategy to protect the children in our organisation from harm. This will help ensure the Willows is a safe and supportive service environment for children, by identifying and minimising risks and by screening employees and volunteers through the Working With Children Checks

The child protection policy addresses the following elements:

- a statement of commitment
- a code of conduct for interacting with children
- procedures for recruiting, selecting, training and managing paid employees and volunteers
- policies and procedures for handling disclosures or suspicions of harm, including reporting guidelines
- a plan for managing breaches of the child protection policy
- policies and procedures for implementing and reviewing the child protection policy and maintaining an employee register for Working With Children Checks.
- risk management plans for high-risk activities and special events, and
- strategies for communication and support.

As a parent/carer, it is important for you to understand the policies and procedures that form the child protection policy. A copy of the policy is attached for your information and comment.

The person to contact if you have any concerns about a child enrolled at the Willows, or an employee of the Willows is the Nominated Supervisor. If they are unavailable, Cathy Carroll or Alex Halls should be notified as soon as possible.

We are committed to providing brochures and posters at our interface with the community in an attempt to raise awareness of child protection issues and increase the chances of reducing the incidence of child abuse, and the reporting of suspecting child abuse, displaying our child protecting philosophy and strategies on our website.

TEACHING PROTECTIVE BEHAVIOUR TO CHILDREN

We teach children -

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

QUALITY AREA 3

PHYSICAL *Environment*

Learning Environments Policy
Sustainability Policy and Pledge
Animal and Pet care Policy





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POLICY STATEMENT

The Willows Preschool and Early Learning Centre values environments for their learning potential and immense benefits to wellbeing, identity and relationships. We are committed to providing safe, rich and inclusive environments where all stakeholders can experience "Belonging," "Being" and "Becoming."

We adhere to the National Law and National Quality Standards (NQS) to ensure our physical environment and the elements within, are:

- Appropriately designed and located and, along with all furniture, equipment, facilities and resources, are suitable for their purpose
- Always kept safe, clean and well maintained.
- Where needed, "designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space." (The Guide to The NQS, Element 3.1.3, pg 91) We strive to provide inclusive environments that promote competence, independent exploration and learning through play.
- Sufficiently resourced with open-ended materials that are organised and presented in ways that promote children's interaction and progress towards the Learning Outcomes.

Through interactions with built and natural environments, we embed opportunities for children to develop skills, knowledge and dispositions to act sustainably, connect with nature, and take an active role in caring for our world.

EVALUATION

Willows premises inside and outside, buildings, furniture, equipment, facilities and resources are appropriate, clean and maintained, and accessible to all individuals.

Respect for the earth through nature and sustainability is a major focus for adults and children alike.

REVIEW DATE	Sept 2016
AMENDMENT HISTORY	Created January 2016.
SOURCES AND FURTHER READING	<ul style="list-style-type: none"> • Education and Care Service National Regulations 2011 • National Quality Standard • Early Years Learning Framework (DEEWR, 2009) • Staying Healthy: Preventing infectious diseases in early childhood education and care services, Fifth edition, 2012 • Gagadju Man, JB Books 2002 • <i>Early Childhood Australia's Environmental Sustainability Policy</i>. Retrieved from http://www.earlychildhoodaustralia.org.au • Greening services: Practical sustainability, 2007, Rachael Kinsella • Swinburne University study – <i>The Effectiveness of Safe and Sustainable Cleaning Practices in Child Care Centres</i>, 2008, retrieved from http://researchbank.swinburne.edu.au/vital/access/services/Download/swin:9105/SOURCE2 • Parbury, N., (1986) <i>Survival: A history of Aboriginal Affairs</i>, Ministry of Aboriginal Affairs, Sydney, NSW. • Climbing the Little Green Steps, Mia Hughes, Environmental Education Services, retrieved from https://www.wyong.nsw.gov.au/getmedia/f85a7246-968d-46ca-8d9e-59fd41e815a9/Little-Green-Steps---Guide-for-educators.aspx • <i>Early Childhood Australia's Best of Sustainability: Research, Practice and Theory</i>. Sue Elliot et.al., 2013.



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LEARNING ENVIRONMENTS POLICY

The following statements are taken from The Willows Philosophy Document

The Willows Environments are:

Viewed as a Third Teacher

Inspired by the Reggio Emilia principal of the Environment as the third teacher, the Willows recognises learning environments' potential to inspire children and support deep learning. At the Willows, we design learning environments, provocations and invitations for children to explore and extend their learning and interests, and to facilitate deep, child-initiated, child-directed play.

We acknowledge that the environment communicates in unique ways to children and we use that knowledge to:

- Ensure that our resources, furniture, layout, mood etc. all communicate to children that this is their space, that they can use it freely and truly belong.
- Communicate the importance of respecting and taking responsibility for our environments.

Thoughtfully Planned and Resourced

We plan to create environments that reflect and enrich the lives and identities of the children, families and educators at the service, and celebrate and represent all members of our community.

Through the provision of a rich environment that is carefully planned and resourced, we can offer opportunities to extend children's learning, provoke critical thinking and questioning, provide novelty and wonder, encourage communication and exploration, and enrich play experiences.

Through critical reflection, we plan for our environments to evolve and grow in order to encourage children to delve deeper into their interests.

We respect children as capable by providing them with authentic materials, tools, experiences and spaces.

Our learning environments encompass all the senses, and are careful not to over-stimulate. Our educators allow sufficient time for children to fully engage in learning environments and offer gentle and considered guidance to maximize learning potential.

Homelike

We believe a warm, inviting, home-like environment is most conducive to learning, development and relationships. We strive to create welcoming spaces that offer sufficient consistency and predictability while remaining vibrant, and flexible.

Natural

At the Willows we value the great outdoors and all its amazing benefits. It is our wish to give children the opportunity to revel in all that the natural world has to offer and to support them to develop a deep desire to live healthy and sustainable lives.



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We hope to create a connection between our indoor and outdoor environments and allow free access to both in order to cater to individual preferences. Some people learn through movement. Just watch all the disputes evaporate when we get everyone out into the paddock!

As a service we are devoted to ensuring our policies, practices, resources and curriculum reflect our commitment to sustainable practices and protecting our children's future.

Safe But with Plenty of Opportunities for Risky Play

We honour our commitment to provide environments of physical and emotional safety, it is only through this sense of security that children are ready to learn and engage.

We offer a safe environment for children to take appropriate physical, emotional and intellectual risks - to test their limits, confidently overcome challenges, and reach their potential.

As research shows, this will support them to manage their own risks and develop resilience, self-reliance, adventurousness, entrepreneurialism, the ability to face life's challenges openly, and a healthy attitude to failure.

Social and Supportive of Relationships

We develop environments that promote engagement and collaboration, and invite children and families to contribute ideas, interests and questions. We endeavour to foster a sense of belonging and unity.

Inclusive

We are dedicated to creating environments for all learners that are responsive to interests, abilities and needs of children, families, educators and the community.

We strive to provide environments that accommodate and reflect:

- Different preferences and learning styles, providing places to be active, to explore, to challenge yourself, to work as a team and places to relax, to reflect, to refresh, to gather your thoughts, to be by yourself or just with your very closest friend.
- All abilities, and
- The culture and identities of all members.



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SUSTAINABILITY POLICY AND PLEDGE

"Our story is in the land.
It is written in those sacred places.
My children will look after those places, that's the law."
Big Bill Neidje, "Gagadju Elder, Kakadu"

What is Sustainability?

Sustainable development can be defined as:

'Development that meets the needs of the present without compromising the ability of future generations to meet their own needs .' (World Commission on Environment and Development, 1987, p. 8). Sustainability isn't just about living in a way that ensures enough resources for future generations of people, but for ALL living things.

Why is it Important?

The current climate of our beautiful planet is of great concern to all Willows stakeholders. We are facing issues of climate change, pollution and declining natural resources. Our children have the right to a sustainable future.

Man's past and present behaviour has jeopardised the security of our future. We need to be raising a generation who respects the earth, who can stop taking from the earth more than they give back. Our planet is a finite resource that will sustain us if we treat her with respect and acknowledge the part we have to play in sustaining ecosystems and protecting our future.

But, Why Do We Bother Teaching Babies and Young Children About Sustainability and the Environment?

Many dispositions and attitudes are cemented in early childhood, and with our planet's resources dwindling, we feel it would be irresponsible NOT to explore such important topics and life skills. It is our contribution towards sending forth a generation of eco-warriors and community-minded individuals who are mindful of their actions and impacts, who "tread lightly on the earth."

Just imagine our reality if our current leaders had been given early educational experiences dedicated to sustainability, perhaps they would prioritise the future health of our planet.

"We have forgotten how to be good guests, how to tread lightly on the Earth as its other creatures do"

Barbara Ward

"If we want children to flourish, to become truly empowered, let us allow them to love the earth before we ask them to save it."

David Sobel



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Our Aim

As is explained in Early Childhood Australia's Environmental Sustainability Policy 'The aim of education for sustainability is to promote a sense of responsibility, respect, empowerment, active participation, enquiry, and social change'.

We aim to offer children rich opportunities to develop the knowledge, skills and dispositions needed to be and become enactors of sustainability, responsible consumers and environmental activists. We hope to support Children to see themselves as global citizens with shared responsibility to the environment and each other, and to transform children's lives through meaningful connections with nature.

Many people have the attitude that it's not their responsibility or that it is all too big for one person to tackle, but it all starts with the individual – we must start locally and take personal responsibility. We aim to do all we can to support educators, families and our community to take that responsibility and make meaningful changes toward a sustainable future.

Belonging, Being and Becoming Through Sustainability Education.

- **Belonging** to our world in an interdependent relationship.
- Promoting a joy and love of simply **being** in nature
- Developing through an understanding of their role in our global community. **Becoming** responsible and active citizens.

"Enough for all forever"

How Do We Accomplish This?

How do we support children to become stewards of the earth who grow into environmental advocates?

We must:

- Harness children's inborn sense of wonder for our magnificent planet,
- Add to the mix some caring adults (families and educators) who model and support sustainable practices, and
- Underpin and guide this with a service culture, including leadership, organisation, policies, procedures, practices and expectations.

Education

In order to have the biggest impact, it is our duty to educate children, families and educators about issues of sustainability and how we can all work together to live in a sustainable and environmentally respectful way.

- We educate Educators, so that they are confident in passing on their knowledge;
- We educate Families, so that they can support their children's learning at home; and
- We educate Children, so that they can develop sustainable attitudes, knowledge and skills to practice for the rest of their lives in order to work towards respecting and protecting our earth and global community.



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Preparing Children

The desire and ability to live sustainably requires specific attitudes and dispositions. At the Willows we are committed to providing a rich, authentic, hands-on and minds-on curriculum that:

1. Fosters a Deep Love and Understanding of our Environment, its Magical Phenomena and Precious Inhabitants.

'Knowledge without love will not stick. But if love comes first, knowledge is sure to follow.'

John Burroughs

Through our curriculum, we:

- Promote a deep respect for all nature's living and non-living inhabitants,
- Encourage a sense of belonging and stewardship,
- Engage in education in, with, about and for nature.

As Bradley Millar famously said, "Teaching a child not to step on a caterpillar is as important to the child as it is to the caterpillar."

3. Supports Children to Become Empowered Creative Problem-Solvers and Researchers.

Through our curriculum, we:

- Foster a sense of autonomy, agency and personal power, and a mindset that "I CAN make a difference."
- We explore important concepts such as cause and effect, trial and error, hypothesising and predicting, and dispositions such as a willingness to try new things, resilience and adaptability to change.
- Encourage children's innate sense of awe and wonder at the magic and magnificence of our world in order to prevent apathy and disconnection from nature.

What about our babies and toddlers?

We sure are asking a lot from our children! At the Willows, we are laying the foundations for these skills and dispositions, even with the smallest of The Willows children. Our skilled educators ensure that they deliver gentle, relevant, age-appropriate programs. While it may be possible to discuss environmental issues with older children or teach recycling and water conservation skills in our older rooms, we need to start at a more basic level with our babies, scaffolding and encouraging social skills and a familiarity with nature. We can achieve this by spending time in and with nature, making sustainable practices visible and normalised and focusing on strong reciprocal relationships.

2. Explores Social Responsibility and Citizenship.

Sustainability is "closely interwoven with social justice" (Rachael Kinsella, 2007)

Through our curriculum, we:

- nurture a sense of belonging to and being responsible to a greater group and community
- Support the development of social and emotional skills such as empathy, turn taking and fairness
- practise acting locally and engaging with the local community
- Instil a sense of global citizenship
- Practise basic democracy and democratic problem-solving

4. In addition to this, we learn, share and hone practical skills and knowledge alongside children for sustainable living and action.

These may include:

- Caring for animals such as The Willows' chooks, bunnies, birds, worms and learning about the biodiversity of all wildlife in our outdoor area.
- Waste Management such as Rethink, Reduce, Reuse, Recycle; composting and maintaining our worm farms.
- Gardening such as planting and caring for flower, herbs, vegetables and fruit trees.
- Food Cycles and Practices such as growing, harvesting and eating produce from our veggie patch. Discussing and eating fresh, local, organic food.
- Green Home-life Skills such as energy and water conservation.
- Exploring contextually relevant environmental issues such as bush fires and drought.
- Investigating Indigenous traditional knowledge of the land.
- Protecting the habitat of The Willows resident blue tongue lizards, geckos, frogs and magpie family



THE WILLOWS PRESCHOOL and EARLY LEARNING CENTRE

The Role of The Educator

We are co-learners in our efforts toward a sustainable future.

It is not fair to lay the burden of humanity's past unsustainable life choices squarely on our children's shoulders. We too must take responsibility and make a change! We are committed to developing our own skills and knowledge in order to make informed choices both at The Willows and at home.

We are models

At The Willows we show children that we respect and value our environment and resources through modelling. The way we organize, store, handle and present resources communicates to children our level of respect for them. We share our own awe and wonder at nature and extract and utilise learning opportunities in everyday activities. As adults, we make sure we "practise what we preach," and expect no more of children than what we are prepared to do ourselves.

Ethical Considerations of Sustainability Education at The Willows

We respect that all life has value. We role model this respect by ensuring that plants, worms or other animals aren't neglected because of laziness or waning motivation. We are reflective and thoughtful in our curriculum development and ensure that it is authentic and contextually relevant. Instead of getting a worm farm or planting a garden as a tokenistic nod to sustainability, we lay the ground work, explore sustainability in meaningful ways, and embed sustainability and responsibility in our daily practice.

The Service Culture

Sustainability is not just about actions, it is underpinned by beliefs and values. This is where our philosophy, policies, procedures and culture come into play.

Sustainability Officer

We all strive to be leaders in sustainability, but in order to achieve effective organisation and sustained motivation, The Willows appoints a sustainability officer to oversee the development and implementation of our Sustainability Action Plan.

Sustainability Action Plan and Commitment to Continuous Improvement

The Willows develops a Sustainability Action plan to capture and track our goals and progress in relation to sustainable improvement at the Willows and beyond. This process is carried out in consultation with children, families and, where possible, experts within the wider community.

Connecting with families and the community

The Willows works in partnership with families towards a sustainable future, sharing information, expertise and ideas. We endeavour to make connections with community groups and experts to inform and guide our practices, and to share our passion and knowledge with the greater community to inspire others to take interest and action. The Willows sponsor several children from around the world, writing and receiving letters and learning about the culture and lives of our global brothers and sisters. We feel this supports our children to identify as global citizens.

Policy Development

The Willows develops and reviews all policies through a sustainability lens, with the aim of minimising our environmental footprint. This includes reducing waste and the consumption of energy and resources.

Purchasing policy

When considering purchases, our first step is to rethink! Do we really need to purchase this item or can we make do? Can we buy second hand or have it donated? Can we repair or re-purpose what we already have?

We endeavour to:

- Purchase high quality items that are repairable, renewable, recyclable and reusable, and are ethically and sustainably produced.
- Buy in bulk.
- Consider packaging
- Reduce the amount of plastic we purchase. We will let our current plastic resources and items reach their lifespan and replace them with wooden or more appropriate materials.
- Where possible, include children in our purchasing process to help them to become informed consumers.



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- Where appropriate, buy reusable items rather than single use
- Purchase from second hand stores and garage sales.
- Commission local craftsmen to create new purpose-built resources and equipment.
- Consider energy rating of electronics

5 purposes rule for resources: when considering and sourcing new resources, educators are advised to identify at least 5 uses or benefits of that item, if they can't, they are asked to rethink the purchase. This ensures that educators are thinking about purchases, purchasing less and purchasing open-ended resources.

Rethink, Reduce, Reuse, Recycle and Waste Management at the Willows.

When we throw something away where is this "away" we are throw things – it doesn't exist! Our rubbish goes to landfill. The Earth's waste management uses up valuable energy, resources and space. It is vital that, in this "throw-away" society, we minimise waste and be cautious about what we throw away.

Before recycling, it is always better to rethink, reduce and reuse first. It is our aim to reduce all waste, including recyclable waste. We would also like to add more Rs to this list including Refuse, Reflect, Responsibility, Rot (compost.)

When we have items that are no longer needed such as furniture, office supplies, containers, toys etc.. we offer them "free to a good home" to our families, donate them to opportunity shops, or sell/donate them to the local community rather than adding them to landfill.

Energy and water consumption at the Willows

We regularly engage in honest and reflective examinations of our energy and water consumption and develop plans to achieve reductions.

For energy reductions, this may include:

- Developing procedures relating to turning off lights and electronics when not in use or not needed; washing and drying; and air-conditioning/heating.
- Where possible, maximising natural light and installing skylights and mirrors.
- Installing solar panels

Water is our most precious resource. We come from a drought prone setting, so the need for water conservation is a particularly visible and important topic. Our commitment to minimising our water consumption can be reflected in plans and policies such as:

- Toileting and hand washing - White water procedure, using half flush
- Water play - limitations, emptying water onto garden when finished, embedding sustainability within experiences.
- Gardening and landscaping - using mulch, endeavouring to plant native plants.
- Future plans for water tanks/bore.

Cleaning and Chemicals

The Willows is a chemical free service. We use scientifically proven safe and sustainable methods of cleaning. We use predominantly ENJO products with regular educator training to ensure effective use.

Sustainability in the Office

In the office, we are continually looking for ways to reduce our environmental impact, for example, we use digital documentation and communication where possible, double sided and reduced printing, and scrap paper for unofficial documentation, communication, and note-taking.

Resources

We believe that all children deserve the very best. You may then wonder, "Why does The Willows choose to have second-hand and upcycled materials that may even resemble garbage (such as cardboard boxes, tyres, scraps of material, buttons, cotton reels, bottle lids, and pallets?)

Apart from the fact that the educational and developmental benefits of such materials are astounding (please see the Willows Loose parts and open-ended resources document for more information,) they combat the throw-away, consumerist attitudes of our society by communicating to children that there is value in these objects, their lifespan can be extended, and they can be transformed and given new life. We hope that this will support them to become adults who think before they throw something out or buy something new. We do believe all children deserve the best – they deserve a bright future on a healthy planet, living alongside other mindful consumers.

Natural items in play: Nature provides The Willows with a wonderful store of open-ended resources that offer rich sensory opportunities – every item has it's own unique look, smell, feel, sound, and even taste! Not only are they infinite in their educational potential, they are free and renewable, and support our efforts in building a love and wonder for the natural world. We endeavour to ensure that our natural resources are ethically collected and sourced.

The imagination station

Along with The Willows recyclables, parents are invited to donate household recyclables, and unused and novel items to the Imagination Station.



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The Imagination station is a large apple crate that has been "re-imagined" into a collection area for items that children and educators can reuse and transform. Items can be used for children to resource their own learning and ideas, craft and creative expression, imaginative play, storage and décor, and much, much more!

Furnishings

At The Willows, where possible and appropriate, we source high quality second-hand furnishings and opt for repairing and refreshing current items rather than purchasing something new. We involve children in these processes.

Food

At The Willows, in relation to food, we consider:

- Purchasing - local, organic and seasonal where possible.
- Serving, portion sizes and sustainable waste management.
- Education - educating children and families about sustainability issues relating to food.
- Exploring the food cycle with children - planting, maintaining, harvesting and eating produce from vegie patches and herb gardens, and talking about food webs and the food cycles of the food we regularly eat.

Caring for Country

"To Aboriginal people the land is not just soil or rock or minerals, but the whole environment – the land, the water, the air and all the life they support, including woman and man; all the elements, the sun, the moon, the stars and the sky – all related and linked by the Dreamtime. Humans are not separate from their environment, but indivisibly united with it."

N. Parbury

We aim to explore and deepen our knowledge of Australia's Indigenous traditional knowledge of the land. Traditional Indigenous Australian culture has deep roots in sustainability, of being one with the land. There is an understanding that people and the environment are mutually dependent upon each other. At The Willows we hope to draw upon local seasonal knowledge and ideas of companionship with wildlife and nature. Where possible we hope to explore this in consultation with the local Aboriginal community.

Willows initiatives and events

We celebrate events such as Clean Up Australia Day, World Tree Day, Earth Day and National Recycling Week, and organise events to raise awareness and funds to support efforts in sustainability.

The Willows Sustainability Pledge

- 1. We are committed to promoting a culture of sustainability** - we believe it IS important, we acknowledge that WE have a responsibility, and we strive to make it a cultural norm within our service and community. **We embed sustainability within our policies and practices** at The Willows. This is reflected in our philosophy, policy and procedure documents, role descriptions, curriculum, engagement with families and the community and everyday life at The Willows.
- 2. We are committed to positive change.** We acknowledge that making big changes and breaking bad habits can take time. We reflect upon our current practices and policies through a lens of sustainability and accommodate change through the development of an action plan and the provision of a supportive environment and culture.
- 3. We are committed to education and growth** - we are dedicated to continually deepening our knowledge of issues of sustainability and sharing information with and supporting children, educators, families and the community.
- 4. We are committed to supporting children to become eco-warriors** with an ethic of personal responsibility and stewardship towards all aspects of the environment. We act as models who engage children in discussions and projects regarding sustainability and empower them to actively participate in sustainable practices at The Willows and home.
- 5. We are committed to Caring for Country** - learning about and drawing from Aboriginal and Torres Strait Islander traditional knowledge of land.
- 6. We are committed to rethinking, reducing, reusing and recycling** - we aim to minimise our environmental footprint by reducing our consumption of energy and resources, and production of waste. We strive to become cautious and responsible consumers.



ANIMAL AND PET CARE POLICY

AIM: Our service aims to provide a safe and hygienic environment that minimises the risk of a child being harmed by an animal. We will protect the rights and dignity of all animals at The Willows and educate children to care effectively for and respect all living things.

- Children must be closely supervised when accessing any animal or pet at the service.
- Any animal or pet kept at the Service will be regularly fed, cleaned, vaccinated, have flea powder applied to them and be regularly checked for fleas and wormed.
- Any animal in a cage will have its cage cleaned daily.
- Animal or pets will not be allowed in the sandpit or any other play area. In event that this happens, educators will refer to the Sand Pit Policy.
- Animal or pets will never be taken into the food preparation area nor will they be allowed near the eating or sleeping area.
- Anyone who has handled the animal or pet will immediately wash their hands after they have finished handling the animal or pet.
- Children's animals or pets will only be allowed in the Service when permission has been granted by the Nominated Supervisor. If an animal is brought to the Service when families are collecting children it must be left at the front door, far enough way so children cannot touch the animal
- It will be included in the program how to properly care for animals and how to treat them appropriately.

QUALITY AREA 4

EDUCATORS *and* STAFFING ARRANGEMENTS

STAFF CONDUCT (14)

Ethical conduct
Professional Conduct
Educator Interactions

STAFFING

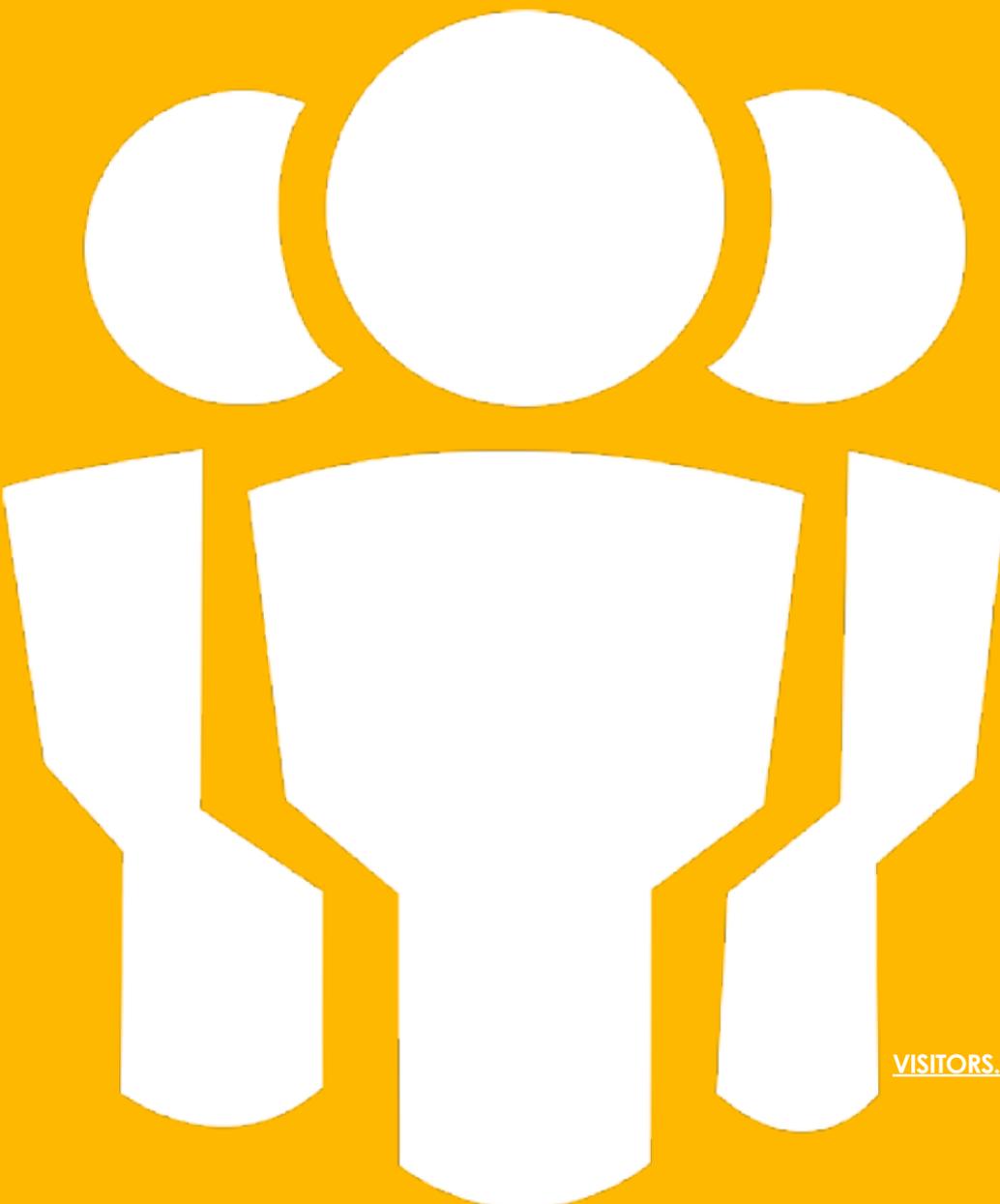
Orientation
Probationary Period
Wages
Worker's Compensation
Union
Hours
Rostering
Meetings and Extra Time
Extra Work
Annual Leave
Grievances
Staff Appraisals
Resignation
Termination
Equal Opportunity
Professionalism
Confidentiality
Smoking
Personal Hygiene
Staff Stress
Dress Code
Modelling Language
Resources

RECRUITMENT

RESPONSIBLE PERSON

RELIEF STAFF

VISITORS, STUDENTS & VOLUNTEERS (16)





THE WILLOWS PRESCHOOL and EARLY LEARNING CENTRE

STAFFING ARRANGEMENTS POLICIES

"Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing."

STANDARD 4.1, NATIONAL QUALITY STANDARD DOCUMENT

POLICY STATEMENT

At The Willows, we aim to arrange our passionate and qualified educators in ways that maximise children's learning and development, and ensures their safety and wellbeing.

All staff act and interact in respectful and ethical ways, guided by strong service policies and practices.

The Willows team relies upon collaboration and cohesion, and a service culture that provides respect, equity, challenge, support and recognition of individual strengths, skills and contributions.

"A lively culture of professional inquiry" is created in which management, educators, and staff are committed to continuous improvement, and personal and professional growth.

Please see the "Educators" section of *The Willows Philosophy Document* for more information.

EVALUATION

- The code of conduct policy assists educators to understand the standards of conduct that are expected of them. It enables them to fulfil their statutory duty to act honestly and exercise care and also assists them to act in a way that enhances the community's confidence in the integrity of children's services.
- Educators, staff and volunteers at the Willows conduct themselves in an ethical manner through clear processes in accordance with legislative and statutory guidelines, and the Willows' Way
- Ratios, supervision and professional standards are maintained. All team members feel respected supported and challenged.

REVIEW DATE	November 2016
AMENDMENT HISTORY	Apr 2009, Mar 2010, April 2011, May 2012, January 2016.
SOURCES AND FURTHER READING	<ul style="list-style-type: none"> • <i>Education and Care Services National Regulations 2015</i>, http://www.legislation.nsw.gov.au/main-top/view/inforce/subordleg+653+2011+cd+0+N • <i>Belonging, Being & Becoming, The Early Years Learning Framework for Australia</i>, DEEWR 2009, http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf • <i>Guide to the National Quality Standard</i>, ACECQA: www.acecqa.gov.au and http://acecqa.gov.au/links-and-resources/national-quality-framework-resources/ • Early Childhood Australia Code of Ethics, retrieved from http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/ • United Nations Convention on the Rights of the Child, retrieved from http://www.unicef.org/crc/ • Early Childhood Australia: www.earlychildhoodaustralia.org.au • Burnout in Children's Services, 2011. Retrieved from http://www.himh.org.au/_data/assets/pdf_file/0013/2713/9-Burnout-in-Childrens-Services.pdf



THE WILLOWS PRESCHOOL and EARLY LEARNING CENTRE

STAFF CONDUCT POLICIES

“Educators, co-ordinators and staff members are respectful and ethical.”

STANDARD 4.2, NATIONAL QUALITY STANDARD DOCUMENT

A. ETHICAL CONDUCT

The Willows adopts the Early Childhood Australia's Code of Ethics which is displayed in each Classroom. The code of Ethics Brochure can be accessed at www.earlychildhoodaustralia.org.au

THE KEY PRINCIPLES

In addition to the Professional code of conduct, the Staff at the Willows have documented the key principles guiding their behaviour:

Integrity
Respect,
Honesty,
Leadership,
Accountability,
Objectivity,
Tolerance

B. PROFESSIONAL CONDUCT

GENERAL OBLIGATIONS

All Willows' Staff & Management:

- act lawfully, honestly and exercise diligence.
 - treat others with respect at all times.
 - conduct themselves in a professional manner at all times, respecting the rights of other staff, children and parents.
 - treat all information in a confidential manner.
 - only access information needed for centre business.
 - only release confidential information if you have authority to do so.
 - only use confidential information for the purpose it is intended.
 - only release other information in accordance with established Centre policies and procedures and in consider issues fairly and consistently and take all relevant facts into consideration.
 - are scrupulous in their use of Centre property and should not permit misuse by any other person or body.
-
- All Willows' Staff & Management avoid conduct that:
 - Is detrimental to the pursuit of the charter of the centre.
 - Is improper or unethical.
 - Is an abuse of power.
 - Causes, supports or involves intimidation, harassment or verbal abuse.
 - Causes, supports or involves discrimination, disadvantage or adverse treatment in relation to employment.



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STAFF OBLIGATIONS

Employees have an obligation to:

- Give their attention to business of the centre while on duty.
- Ensure that their work is carried out efficiently, economically and effectively.
- Carry out lawful directions given by any person having authority.
- Turn mobile phones off during work hours.
- Avoid chatting or downloading non-work related material on work computers.
- Discourage people visiting you during work hours with non-work related matters, unless extreme emergency.
- Staff direct families to centre administration who wish to discuss concerns or confidential issues
- Centre administration is made aware of any comments made by parents which may require follow up or further action
- Staff must respect management, other staff, parents or visitors resent during meetings.

Employees have an obligation to avoid:

- approaching other employees directly on individual staff matter that doesn't concern them.
- use of centre information for personal purpose or benefit.
- disclosure of any information discussed during a confidential meeting.
- use of confidential information with the intention to improperly cause harm to another person.
- conversion of any property of the centre to their own use unless properly authorised.
- use of the centre's computer resources to search for, download, access or communicate any material of an offensive, obscene, pornographic, threatening or abusive nature.
- use of confidential information for any non-official purpose

GUIDING DECISION MAKING

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

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

You have the right to question any instruction or direction given to you, which you consider to be unethical. If you are uncertain you can seek advice from the Licensees or Nominated Supervisor or from the following organisations:

Independent Commission against Corruption 02 8281 5999

NSW Ombudsman 02 9286 1000

GIFTS OR BENEFITS

You must not:

- Accept an offer of money, regardless of the amount
- Seek or accept a bribe
- By virtue of your position acquire personal profit

You may accept gifts or benefits of a nominal or token value that do not create a sense of obligation on your part.

If you receive a gift of more than token value in circumstances where it cannot reasonably be refused or returned, you should accept the gift and disclose this promptly to your supervisor.

See Powerpoint presentation called **"THE WILLOWS WAY"**



THE WILLOWS PRESCHOOL *and* EARLY LEARNING CENTRE

STAFFING POLICIES

EMPLOYMENT

David Morphet Industrial Relations DJMIR oversees all our HR and employment decisions.

ORIENTATION

All Educators are required to participate in the Willows' process of orientation. During this time Educators will work through the Willows' 'Induction Checklist' in consultation with the Nominated Supervisor. Upon employment new Educators will be provided with a job description, an introduction to other Educators, children and parents, and a walk through the evacuation procedure.

PROBATIONARY PERIOD

As per the award, each worker is employed under a probationary period of six months.

WAGES

All Educators are paid according to their relevant award:

- For Teachers-the Educational Services (Teachers) Award 2010, (MA000077)
- Child Care Workers-Children Services Award 2010. (MA000120)
- Office-Support also MA000120 as support worker level 2

WORKER'S COMPENSATION

The Willows has a worker's compensation policy with Xchanging.

Workers who suffer an injury are required to fill in an application form before leaving work that day.

Workers who suffer an illness that they believe is claimable under worker's compensation will obtain a certificate from their doctor endorsing their claim.

Workers are covered by worker' compensation for the following:

- All injuries suffered in the course of their employment at the Willows.
- A communicable disease arising out of and in the course of employment and to which the employment was the principal contributing factor.
- Travel which is taken at the direction of the Employer.
- Travel to and from work.

UNION

Workers are entitled to join the Liquor,

Hospitality and Miscellaneous Union, New South Wales branch. Applications forms are available online

www.lhmu.org.au/

HOURS

The ordinary working week is 38 hours. Workers employed 8 hours per day are paid overtime for the extra 2 hours. The majority of Willows shifts are 7.5 hours. Staff work 37.5 hours but are paid for 38 hours per week. This gives some wiggle room if parents are a few minutes late collecting children.



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ROSTERING

- The Willows develops rosters that achieve continuity of care and best practice. Regulations in relation to qualifications and ratios are strictly adhered to.
- At The Willows, we roster to ensure Educator numbers exceed that needed to cover minimum ratios. This allows time for one-on-one experiences to meet children's individual needs and strengthen relationships, small group activities, professional development, team meetings, planning, programming, research and other off-the-floor curriculum development activities.
- Rosters ensure that a certified supervisor is always present on site to assume the role of responsible person.
- Rosters ensure that ratio of Early Childhood Teachers to children is maintained as per the National Law and Regulations.

MEETINGS & 24 HOURS EXTRA TIME REQUIREMENTS

The award allows for 2 hours per month of meeting time outside working hours. Not meeting this 24 hour requirement is grounds for dismissal. We are able to build in some flexibility regarding this commitment, by considering the following 6 categories.

1. Team Meetings-(11 hours) Compulsory

Formal Educator Meetings are to be held regularly on a monthly basis, on the first Tuesday of every month. There are no scheduled meetings in January. Each Meeting will be held outside work hours and will take a maximum of one hour. It is expected that all Educators attend all 11 meetings.

If you are unable to attend a meeting your reason will be put in writing and submitted before the meeting to be included in the minutes.

Illness and Emergency are acceptable reasons.

You will be expected to make up the time and keep yourself up to date with meeting issues.

You will be issued with a copy of the minutes.

2. Room Meetings (4hrs)

When needed. All Room members are required to attend when meeting is called.

Extra staff is rostered to allow meetings at 2.30pm every day.

3. Room Co-ordinator meetings with Management will also be monthly, in between Team meetings. Room Coordinator Meetings will occur at 2.30pm Tuesdays, during work hours.

4. Educator's Appraisal Meetings will occur approximately 6 monthly, during work hours.

5. Social functions- (7 hours) Compulsory Educators are expected to attend one social evening for their room each term. These include events such as the Christmas Party (3), Preschool Parent Night (2), or any fundraising events (2).

6. In-house Training Homework will take up the balance of the 24 hours required, and make up for any missed meetings. This will involve reading and researching in regard to policies and procedures and will include a quiz.

EXTRA WORK

For workers employed full time and accepting a full time wage at the Willows, this is your primary place of work. Management has the right to expect your full commitment.

You are free to apply for approval, and

Management will not unreasonably refuse you permission, to undertake other paid work, provided however, it can be clearly established that such work will not be in conflict with the operation of the Willows, or that the external work will not interfere with the timeliness, efficiency and effectiveness of your duties with the Willows. Extra work cannot prevent with your 24 hours meeting commitment.

In other words if your extra night job causes you to be drowsy at work, or miss meetings, Management has the right to ask



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you to reconsider your commitment to the Willows as your primary workplace.

ANNUAL LEAVE

Permanent workers are entitled to be paid Annual Leave as outlined in the relevant award. The planning of annual Leave needs to be done in consultation with the HR Manager. It is required that a minimum of 1 month's notice in advance of Annual leave be provided. Leave Loading will be paid as set out by your award.

Workers are entitled to 4 weeks annual leave:

- 2 weeks will be taken during the Christmas New Year period when enrolments are low;
- The remaining 2 weeks are organised in consultation with Management to ensure correct educator: child ratios.

2 permanent educators from the same room cannot be on holidays at the same time. Annual leave can be carried on from one year to the next, but must not accumulate to more than 6 weeks.

EDUCATOR GRIEVANCES

A grievance is any type of problem, concern or complaint related to the care or care environment. Every effort will be made to deal all grievances fairly and impartially, promptly and thoroughly. The complaint, action steps and resolution will be documented. Complaints provide a form of feedback that facilitates continuous improvement at the Willows.

IMPLEMENTATION

Educators who have a grievance are encouraged to talk directly to the Educators they have the grievance with. Together, they will attempt to resolve the issue and develop possible solutions to ensure the situation does not arise again. If the Educators are unable to resolve the grievance they then talk to the Nominated Supervisor as soon as possible. The Nominated Supervisor will try all avenues to solve the problem at centre level. The Nominated Supervisor's role is non-judgmental, unbiased and fair. It is inappropriate to involve outside agencies before seeing the Nominated Supervisor or Management with your concerns. Educators are always encouraged to communicate openly with Management, the Nominated Supervisor and other Team members and to discuss any concerns informally, or at Team meetings. At all times Management will address and respond to issues appropriately and maintain confidentiality. Only relevant Educators will be advised of the outcomes of any grievances and resolutions. Educators who belong to a trade union may contact the union at any time if they have major concerns.

Steps to be taken by Director Dealing with Grievance

When a grievance is written in a letter by the grievant, the following steps will be taken by the director:

1. Receipt letter upon receiving the grievance
2. Investigate Grievance.
3. Identify areas to be addressed.
4. Communicate the result of the investigation to the grievant
5. Document the result and process
6. Offer external review to the grievant
7. Send Questionnaire to grievant
8. Track similar complaints to rectify issues within our centre

STAFF APPRAISAL

Staff Appraisals are to be completed by the Room Co-Ordinators and Nominated Supervisor at least once a year. These provide the Educators with important feedback and a chance to further develop their skills as Educators of children. Areas covered by the appraisal will include:



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- Programming: recording, observations, individual needs, presentation, interaction
- Centre Procedures: policies, safety, health, medication, responsibilities.
- Communication: with children, parents, Educators & management, meetings.
- Employment: teamwork, problem solving, attendance, time keeping, professionalism.
- Professional growth

RESIGNATION

An employee is required to submit a resignation in writing addressed to 'The Nominated Supervisor'. Notice required is two weeks under FWA and four weeks under the teachers' award.

TERMINATION

Dismissal of a worker is not considered lightly.

Should it become necessary to dismiss a worker, the appropriate processes required by Industrial Law and the relevant award will be applied.

3 Warnings

If a worker is not meeting the standard of work required by Management, they will be given 3 warnings that will be documented and discussed with the worker in order to find solutions.

If the standard of work remains below management's requirements then termination will be effected.

Any Educators may be dismissed for breaking any of the centre's set policies.

Dismissal will be instant for serious breaches of policy such as foul language, violence towards the children, abusive behaviour towards the children or excessive aggravation towards another Educator or parent.

These occurrences must be reported to the Ombudsman.

EQUAL OPPORTUNITY

The Willows is an equal opportunity employer. In accordance with Federal and State Laws, recruitment, promotion and evaluation of employees occurs without regard to race, age, religious beliefs, marital status, membership of an ethnic or racial minority group, or sexual preference.

PHONE USAGE

Please remember that the phone is a BUSINESS phone. Personal phone calls can be made in case of emergency, please advise the Nominated Supervisor prior to use.

Mobile Phones must be on silent during work time. Mobiles are not to be taken into classrooms.

Do not give the Willows business phone number to anyone who might call during your shift. If your car is at the Mechanic or your dentist wants to change your appointment, direct them to ring your mobile and leave a message for you to check during your break.

Phone calls will only be passed on to you when you are on the floor if they are real emergencies, as they interfere with you keeping children safe.

If a parent rings and asks to speak to you, then

the person delivering the phone will take over your duties while you are distracted.

Educators are asked not to give out the phone number of any Educator or family without prior permission from that person. This is a matter of both courtesy and confidentiality.

*See Telephone policy

VISITORS, STUDENTS & VOLUNTEERS

- Visitors, students and volunteers are expected to adhere to Willows policies and procedures when attending the centre. Educators remember that they are role models to Students and Volunteers. They should familiarise themselves with the Students Handbook so that they are aware of the tasks they are required to carry out, and those which are not



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permitted.

- Students & volunteers are NOT to be left solely in charge of children.

PROFESSIONALISM

- It is expected that the Educators conduct themselves in a professional manner at all times, with the children, parents, other Educators and community members.
- It is expected that all educators acknowledge the leadership of Trevor Carroll, Cathy Carroll and Alex Halls
- It is expected that educators state any relevant personal or medical details, which
- may effect or be effected by their work at the Willows (such existing conditions as asthma, respiratory problems, dermatitis or back conditions).
- It is expected that educators who are approached by parents to discuss any concerns or confidential issues will direct those concerns to Management.
- Displaying a professional image to our parents and community members involves such issues as confidentially, dressing correctly, using correct language; evaluating ones own performance, attending workshops and seminars to increase our knowledge base, as well as creating an aesthetically pleasing and professional environment for our children.

*See professional conduct policy

CONFIDENTIALITY

With Staff:

Management collects information regarding your skills, qualifications and experience. We use this information to assist in the recruitment process. It is stored in a lockable file and you can have access any time. Unsuccessful applicants information is shredded.

With Families:

Educators work closely with children, families, other educators and management. In this capacity you will be exposed to private and confidential personal information.

You will not discuss this confidential information with anyone outside the Willows unless directed by law.

You will only discuss confidential information with relevant team members who require the information to be effective in their job.

You must not discuss any information relating to the Willows on Facebook or any electronic media

You will be asked to sign a confidentiality agreement.

*See Confidentiality Policy

SMOKING

The Willows is a non-smoking environment. This includes the car park. Educators who smoke are required to leave the premises to do so.

* It is important that Educators do not expose children to toxic chemicals.

* It is critical that as Educators you model non-smoking behaviour.

* You must not be seen by children, or their families smoking in uniform

With these ideals in mind it is evident that your breath and your clothes must not smell of cigarette smoke, with the risk of triggering an asthma attack in susceptible children. If you enter the service smelling of cigarettes you may be asked to go home, shower and change. The time taken to do this can be subtracted from leave.

*See Modelling Policy

PERSONAL HYGIENE

It is recommended that educators with long hair have it tied back at work to reduce the likelihood of contracting lice.

Before commencement of your shift you are expected to wash your hands. This also applies after toileting, changing nappies, wiping noses and before handling food.

Remember you are a role model and must model good hygiene practices in front of the children.



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*See Hygiene Policy and Nappy Change, Handwashing Procedures and Safe Food, Handling Procedures.

STAFF STRESS

Physical, emotion and mental exhaustion can be a reality in early childhood settings. It is vital that Educators feel a sense of belonging and agency in their role at The Willows. In order to prevent burnout, Management develops supportive policies, procedures and systems in relation to:

- Work hours, rosters and break times,
- Access to resources and equipment as needed,
- Staff conduct,
- Staff roles and responsibilities,
- Access to professional development and empowering appraisal systems, and
- Open and authentic channels of communication between Management and Educators.

Willows Management encourage any educator experiencing stress to seek support from a trusted team member or a member of Management so that appropriate solutions may be found.

DRESS CODE

- The Willow's Dress code is implemented for practicality, comfort and safety.
- Jeans, dress pants or shorts with a polo shirt (collared) in summer, and football jumper, vest, coat, gloves, scarf in winter. Shorts must cover knees when sitting for sun protection, shirts to cover . top of arm.
- Hats all year round- broad brimmed in summer. Baseball caps are inappropriate as the Cancer Council suggests they do not provide enough sun protection. Hats are to be modeled in the sun at all times.
- Ugg Boots and thongs, scuffs or any shoe wear that inhibits your ability to run to the aid of a child are inappropriate footwear.
- Tight leggings that are not covered to the knee are inappropriate.
- Hip hugging trousers are not appropriate if skin is shown when bending down to children.
- Shoulders must be covered.
- Piercings that could catch on clothing when nursing a child, are discouraged.
- Tongue piercings are not to be worn to work, remember you are a language role model for children, and must speak clearly, correctly and without distraction.
- Jewellery and long nails that may scratch a child are discouraged.
- Offensive slogans on clothing are not appropriate.

The Educators at the Willows find it useful to wear a set of clothing that:

1. Identify educators as people with authority
 - to new parents who need to distinguish them from other adults.
 - to each other when they are doing regular head counts for Educator : Child ratios.
2. Eliminate the issue of working out what to wear to work each day.
3. Encourage a spirit of unity and teamwork at the centre and in the wider community.
4. Can be claimed as a tax deduction.

Management do not require educators to wear a uniform, however they do support educator clothing choices by paying for 2 sets of clothing (summer and winter tops) and for all identifying embroidery that allows the clothing to be claimed as a tax deduction.

MODELLING LANGUAGE

The words done and seen are never used without their partner have

"I seen it", or "I done it" are incorrect grammar.

"I have seen it" & "I have done it" are correct.

At the Willows we use "Saw" and "Did"



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TRAINING & IN-SERVICES

- The Willows recognises the need to support Educators to keep up to date with current studies and research. Educators are encouraged to attend In-service training as it becomes available.
- Educator's Appraisal Meetings will identify Inservice Training requirements of Educators.
- Each Educator is required to participate in 3 In-service Training sessions per year
- A budget allocation is to be set each year of operation to support appropriate training and education support.
- Permanent Educators are entitled to 25 hours professional development per year in work time.
- Management is entitled to direct educators to attend specific professional development sessions.
- All Permanent Workers are expected to maintain current first aid qualifications.
- Each staff meeting contains a professional development component.
- In house professional development program completion is part of the weekly responsibility of each educator.

RESOURCES

- A store of basic consumable resources such as paint, paint brushes and stationary is maintained and replenished by a Resources Officer who will liaise with rooms to source and purchase appropriate consumables and ensure that they are available at all times, and distributed evenly and fairly.
- Rooms are allocated a room budget based on the number of children and types of resources they require.
- All purchases are to be approved by a member of management.



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RECRUITMENT POLICY

RECRUITMENT

- At the Willows we are equal opportunity employers. We staff the service to ensure a wide range of ages, qualifications and cultures. We are committed to maintaining continuity of care to ensure quality of care for children and their families.
- We run a comprehensive induction procedure for all staff and are committed to professional development and training, supported by the LDCPLP funding.
- We have created the Willows Way to support staff morale and ensure respectful interactions.
- We maintain a rostering system that ensures qualifications and first aid requirements are met.
- We ensure that families as far as possible hand over their children to the same staff every morning and collect them from the same staff every afternoon to enable strong relationships to form.
- We roster one extra staff member in each room and an extra staff person to cover staff holidays. An extra person is employed to support room coordinators in the day to day running of the rooms. This supports continuity of care and represents best practice.
- We employ 3 office workers to ensure that there is always someone available to answer families' questions.
- We employ a maintenance person to support rooms in providing safe spaces for children.
- We have clear role descriptions that form the basis of staff appraisals
- All staff are required to have working with children checks
- Staff are given a 6 month trial which is assessed at 3 months and again at 6 months. If all is going well the position is confirmed. If all is not going well employment may be terminated or another 3 month trial implemented with strict guidelines. At the end of the 9 months if all is not going well employment is terminated.
- Even though we staff the service so that there are extra staff available to cover illness, if there is a large outbreak of illness, we aim to maintain a list of casual staff to relieve ill staff. We have formed an alliance with Waratahs Early Learning Centre and are sharing our casuals lists
- We have also formed alliances with Dubbo CSU, Wagga CSU, and Bathurst CSU, Orange Tafe to provide practicum placements for up to 5 students at a time during their 4 yearly practicums. This way we pass on our knowledge and expertise, but also get a sense of high performing candidates for further employment.

INDUCTION

- The induction process continues over several months.
- It starts with receiving the induction handbook with a brief introduction, a paragraph or two about each of the critical policies and procedures required, and a role description, and a thumb drive of information.
- Each new staff member is allocated a mentor in another room, someone they can run things past, or get advice from.
- After 2-3 weeks the staff member is expected to have read this introductory document.
- The staff member is then introduced to the documentation system at the Willows.
- After a month, the staff member is introduced to the full policies and procedures manual. They are expected to know all the information it contains by their 6 month appraisal meeting.
- After a years employment staff are guided through the kit boxes for the major policies. These kits contain relevant reading and research, handouts, brochures, posters etc. as support material for the policies and procedures. Policies and procedures are reviewed each year and presented to all staff for feedback. It is important for staff to eventually understand the sources of the policies, and to have access to the support materials to help train newer staff or explain policies and procedures to families.



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RESPONSIBLE PERSON

THE RESPONSIBLE PERSON

The policy has been formulated to fulfil the requirements regarding the role and determination of the responsible person present at the service. The aim of this policy is to ensure that a Responsible Person is on duty on the premises at all times and that written procedures outline the process of determining who the Responsible Person will be at any given time during the day.

A centre-based education and care service must have at least one of the following people present at the service at all times. This person is sometimes referred to as the 'responsible person' for the service;

- the approved provider, or
- the nominated supervisor, or
- a certified supervisor placed in day to day charge.

The Licensee of the Service, the Nominated Supervisor and Certified Supervisors are responsible for ensuring a Responsible Person is on duty while children are being educated and cared for by the service.

THE NOMINATED SUPERVISOR: is a person with responsibility for the day-to-day management of an approved service. The Nominated Supervisor has a range of responsibilities under the Law and Regulations that govern the operation of education and care services.

The Nominated Supervisor is responsible for:

- Holding a Supervisor Certificate
- Providing written consent to accept the role of Nominated Supervisor
- Ensuring that, in their absence from the service premises, another person with a Supervisor Certificate (a Certified Supervisor – refer to Definitions) is placed in day-to-day charge of the service
- Ensuring they have a sound understanding of the role of the Responsible Person
- Ensuring that the name and position of the Responsible Person in charge of the service is displayed and easily visible from the main entrance of the service
- Developing rosters in accordance with the availability of Responsible Persons, hours of operations and the attendance patterns of children
- Notifying the Approved Provider and the Regulatory Authority within 7 days of any changes to their personal situation, including a change in mailing address, circumstances that affect their status as fit and proper, such as the suspension or cancellation of a Working with Children Check card or teacher registration, or if they are subject to disciplinary proceedings
- Notifying the Approved Provider if the Regulatory Authority cancels their Supervisor Certificate for any reason

CERTIFIED SUPERVISORS: are Educators who have a Supervisor Certificate and have current knowledge of children protection.

Certified Supervisors are responsible for:

- Holding a Supervisor Certificate
- Providing written consent to accept the role of Certified Supervisor
- Checking that the name and position of the Responsible Person in charge of the service is displayed and easily visible from the main entrance of the service
- Informing the Approved Provider and/or Nominated Supervisor in the event of absence from the service due to



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- leave or illness so they can be replaced by another Responsible Person
- Ensuring they have a sound understanding of the role of Responsible Person abiding by any conditions placed on the Supervisor Certificate
- Understanding that a Certified Supervisor placed in day-to-day charge of an approved service does not have the same responsibilities under the National Law as the Nominated Supervisor
- Notifying the Approved Provider and the Regulatory Authority within 7 days of any changes to their personal situation, including a change in mailing address, circumstances that affect their status as fit and proper, such as the suspension or cancellation of a Working with Children Check card or teacher registration, or if they are subject to disciplinary proceedings
- Notifying the Approved Provider if the Regulatory Authority cancels their Supervisor Certificate for any reason.

THE RESPONSIBLE PERSON: is a person who is physically at the service and has the role of Nominated Supervisor or Certified Supervisor. The Responsible Person has consented to be placed in day to day charge of the service but does not take on the responsibilities of the Nominated Supervisor rather they ensure the consistency and continuity in practices.

Both the Nominated Supervisor and Certified Supervisors must:

- Be at least 18 years of age
- Meet the minimum requirements for qualifications, experiences and management capability
- Satisfy the Regulatory Authority that they are a fit and proper person to be the supervisor of the Service

The minimum requirements for qualifications, experience and management are:

- Sufficient skills to be placed in the day to day charge of the Service and at least one of the following:
- At least three years' experience working as an Educator in an education and care service or school
- An approved diploma level Education and Care qualification; or
- An approved Early Childhood Teacher qualification

IMPORTANT

- There must be a Responsible Person on the premises at all times the service is delivering education and care programs for children
- The person eligible to be nominated as a Responsible Person must hold a Supervisor Certificate and has appropriate skill level, experience, qualifications and approval to work with children, as required under the National Law and National Regulations
- At all times the name and position of the Responsible Person in charge of the service is displayed and easily visible from the main entrance of the service
- At no time does the Service operate without a Nominated Supervisor, and that this person has given written consent and holds a Supervisor Certificate
- At all times the name of the Nominated Supervisor is displayed prominently at the service
- All information about the Nominated Supervisor, including name, address, date of birth, evidence of qualifications and approved training, and a Working with Children Check is kept on file at the Service
- The Regulatory Authority will be notified in writing if there is a change of person in the role of Nominated Supervisor

Educator shifts are rotated to ensure continuity of care for all children. Certified Supervisors are on duty during both early and late shifts. The Certified Supervisor will replace the Nominated Supervisor in their absence

- The Certified Supervisor who opens the service will sign their name, the time present and place their name on the provider notice record. The Certified Supervisor will be determined by the shift they are on and if the Nominated Supervisor is present
- The Nominated Supervisor will sign-in on upon arrival as the Responsible Person and the Certified



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Supervisor will sign off. When the Nominated Supervisor leaves the service for any reason, such as meetings the Certified Supervisor who is on the late shift will sign in and take over the role of the Responsible Person. If for any reason the Certified Supervisor leaves the service they will sign out and ask the next Certified Supervisor to sign on

- The Responsible Person will be identified by their name and position and this be posted up on the provider information sheet at the entrance of the service for families, visitors and authorities and will need to be changed as the responsible person changes
- All Staff are aware that they have to sign off when they have finished their duty and will ensure the Nominated Supervisor or Certified Supervisor will sign-on and take on the role of Responsible Person. The service cannot operate without a Responsible Person
- Records of the signing 'on and off' are maintained and kept at the service



RELIEF STAFF

All relief staff will, prior to working with children, undergo the following:

- A Working with Children Check will be carried out before any employee is added to the roster.
- An induction process, which covers the Staff Handbook, Service Policy Manual and sign-in / sign-out sheets will be carried out.
- A copy of the staff member's personal details including relevant qualifications, Working With Children Check and evidence of any approved training (including first aid training and CPR) completed by the staff member will be obtained for the staff record.
- An introduction to the Service layout and staff will be undertaken. This will include safety details including the evacuation procedure.
- Information about children within the service on that day will be discussed along with relevant policies and procedures, For example; medical conditions and protection requirements which will be shared confidentially.
- An introduction to our programming procedure and routine will be shared
- Administrative tasks such as a Job Description detailing their role and responsibilities and relevant Employee paperwork, including Tax File Declaration, superannuation documentation, pay details, emergency contact details, etc.. will be completed
- All relief staff undertaking educating roles will have a minimum of Certificate III in Children Services.
- Relief staff's qualifications will meet the needs of the Service and are to remain compliant at all times.
- All relief staff are required to arrive 15 minutes before the start of the shift to make themselves aware of the routine set for the day, familiarise themselves with the program, the children in their care, staff communication book and any other important points that are relevant and necessary for that day.
- Relief staff members are to rely on the direction of the Educational Leader / Room Leader
- Under the guidance of their Room Leader, relief staff members are to introduce themselves to families, explain their position within the Service, who they are replacing and how long they expect to be placed at the Service.
- All relief staff members are to accept and embrace the importance of confidentiality and that of the children within their care. They are to treat any information shared with them in the best interest of the child - professionally and sensitively.
- In conjunction with all permanent staff members, relief are requested to be mindful of the time and time taken for their breaks and return promptly to minimise any disruption to the set routine.
- It is advised that all staff members, whether relief or permanent, look after their health and keep the immunisations up to date.
- The Service will aim to maintain a register of relief staff members that are familiar to the Service, families, Children, policies and program.



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VISITORS, STUDENTS & VOLUNTEERS

POLICY STATEMENT

The Willows encourages students and volunteer participation. They have a lot to offer us and we, in turn, have a lot to offer them.

This policy guides students and volunteers at the Willows, and guides educator to take full advantage of the skills they bring, within strict guidelines

- Educators and staff abide by regulatory protocol when visitors are in the service.
- Promote a positive role for volunteers within the preschool.
- Encourage a wide range of parent/family participation within the preschool.
- Provide a volunteer workforce for the preschool to help provide affordable, high quality care and education.
- Utilize the range of experiences, skills and interests which can be provided by the parents, families and community groups.
- Provide support and clear guidelines for the operation of the volunteer program.
- Provide recognition of the contribution made by the volunteer group.

EVALUATION

All educators maintain a safe and secure environment for other staff, the children families and visitors to the service and The Willows gains valuable input from volunteers and students

REVIEW DATE	November 2016
AMENDMENT HISTORY	Apr 2009, Mar 2010, 12 Sept 2011, July 2012, July 2014, January 2016.
SOURCES AND FURTHER READING	<ul style="list-style-type: none"> • <i>Education and Care Services National Regulations 2015</i>, http://www.legislation.nsw.gov.au/main-top/view/inforce/subordleg+653+2011+cd+0+N • <i>Belonging, Being & Becoming, The Early Years Learning Framework for Australia</i>, DEEWR 2009, http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf • <i>Guide to the National Quality Standard</i>, ACECQA: www.acecqa.gov.au and http://acecqa.gov.au/links-and-resources/national-quality-framework-resources/ • Early Childhood Australia Code of Ethics, retrieved from http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/ • United Nations Convention on the Rights of the Child, retrieved from http://www.unicef.org/crc/ • Early Childhood Australia: www.earlychildhoodaustralia.org.au • Australian Workplace Safety Standards Act 2005 • Australian Workplace Safety Standards Regulations 2005 • Sex Discrimination Act 1984 • Sex Discrimination Regulation 1984 • Age Discrimination Act 2004 • Human Rights and Equal Opportunity Commission Act 1986 • Human Rights and Equal Opportunity Commission Regulation 1989 • Children's Services Amendment Regulation 2010 • Occupational Health and Safety Act 2000 • Occupational Health and Safety Regulations 2001 • Children and Young Persons (Care and Protection) Act 1998 • Child Protection (Prohibited Employment) Act 1998 • Commission for Children and Young People Act 1998 • Children Legislation Amendment (Wood Inquiry Recommendations) Act 2009 No. 13



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All visitors are required to sign in and out
Visitors to the Willows are a regular occurrence.

- Family members or potential families want to visit a service when deciding on care for their children.
- Students attend practicum periods;
- volunteers may choose to spend time here
- maintenance personnel,
- educators and staff from other centres and other authorised volunteers.

The presence of visitors must be monitored and documented.

The Approved Provider, Nominated Supervisor or Certified Supervisor will:

- Maintain a Visitor's Book and request all visitors to sign in to the service.
- Ensure educators and staff members understand the regulatory and ethical guidelines relating to visitors to the centre and will provide an induction protocol for all staff to use with all visitors.
- Keep a record of all volunteers and students who spend time in the service. The record will include; full name, address, date of birth, date and hours that each volunteer or student participates in the program
- Be aware of protocols supplied by universities, TAFEs or RTOs in relation to participating students.

Educators and staff will:

- Welcome visitors to the service and seek information on their reason for coming.
- Direct visitor appropriately, have them complete the Visitor Book and make the Nominated Supervisor aware of a visitor at the service
- Welcome families to visit and participate at any time

Families will:

- Be aware of who they are providing access to the service for when they enter themselves and are requested to be aware of unknown visitors and direct them accordingly.

VOLUNTEERS

Volunteers come from a wide range of backgrounds and bring with them a wonderful array of experiences, skills and interests. Their participation has much to offer the Willows

It is hoped that the volunteer experience will also provide assistance to the volunteers themselves; providing opportunities to spend time with their young children in an educational setting, the acquisition of work skills and experience, helping to maintain self-esteem, confidence, and self-respect and developing broader social contacts.

It is important that volunteers are appropriately trained, supported and their role recognised within the Willows

Volunteers are covered by Public Liability Insurance and Personal Accident Insurance for Volunteers.

Rights and Responsibilities of Volunteers

RIGHTS:

Volunteers have the right to:

- Protection (a safe environment)
- Be listened to
- Decide when and how long to be available
- Supervision and instruction
- A real piece of work or task
- Promotion and variety
- Negotiate the job, times and days
- Know what the job is before starting
- Have the right tools for the job
- Contribute to the decision making process

RESPONSIBILITIES:

Volunteers have the responsibility to;

- Be conscientious
- Be punctual
- Be responsible for what they have agreed to do



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- Be reliable
- Let the coordinator know if they are unable to work
- Maintain confidentiality
- Support other volunteers
- Be a team member
- Seek support when needed
- Know their own limitations (time, money, physical needs, family and friendships)

ORIENTATION, EDUCATION AND TRAINING

- Prior to work the Volunteer receives an orientation which includes;
Introduction to staff
Tour of building
Location of Attendance computer.
Location of place to keep personal possessions, e.g. bag
Location of adult toilet facilities
Location of telephone and protocol of use (short, local calls only)
Explanation /training for job, including any Work Health and Safety issues.
Location of materials required to complete tasks.
- All Volunteers receive an orientation information package including the following;
Parent Hand Book - received at enrolment.
Position Description - of their specific position
Guidelines for the Involvement of Volunteers
Rights and Responsibilities of Volunteers
Volunteer/Student Declaration - to be read, signed and returned to centre before voluntary work commences

STUDENTS

We are committed to assisting students gain valuable experience in early childhood settings.

We accept students from

- High schools on work experience
- Tafe Colleges studying Certificate 3's and Diploma's
- Universities doing degrees

The Student Supervisor will:

- Arrange time for the student to visit the Centre for a pre placement visit, during this visit the following will be arranged.
- Give the student times/hours and dates of the placement
- Give the student a student package
- Take the student on a tour of the Centre
- Introduce the student to educators
- On their first day, the supervisor will introduce the students, volunteers and work experience persons, to the Room Leader.

The Room Leader and Educators will:

- Communicate with the Student, volunteers and work experience people and discuss progress of their written work and performance.
- Maintain open communication with students, volunteers and work experience people along with their practicum teachers.
- Support all students, volunteers and individuals undertaking work experience needs during their placement.
- Pass relevant skills and knowledge onto each student, volunteers and work experience people.
- Ensure all other educators are provided with relevant feedback about tasks that the student is required to complete in the centre as part of their practicum.
- Be aware of the expectations perceived by the student, volunteers and work experience people.
- Discuss any issues raised by the student with the Student Supervisor.

STUDENTS, VOLUNTEERS, WORK-EXPERIENCE PEOPLE WILL:

- Under no circumstances, be left solely in charge of a child or group of children
- Be expected to follow the same code of conduct as permanent staff members



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- Learn about the children through observation and practical experience
- Develop skills and abilities needed to care for and educate children
- Inform the Room Leader of all written work they are required to do and provide them with the time sheets and evaluation forms.
- Learn about working as part of a team in the Early Childhood Profession
- Sign and abide by the Confidentiality Policy
- Inform the Student Supervisor, in writing of what will be expected of them by their training body, University or School, or any other training organization.
- Be required to do different shifts during their time, so as to gain knowledge of each different aspect of the Centre's day.
- Bring in a photo and a short statement addressing the following:
 - Name
 - Time they will be at the Centre
 - What it is they are studying
 - Discuss any problems they may be experiencing with the Student Supervisor.

STUDENT - FAIL PROCEDURE:

If The Room Leaders or Student Supervisor feel that the student is at risk of failing their practicum, the following steps are to be taken:

- Room Leader is to alert the Student Supervisor of any concerns with the student.
- Both the Student Supervisor and the Room Leader are to discuss these issues with the Student.
- The Student Supervisor is to arrange with the students teacher/supervisor to visit the Centre and discuss those issues that have arisen.
- The education institution of the student will ultimately determine the outcome of the practicum.

TERMINATION OF PRACTICUM:

Termination of student's placement will occur if:

- The student harms a child.
- The student is under the influence of drugs or alcohol.
- The student has disregard for the Centre and fails to notify if not able to attend the Centre.
- The student is observed using repeated inappropriate behaviour at the Centre.
- The student does not comply with all policies and procedures addressed in the student package.
- The student does not provide the photo with an introduction on commencement.

QUALITY AREA 5

RELATIONSHIPS *with* CHILDREN

Interactions With Children Policy (17)

Respect for Children

Respect For Diversity (26)





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RELATIONSHIPS WITH CHILDREN POLICIES

“Respectful and equitable relationships are developed and maintained with each child.”

STANDARD 5.1, NATIONAL QUALITY STANDARD DOCUMENT

“Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.”

STANDARD 5.2, NATIONAL QUALITY STANDARD DOCUMENT

POLICY STATEMENT

Interactions with each child are warm and responsive and build trusting relationships.

Every individual is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning, they are supported to feel secure, confident and included, and are supported to work with, learn from and help others through collaborative learning opportunities, and to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

The dignity and the rights of every child are maintained at all times.

EVALUATION

All individuals at the Willows understand and value respect, and treat all other individual in a way that allows everyone to feel accepted, respected and loved.

PARENT REVIEW DATE	January 2016
AMENDMENT HISTORY	Apr 2009, Mar 2010, Apr 2011, May 2012, Mar 2013, Nov 2013, Jan 2015
SOURCES AND FURTHER READING	<ul style="list-style-type: none"> • <i>Education and Care Services National Regulations 2015</i>, http://www.legislation.nsw.gov.au/main-top/view/inforce/subordleg+653+2011+cd+0+N • <i>Belonging, Being & Becoming, The Early Years Learning Framework for Australia</i>, DEEWR 2009, http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf • <i>Guide to the National Quality Standard</i>, ACECQA: www.acecqa.gov.au and http://acecqa.gov.au/links-and-resources/national-quality-framework-resources/ • Early Childhood Australia Code of Ethics, retrieved from http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/ • United Nations Convention on the Rights of the Child, retrieved from http://www.unicef.org/crc/ • Early Childhood Australia: www.earlychildhoodaustralia.org.au • NCAC "Putting Children First"- "a Matter of Respect: Recognising young Children's Right to Privacy." • Cultural Connections Booklet. Retrieved from https://childaustralia.org.au/Documents/IPSP-Section/Resource-Centre-Docs/cultural-book-complete-WEB.aspx • Working and Walking Together, SNAICC, 2010, Retrieved from http://www.snaicc.org.au/_uploads/rsfil/02497.pdf



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INTERACTIONS WITH CHILDREN POLICY

POLICY STATEMENT

The relationship between educators and children is the most important aspect of a service. Secure, respectful and reciprocal relationships are one of the basic principles of Belonging, Being and Becoming: The Early Years Learning Framework that provides a vision for the children's learning at the Willows.

Relationships between educators and children can have an impact on other relationships and can dictate the mood of the group, or the whole Willows environment. The value of other skills like observing, planning and organising the environment depends upon the extent to which educators are able to develop these relationships.

Children who are secure in the relationship with their educator/s are confident in their learning and are able to enjoy and feel relaxed in their time at the Willows.

Children need positive relationships with adults that they can trust and who respond to them. This is the basic foundation that they need in order to feel good about themselves and their being in the world, and secure enough to take pleasure in actively exploring and learning about themselves, people and things around them.

Children under five are learning communication and social skills. The way in which educators relate and interact with them and to other people around them is an important source of information about how they should communicate and interact with others. Therefore, these adults should relate to children in a positive way, which responds to each child's individual needs and enables the child to develop the ability to relate in a similar positive way to others.

Children also need adults who actively teach them communication skills, by relating to them in ways that build upon their existing and emerging social and interactive communication skills, and by providing them with opportunities, and activities to exercise and develop these skills.

One of the basic principles of communicating with children is that educators need to approach the children in their care in a child-centred way. Children under five are still very much the centre of their own universe. As they develop, their ability to understand other people, to take account of others' feelings, and to modify their behaviour, increases. However, even when they are five, they are not yet very experienced or skilled in the complexities of social and communications skills.

As educators we are able to establish trusting relationships with the children and at the same time we are able to be positive role models by communicating, interacting and socialising with the children in our care.

EVALUATION

Interactions between educators and children are genuine, positive and responsive and based on respect, fairness, acceptance, co-operation and empathy. This is evident in conversations, communication, pedagogy, and planning for children and families.



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APPROPRIATE PHYSICAL INTERACTION WITH CHILDREN

Under 2 year olds need plenty of physical reassurance in times of crisis, such as when a parent leaves or someone bites them. Holding, carrying and rocking are appropriate interactions at this age.

It is the responsibility of educators with this age group to gently guide the children toward independence and thus be aware of when the crisis has ended and the child can be encouraged to separate.

Continually carrying a child around is not teaching them appropriate behaviour.

Step-by-step, put the child down, so that they can lean on you, organise activities that interest the child and move further from them as they get involved. It takes time and effort but is important to do consistently.

2-3 year olds are learning more independence, and are generally not carried around the service.

If the child needs physical reassurance sit with the child beside you on the lounge or 2 chairs, close enough to put your arm around their shoulders if necessary.

Be vigilant about when the crisis is decreasing and begin to extract yourself from the situation, encouraging the child to become involved in activities.

3 years plus children are big enough now to present an OH&S issue if you were to lift them. It is not appropriate to carry over 3 year olds.

STAFF TO CHILD INTERACTIONS AT THE WILLOWS

- Children are never smacked. This may result in immediate dismissal.
- All children are treated with respect.
- Educators communicate closely with parents to determine how individual children indicate their needs such as: hunger, toileting, tiredness, and emotions (happiness, sadness, frustration)
- Tantrums can occur as a way of releasing frustration. Educators must allow a child to calm down and then reassure the child. The Educators can simply discuss what has happened with the child and then give an alternative behaviour. For example: "If he hurts you, tell a teacher"
- Toddler needs for emerging independence is encouraged where possible, educators can utilise routine activities to initiate meaningful interactions
- Most toddlers have a need for affection and reassurance. Toddlers can often become frustrated, and are affected by separation from family. Educators are responsive to this in ways appropriate to each individual family.
- Preschoolers may appear very sure of themselves at times, however, they still need affection. Educators interact appropriately to each individual child
- Conversations are be two-sided, and educators show children that they their ideas and comments are valued
- Educators build rapport with the children and families. This can be achieved with the children by telling them what you did on the weekend, what your pet did last night. In return allow children time to tell you stories they want to share with you.
- Actively make time to talk to parents morning and afternoon, as they can provide valuable information about their child's culture, family life, likes/dislikes, interests, and what events have been impacting on their lives
- Use positive guidance. Tell children what you want them to do – "We walk inside" rather than "No running". Avoiding as much as possible words like "No", "Don't", "Stop", "Should". Save these words to protect children from danger. They are not everyday words.
- Educators are honest in showing their feelings. If educators are feeling frustrated, ill or getting impatient they are able to discuss these feelings with the children in a non-threatening way. Use "I" messages to explain your concerns and enlist the children's help
- Educators always ask for assistance when feeling uncomfortable handling a behavioural management situation, this is not a sign of incompetence it is proof of teamwork.



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- If children consistently exhibit inappropriate behaviour it may be necessary to consult centre management to discuss further action.
- Swinging children around by the arms, or having them ride on adult shoulders, is not appropriate in the childcare setting.

EDUCATORS:

- Respond to children's communication in a just and consistent manner.
- Respond sensitively to children's attempts to initiate interactions and conversations.
- Initiate one to one interactions with children during daily routines and conversations with each child.
- Support children's efforts, assisting and encouraging as appropriate.
- Support children's secure attachment through consistent and warm nurturing relationships.
- Support children's expression of their thoughts and feelings.
- Encourage children to express themselves and show an interest and participate in what the child is doing
- Encourage children to make choices and decisions.
- Acknowledge children's complex relationships and sensitively intervene in ways that promote consideration and alternative perspectives and social inclusion.
- Acknowledge each child's uniqueness in positive ways
- Respect cultural differences in communication and consider alternative approaches to own.
- Avoid negative language in general daily interactions.

CHILD TO EDUCATOR INTERACTIONS AT THE WILLOWS

Children speak respectfully to adults and educators model respectful conversation, if the children forget or are unaware of appropriate language, educators will remind and teach them.

Children never smack an adult and discipline measures are enacted immediately if this were to occur.

Children jumping on educators is not appropriate, and they will be gently reminded that "we do not jump on teachers".

Children to Children Interactions

Educators encourage and model guiding children to:

- Verbalise feelings and ideas
- Listen to other children
- Show respect for others
- Develop good social skills
- Accept others of different culture, race and religion
- Be co-operative
- Have good relationships with each other
- Share experiences
- Show acceptance of routines
- Seek help when frustrated
- Interact with other children



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- Be relaxed and happy with each other
- Contribute to activities and participate
- Respond to positive discipline practice
- Feel comfortable with themselves
- Respect other children's space and privacy

THE WILLOWS' PHILOSOPHY OF DISCIPLINE

Discipline involves teaching character and self-control. Because people differ in how they approach discipline, families and caregivers must discuss the goals of discipline and the methods that will best achieve the goals for the child.

There is no place for 'punishment' in the Willows' Philosophy of Discipline; self discipline is learned through 'consequences' of chosen behaviours.

We support the growth of self discipline;

"GROWING TOGETHER - A GREAT HEAD START"

BEHAVIOUR MANAGEMENT

Caregivers

- use positive guidance, redirection, and the setting of clear-cut limits that foster the child's own ability to become self-disciplined.
- encourage children to respect other people, to be fair, respect property, and learn to be responsible for their actions.
- guide children to develop self-control and orderly conduct in relationship to peers and adults. Aggressive physical behaviour toward staff or children is unacceptable.
- intervene immediately when a child becomes physically aggressive to protect all of the children and encourage more acceptable behaviour.
- utilise redirection and other techniques recommended by early education professionals for the developmental level of the children involved.
- use discipline that is consistent, clear, and understandable to the child. Where the child understands words, discipline is explained to the child before and at the time of any disciplinary action.

Physical restraint will not be used except as necessary to ensure a child's safety or that of others, and then only for as long as is necessary for control of the situation.

Good behaviour is encouraged and praised.

If behaviour management techniques are ineffective, removal of a child from the environment may be used selectively for children over 18 months of age who are putting others or themselves at risk.

The period of settling will be just long enough to enable the child to regain control of himself or herself. During settling the child will be visually observed by a caregiver and will be given quiet time activities.



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Children will not be subjected to the following:

1. any form of corporal punishment
2. any punishment that takes the form of immobilisation or force
3. any punishment that is intended to humiliate or frighten.

Parents will be made aware that it may be necessary to physically restrain an out of control child who may be compromising their own safety or that of others, or to isolate the child from others for a short while.

POSITIVE GUIDANCE PROCEDURES

To encourage positive, co-operative behaviour at the Willows we:

- Establish trust and confidence between adult and child.
- Consider the stage of development of each child.
- Consider the interests, concerns and abilities of the individual child.
- Show sensitivity to the child's background and current home situations.
- Examine the reason behind the behaviour that suggested a need for disciplinary action.
- Get down to the child's level to establish and maintain eye contact.
- Use language that is positive, clear and developmentally appropriate for the child in question.
- Show consistency with behaviour expectations.
- Set limits with the help of the children, and remind children of them regularly or whenever necessary.
- Involve the children in the setting of limits and explaining as to why a certain type of behaviour is unacceptable e.g.: other children and staff safety.
- Encourage the children to show sympathy for children experiencing difficulties.
- Guide and discipline to encourage individuality and confidence of children to enhance their self-esteem.
- Offer children clear alternatives to help them develop their ability to make decisions and direct themselves.
- Model positive behaviour. E.g.: say "sand stays in the sand pit" rather than "don't throw sand", then show the child how to dig in the sand.
- Discuss with parents the behaviour management policy and seek their assistance for solutions should the need arise.
- Use "do" instead of "don't", giving a simple explanation. (If the child persists use the word "stop" reinforced with the stop hand signal and explain positively what they should be doing).
- Talk about the behaviour being inappropriate, not the child personally (e.g.. Avoid saying, bad, naughty, silly etc..).

With older children,

- Encourage them to use problem-solving skills and to verbalise feelings instead.
- Use a firm, calm manner, indicating what you expect from the child, presenting it to the child as a choice wherever possible - "if you choose to do "X" I will have to".
- Allow time for the child to comply with the request.
- Be clear about the consequences for the child, e.g. removal from situations, help to fix the problem they have caused by comforting the hurt child or picking up the thrown toys.
- Follow through with consequences!
- Gently remove the disruptive child from a group or activity when necessary, until such time as the child has settled down and able to return to the group or activity.

If the need arises to restrain a child,

Restrain the child at your own discretion so as not to put yourself, the child or other children at risk of harm. Suggested method for restraining a child is to sit on a chair or the floor with the child held firmly in front of you (the child's back towards the educator). Speak calmly and quietly to attempt to diffuse the situation quickly. Be alert to possible bites, kicks or head-butts. Restraining a child should be used only as a last resort.



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When it's all over - it is essential to:

Restore a positive relationship between you and the child, before either of you go home.

Keep the nominated Supervisor aware of on-going situations.

If a child becomes aggressive,

- Remove them from the activity (suitable distance so as not to hurt other children); stay with them until they quieten down. Comfort when rage subsides.
- Look for reasons behind belligerent behaviours and address the issues as a part of further planning (e.g.. Biting could be a result of teething or not having the communication skills to tell a peer that they are taking their toy. Kicking could be a part of power play etc..)
- Make sure you focus attention on the child who has been hurt. Children who have hurt another child can often be encouraged to help comfort or assist the hurt child (get a tissue, hold the ice pack etc..)

TIPS FOR **SUCCESSFUL GUIDANCE**

Lowering your voice gains attention. Shouting may scare the child.

Body language conveys over 80% of the message, especially in pre-language children: A soft singsong type voice and a smile are INAPPROPRIATE when delivering discipline. Pleading is also ineffective.

It IS appropriate to frown or look sad and to explain how the behaviour has made you, and others feel. If the disciplined child feels sad too it indicates they are developing empathy for others.

You cannot positively guide while seated. It is good practice to stand BEFORE any guidance is given. The children respond quickly to you standing if they know they are acting inappropriately, and eventually just the act of standing will cue the children to modify their behaviour.

Counting to 3 is DISCOURAGED. Children learn very quickly that Adults count to 3 when they do not want to, or are unable to stand up and deal with the situation. A child behaving inappropriately needs to know immediately that the carer is in charge and is setting the standard of behaviour. Children are not to be given the choice to wait until the number 3 to modify inappropriate behaviour.

If a child is reluctant to modify their behaviour after an educator has asked them to, that educator has the responsibility to stand and say gently but firmly "Come on, I can help you" and to redirect the child's behaviour. E.g. "let's read this book", or "what can we make in the sand pit?"

WHEN POSITIVE GUIDANCE STRATEGIES **ARE NOT WORKING**

If a child's behaviour is continually anti-social or aggressive and is putting other children's or staff's health at risk, then:

- Discuss problems with your room leader, Nominated Supervisor, or Licensees- where appropriate (confidentiality is observed).
- Document and date the problem and attempted solutions, and the results.
- Consult Licensees if they haven't already been involved.
- Make a time with parents to discuss the difficulties with parents, to decide on appropriate strategies.
- Suggest Behaviour Modification training for staff and families.
- Consult Early Intervention Professionals with parental permission.
- Implement program directives from Early Intervention.



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- Consult other professionals and support groups where necessary.
This program will be continually evaluated by carers, management and parents.

If the behaviour does not appear to be improving, management may refer the parents to a support network (e.g.. Inclusion Support Unit etc..)

If other children or staff are put at risk of harm. It may be necessary to request the parent/s collect their child early

If after a reasonable period of time the child's behaviour is not improving, the Director and educators will consult with parents in supporting them to find a more appropriate service.



RESPECT FOR CHILDREN POLICY

EDUCATORS RESPECT CHILDREN AT ALL TIMES BY:

- Using a positive, non-threatening tone and approach when dealing and interacting with children in all situations
- Gauging how children are feeling and respond appropriately
- Never forcing a child to do something against their wishes, for example, rest, eat or participate in group time
- Role modelling respect to children in every day dealings with both and children
- Endeavouring to be aware of each individual child's values, culture and feelings and respond appropriately
- Inspiring, encouraging and accepting each child for the amazing being they are.
- Responding when children express a preference or request about displaying their artwork, they ask children's permission and allow them to make the decision
- Allowing children the time and space to tell others when something special has happened in their life, such as new baby, moving house etc..
- Being discrete when guiding children's behaviour, no one likes to be corrected or have their mistakes identified in front of other people
- Avoiding embarrassing children who are not comfortable with public displays of affection
- honoring each child's personal space. Even a young baby can express a wish not to be picked up or held, and this communication should be respected.
- Honoring children's modesty, and considering privacy when changing clothes and nappies, or toileting.
- Being mindful of privacy and obtaining permission from children regarding taking their photos, recording their conversations, and using samples of their work in documentation
- Showing consideration in finding a private space to talk to families about their children. Talking about children as though they are not there is disrespectful.



RESPECT FOR DIVERSITY POLICY

"There are many ways of living, being and of knowing"

BELONGING, BEING AND BECOMING, THE EARLY YEARS LEARNING FRAMEWORK

DIVERSITY AT THE WILLOWS

EQUAL BUT DIFFERENT

As is stated in The Willows Philosophy, "We believe all people deserve equal opportunities and respect. At the same time, we acknowledge that their differences and unique contexts must be recognised and celebrated. We foster an environment of inclusion and joy for diversity."

At The Willows, we acknowledge that the concept of diversity encompasses many things, such as:

Culture	Family make up	Education	Preferences
Ethnicity	Gender	Learning styles	Strengths & attributes
Religion	Physical appearance	Sexual orientation	Parenting styles
Lifestyle	Life experiences	Ability	and much more!
Socio-economic status	Intelligences	Values	

At The Willows we endeavour to acknowledge, accommodate and celebrate all "ways of knowing and being," and to empower all stakeholders so that they may engage in our service to their fullest potential.

CULTURAL COMPETENCE AT THE WILLOWS

In order to support all children, educators and families to be strong in their sense of belonging, being and becoming, it is crucial that our staff aspire to be culturally competent.

"This encompasses:

- Being aware of one's own world view
- Developing positive attitudes towards cultural differences
- Gaining knowledge of different cultural practices and world views
- Developing skills for communication and interaction across cultures."

(From *Cultural Connections Booklet*, page 6)

Cultural competence is not just about how we accept and respond to the cultures of others, it is acknowledging that our own culture affects our personal perspectives, biases, actions and reactions etc.. and recognizing that there are multiple ways of knowing the world.

Underlying cultural competence are the principles of trust, respect for diversity, equity, fairness, and social justice.

EYLF, pg 21



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Everyone has a right to feel respected, valued and included and we all have a responsibility to do all we can to achieve this. At The Willows, we seek to develop a service culture, curriculum, policies, procedures, and systems that ensure our service is always working towards cultural competency.

Cultural competence is gained through relationships - respectful, open and positive interactions.

The Centre embraces cultural diversity and encourages families to share traditions and invite visitors to share their cultural differences.

EXPLORING DIVERSITY WITHIN THE CURRICULUM

Children become aware of human difference between the ages of 2 and 5 years (Cultural Connections Booklet.) How children respond to these differences will determine the attitudes they will carry into adulthood. It is our absolute responsibility to support positive attitudes towards diversity.

We have the opportunity to stop the perpetuation of negative stereotypes and attitudes towards diversity – particularly in relation to indigenous Australians.

"It is at these early stages in their lives, where we as Educators can play a significant role in planting seeds of tolerance, compassion and understanding that will contribute towards the creation of a more harmonious society for the future to come."

(Cultural Connections Booklet, Pg 4)

Australia is a multi-cultural society filled diversity of all kinds, and as so the program of this Centre must cater for the individual needs of ALL children. Therefore we aim to help foster within each child awareness, acceptance and joy for diversity through a curriculum that actively attempts to counter much of the misinformation about diversity that leads to racism, bias, stereotyping and isolation.

Through our curriculum, we support children to:

- Respect and celebrate diversity
- Reject and challenge bias
- Stand up for themselves and others

AVOIDING TOKENISM

It is important, particularly in relation to cultural awareness, that we do not act tokenistically, but integrate it throughout the program. Tokenism emphasizes the "exotic-ness" or "other-ness" of a culture or group– the exact opposite of what we are trying to achieve!

Having a flag displayed, celebrating a day here and there, having a cultural performance now and then, having a artefact or a poster displayed is not sufficient. These things must support a deeper respect and recognition of diversity that is embedded in our philosophy, policies, practices and program.

We aim to affirm and embed within our curriculum, the cultures and diversity of the children, families and educators at the Willows.

Some ways in which this policy may be implemented include:

- Through specifically designed learning environments and the thoughtful selection and utilisation of music, cooking, crafts, clothing, singing, play equipment.
- Where parents are from non-English speaking backgrounds they will be invited and encouraged to contribute



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knowledge of their own culture to enhance the overall program.

- Where necessary parent information will be translated into other languages.
- All staff are encouraged to attend In-service on multicultural programming for centres.
- All activities in the Centre will be checked to ensure that negative and discriminating images of particular cultures are avoided.

ABORIGINAL AND TORRES STRAIT ISLANDER WAYS OF KNOWING & BEING

As a group, The Willows endeavours to learn as much as we can about contemporary Aboriginal culture and perspectives, traditional culture and history so that we may provide a rich and relevant curriculum to meet our goals, provide a meaningful service for our Indigenous families, and engage in respectful and productive relationships with the Aboriginal community.

The Educators' Guide to the Early Years Learning Framework for Australia (DEEWR, 2010) recognises that 'cultural competence in relation to Aboriginal and Torres Strait Islander peoples is distinctly different from the broad idea of "respecting all cultures"'. It pays particular attention to 'growing educators' competence in working with Australian Aboriginal and Torres Strait Islander cultures' (DEEWR, 2010, pp. 24 and 30).

It is important to embed learning about Aboriginal and Torres Strait Islander histories and cultures in our program: 'to ensure all young Australians will be given the opportunity to gain a deeper understanding and appreciation of histories and cultures, their significance for Australia and the impact they have had, and continue to have, on our world' (ACARA, 2010, p. 20).

EQUITABLE TREATMENT POLICY

Aim: to convey the concept of a cross-cultural, anti-bias curriculum and implement this perspective within all areas of our program.

The Centre accepts and encourages individual differences and actively challenges biased behaviour in staff and children.

Definition:

An anti-bias curriculum is an active approach to challenge prejudice, stereotyping and bias. Bias is a term used to describe any unfair treatment of an individual due to his/her identity

This policy is implemented in the following ways:

- Individual differences are always respected.
- The physical environment of the Centre, its programs, incidental learning experiences and planned group activities reflect our commitment to a broad cultural perspective.
- We learn from each other's varying backgrounds, experiences and attitudes.
- Awareness of the variety of cultural customs and life styles, music, clothing, food is promoted.
- Children are exposed to an understanding of people/children who are differently abled.
- The environment encourages the child to explore gender, race/ethnicity, and different abilities.
- Needs of individual children are taken into account including gender, race, socio-economic background, lifestyles, language, art, music, clothing and food. These needs are developed through self-discovery, exploration and enquiry.
- Interactions challenge stereotyping and discriminatory behaviour.
- Children are encouraged to gain the tools and self-confidence to 'stand-up' for themselves and others against biased ideas and discriminatory behaviour.
- We attempt to develop an appreciation that each person is unique and therefore important.
- We encourage the parents with different cultural backgrounds to share knowledge and experience with the children at this Centre.

QUALITY AREA 6

PARTNERSHIPS *with* FAMILIES *and* COMMUNITIES

Enrolment & Orientation (18)

Delivery and Collection (11)

Acceptance & Refusal of Authorisations (20 & 11)

Payment of Fees (21)

Dealing with Complaints (22)

Family Involvement and Communication

Non-English Speaking Background

Engaging With the Community





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POLICY STATEMENT

Willows management ensures there is an effective enrolment and orientation process for families and families have opportunities to be involved in the Willows and contribute to Willows decisions, and they have access to current information about the Willows is available to families. Current information is available to families about community Willows and resources to support parenting and family wellbeing. The expertise of families is recognised and they share in decision making about their child's learning and wellbeing

Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities. Access to inclusion and support assistance is facilitated. The Willows builds relationships and engages with the local community and establishes and maintains links with relevant community and support agencies.

EVALUATION

Families are thoughtfully and thoroughly oriented to the Willows and its systems, they are actively encouraged to participate in the service at every level, and are recognised and respected as their children's primary caregivers.

Children experience continuity of care and have access to any support identified.

The Willows values community reaches out to the community and builds multiple connections.

PARENT REVIEW DATE	September 2016
AMENDMENT HISTORY	April 2009, Mar 2010, April 2011, May 2012, August 2014, November 2014.
SOURCES AND FURTHER READING	<ul style="list-style-type: none"> • <i>Education and Care Services National Regulations</i> 2015, http://www.legislation.nsw.gov.au/main-top/view/inforce/subordleg+653+2011+cd+0+N • <i>Belonging, Being & Becoming, The Early Years Learning Framework for Australia</i>, DEEWR 2009, http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf • <i>Guide to the National Quality Standard</i>, ACECQA: www.acecqa.gov.au and http://acecqa.gov.au/links-and-resources/national-quality-framework-resources/ • Early Childhood Australia Code of Ethics, retrieved from http://www.earlychildhoodaustralia.org.au/our-publications/ece-code-ethics/ • United Nations Convention on the Rights of the Child, retrieved from http://www.unicef.org/crc/ • Early Childhood Australia: www.earlychildhoodaustralia.org.au • Department of Education and Workplace Relations: www.deewr.gov.au



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ENROLMENT & ORIENTATION

POLICY STATEMENT

Resources and positions for children at the Willows are finite. The enrolment process must ensure that positions are allocated in an equitable manner. Enrolment and Orientation procedures are an important aspect of building solid foundations for an ongoing relationship with children and their families. It is an important opportunity for sharing of information between the centre, the child and their family. Good procedures include consistent information around service operation and authorizations promoting compliance and a safe and secure environment for children and families.

Successful orientation and enrolment procedures promote smooth transitions between home and service. Information sharing and the signing of authorisations ensure a safe and secure environment for the child.

PRE-ENROLMENT INTERVIEW AND TOUR

On enquiry, families are presented with a Willows Parent Pack including a parent handbook, enrolment application and other relevant information including The Willows Philosophy. The information in the enrolment pack is retained by the family for future reference. Families and children are then invited to visit and see the Willows in action. A member of management or knowledgeable staff member may provide the visiting family with a tour of the service environment and information that may include:

- Brochures with information on;
 - The Value of Early Childhood Education
 - Our Additional Needs Program (if applicable)
 - The Role and Value of a Play-based Program
- Discussion and tour of;
 - service 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.

Following a pre-enrolment orientation, a family may wish to place their child's name on the waiting list.

TRIAL DAYS

The Willows offers children and their families the opportunity to attend the Willows for short periods of time before commencement of care or prior to decisions being made as to whether or not they would like to enrol. A family member will remain on the premises during these orientation visits. The family must sign the visitors book/register on arrival and when they leave. The child cannot be left at the service until they have formally commenced at the service and are therefore not included in the ratios. Trial days are free-of-charge to families.



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Trial days are strongly encouraged, as they allow educators, families and children to begin establishing relationships, aid in the settling-in process, and give parents peace of mind that they can be confident in the level of care provided at the Willows. Families are welcome to attend as many trial days as they feel necessary.

Enrolments will be accepted providing:

- The maximum daily attendance does not exceed the approved number of places of the service.
- Child-educator ratios are maintained across the service (in each room).

ENROLMENT INTERVIEW

Prior to conducting the enrolment interview, Management should consider the language and cultural needs of the family. During the enrolment interview, the enrolment application will be returned and the family will provide the following:

- A completed enrolment form including authorisations;
- Payment of a deposit as outlined in service 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 and accompanying Management and Care Plans (including medical conditions, health and developmental concerns).

This information will be kept at the service premises in accordance with service policies and the Education and Care Services National Regulations 2011.

An **ENROLMENT CHECKLIST** Will be completed with the family to ensure all necessary information has been shared adequately, and a date will be decided upon to conduct an orientation meeting and checklist.

ORIENTATION MEETING

During the orientation meeting, the family will go through an orientation checklist with a member of management to cover all basic policies and procedures that are necessary to know before commencement of care. Along with Room Coordinators, a process will be planned in collaboration with families to provide the best possible start for the child at the service.

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.

A 'Welcome to the Willows' email will be sent to the families, welcoming them into the community, outlining their fees and responsibilities and reminding them of what to bring along on their first day.

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. Families are encouraged to contact the preschool to enquire about how their child is settling in.

Management will undertake a final check of enrolment details, authorisations and information updates prior to the family departing the service.

PRIORITY OF ACCESS GUIDELINES:

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



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

1. A child at risk of serious abuse or neglect.
2. A child of a single parent/guardian who satisfies, or of parents/guardians who both satisfy the work/training/Study test under Section 14 of the Family Assistance Legislation Amendment (Child Care) Act 2010.
3. Any other child.

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

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

Upon enrolment families will be notified of their priority and advised that if the service has no vacancies and their child's position is a priority 3 under the Priority of Access Guidelines, it may be required that their child leave or reduce their days in order to make a place for a higher priority child.

ADMISSIONS POLICY

The Willows Early Learning Centre admits children from the ages of 0 to 12 years without regard to race, colour, sex, religion, national origin, or ancestry.

When the parent or legal guardian of a child identifies that a child has special needs, the Owners and the parent or legal guardian will meet to review the child's care requirements. The individualised program does not discriminate on the basis of special needs. The program accepts children with special needs as long as a safe, supportive environment can be provided for the child, and all children attending the service.

INFORMATION AND AUTHORISATIONS TO BE KEPT IN THE ENROLMENT RECORD

Our Acceptance and Refusal of Authorisations Policy and Retention of Records Policy outlines the information and authorisations that we will include in all child enrolment records.

ACCESS POLICY

The authorised supervisor must ensure that any parent of a child can contact the child at any time during the hours the child is at the Centre and can exchange information about the child with the primary contact staff at mutually convenient times on an ongoing basis.

A person who has been forbidden by a court order from having contact with a child attending the Centre must not be given any information concerning the child. They must not be allowed, as far as possible, to enter the premises while the child is attending the Centre.

They must not be permitted to collect the child from the Centre.



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DELIVERY & COLLECTION POLICY

ARRIVAL POLICY

Greetings

Every family is greeted and acknowledged by name as they enter the service, by every educator who sees them. It is important to learn the names of each child and their parents.

A good skill for educators to develop is: to check what the child is wearing from head to toe, what they have brought in, (such as hats, coats, shoes, socks, drink bottles, dummies) so that on departure you know what is missing and what it looks like.

In order for children to feel safe and secure, it is important that they are greeted by familiar faces each time, and are supported in farewelling their families. Educators encourage families to say goodbye before leaving to help build trust. Parents sneaking out is not beneficial.

Every child must be signed in on arrival.

Each child must be physically handed over to a teacher along with the signed arrival slip.

An educator must sight the child upon arrival and make note of the state of the child, whether there is any visible bruising or signs of illness, or infestation.

1. If injuries are present the educator is required to ask of the parent the cause of the injuries, and to document them.
2. If the child appears ill the educator needs to find out from the parent what the problem is, to ask whether they have been given Panadol, which can mask symptoms, and to assess whether the child is contagious or unfit for care. If the educator is unsure they must ask Management to make the decision.
3. If the child has previously been ill or has had a lice infestation, proof is required that the child is safe to return to care.

Medications

All medications are to be accompanied by documentation *See Medications Policy
Medications MUST NOT be left in children's bags

Special instructions

If a parent has special instructions for the day, or changes to their child's routine, they can be entered into the system by the parent, on sign in, but should also be verbally passed on directly to the educators involved.

If the child's teacher is not yet on duty, a reminder is written in the staff communication book by the educator who takes initial responsibility of the child.

It must be signed so that it can be followed up if needed.

All educators are required to read the staff communication book through out the day and sign it below the last entry.

DEPARTURE POLICY

Greeting and readiness

Each family is greeted and acknowledged by name as they enter each room or play space, by each educator. Each child about to be collected has their face and hands washed, their clothes checked and changed if dirty or damp, their belongings (hats, coats, shoes, socks, drink bottles, dummies) collected and ready to go.



THE WILLOWS PRESCHOOL and EARLY LEARNING CENTRE

ACCEPTANCE & REFUSAL OF AUTHORISATIONS

POLICY STATEMENT

Acceptance & Refusal of Authorisations Policy

- Parents sign authorisation forms for many activities at the Willows as part of enrolment
- During the course of care there may be emergencies, unforeseen circumstances or new diagnoses, with a need to change some of these authorisations.
- This policy determines what methods of authorisation changes can be accepted by educators, while still keeping children safe, ensuring The Willows acts in accordance with the correct authorisations as described in the Education & Care National Regulations 2011

Authority to Collect Policy

- All persons must have their authority confirmed before gaining access to children

Suitability to Collect

- All persons must be in a fit state to be responsible for children

Late Collection and Non-Collection Policies

- For the protection of children, Families cannot drop off or collect children outside licensed hours

Signing In & Out Policy and Procedure

- All Children must be signed in & out of the service, by persons over 18.
- They must be signed in on arrival
- They must be signed out on departure.

EVALUATION

Correct Authorisation is obtained, referred to and applied appropriately ensuring reduction in possible risk.

PARENT REVIEW DATE	September 2016
AMENDMENT HISTORY	New Policy Jan 2012. Reviewed & condensed Apr 2013, Aug 14, April 15, Jan 2016
SOURCES AND FURTHER READING	<ul style="list-style-type: none"> • <i>Education and Care Services National Regulations 2015</i>, http://www.legislation.nsw.gov.au/main-top/view/inforce/subordleg+653+2011+cd+0+N • <i>Belonging, Being & Becoming, The Early Years Learning Framework for Australia</i>, DEEWR 2009, http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf • <i>Guide to the National Quality Standard</i>, ACECQA: www.acecqa.gov.au and http://acecqa.gov.au/links-and-resources/national-quality-framework-resources/ • Early Childhood Australia Code of Ethics, retrieved from http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/ • United Nations Convention on the Rights of the Child, retrieved from http://www.unicef.org/crc/ • Early Childhood Australia: www.earlychildhoodaustralia.org.au



THE WILLOWS PRESCHOOL *and* EARLY LEARNING CENTRE

AUTHORISATION POLICY

COLLECTORS MUST BE AUTHORISED

In order to release any child from the service educators, office staff and management must be certain the collector has been authorised to collect.

The person who signs the enrolment form is the primary authority.

WHAT NEEDS AUTHORISATION?

Primary authorities have several methods of authorising:

- People to collect their children
- Medications to be administered
- Sunscreen to be applied
- Photographs to be taken
- Medical or dental assistance to be sought
- Foods to be avoided
- Excursions (It is our policy not to take children from the premises on excursions, we bring visitors in, so authorisation don't apply)
- Visitors such as speech therapists, eye checks, development officers.

HOW TO AUTHORISE

Proof of Authorisation may be provided in the form of:

- ==> A signed letter from the primary authority, delivered by the visitor.
(The signature can be verified from the enrolment form.)
- ==> Telephone notification from the primary authority recorded in the Staff Communication Book.
- ==> Emergency contact details section of the enrolment form.
- ==> A phone call to the primary authority to obtain verbal permission.
(Primary authority phone numbers may be obtained from the enrolment form or emergency contact booklets in each room.)
- ==> Email to admin@willowspreschool.com.au

WE DO NOT ACCEPT

Primary Authorities telling an educator in the classroom

The information may get lost, as the educator cannot leave the room to pass on the message immediately.

Educators direct families to ask the office ladies for the forms at reception or just write the information on paper and hand it to the office ladies.

AUTHORITY TO COLLECT

Non-Custodial parent

Access cannot be denied to a non-custodial parent unless the Willows holds a copy of a court order to this effect.

Access to the non-custodial parent is to be denied if a court order is held and the custodial parent is to be contacted, as well as the police if necessary.

If a copy of a custody order is held, all staff of the centre must be made aware of this via custody alert charts, posted in each room and attached to the back of the emergency contact booklet.

If a person authorised to collect is no longer relevant, the service should be notified immediately.



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If there is Separation or Divorce, the family is required to inform the service in writing of any custody orders.

Underage Siblings

Siblings under 18 years of age will not be permitted to collect children from the centre. They are required to sign the roll, which is a legal document.

New Person Collecting

Families MUST notify the office staff, if someone other than those already authorised is to collect a child.

Should there be a need for an new authorised person to collect a child and this person is unknown to staff, the person will be required to identify themselves to the staff using a photo ID. Children will not be released unless identification can be verified.

The office staff must be satisfied that they have recognised the voice of the primary authority on the phone, and this should be verified in writing, if possible before the event.

If the office person cannot confirm the voice they ask a few relevant questions such as

1. what days does your child attend, and
2. what is the email address that the invoices are sent to.

If the office person is still unsure they immediately ring that person back to confirm their identity. They do not accept a phone number from the collector, they must go to the records and get the number themselves.

The person collecting the child will be asked by staff to provide photo ID.

ACCEPTANCE AND REFUSAL OF AUTHORISATION

Management of the Willows reserves the right to accept or refuse authorisation depending on circumstances.

If circumstances change, office staff, educators or management use these criteria to change authorisations.

It is generally agreed that all changes must be in writing, signed by the parent or caregiver. (Primary authority)

The Responsible Person however can make a decision in an emergency or unusual situation to accept verbal authorisation on the phone, to be entered in the staff communication book and signed by the Responsible Person, and later signed by the parent or caregiver.

The Responsible Person reserves the right to waive compliance where a child requires emergency medical treatment for conditions such as anaphylaxis or asthma. The service can administer medication without authorisation in these cases, provided they contact the parent/guardian as soon as practicable after the medication has been administered.

The Responsible Person reserves the right to refuse verbal authorisations if they do not comply with this policy.

WHEN AN UNIDENTIFIED PERSON COMES TO COLLECT

When a person who is not recognised comes to collect a child, the office ladies search through the enrolment papers, and the staff communication book to see if they can authorise them.

If they have received an authorisation call from a parent or found details in our documentation, the office ladies fill in an authorisation card to be given to the collector to take to the classroom, which gives authorisation for the educators to release the child into their care.



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The collector is asked to return the card to reception on the way back through the service

If any educator in charge of a child does not recognise the collector who has arrived at the classroom, they cannot allow that child to leave unless:

1. The collector presents an authorisation card with the child's name, today's date and the office persons signature,
2. They find another educator who can identify the collector
3. They ring the office and are given verbal authorisation from the office person,
(Even if the child recognises the collector, do not allow any child to leave your care without authorisation).

GENERAL COLLECTION OF CHILDREN

Children are to be collected before the closing time 5.45pm to allow time to sign out and communicate with staff in the centre. Staff on duty must, under their Award, finish at the closing time of the centre. Parents should ensure that they arrive in time to communicate with staff before closing time, as staff will not be available from this time.

Staff are to notify the Director of any parent who is on the premises for any period beyond closing time on the next working day. After three occurrences, the Director will review the placement with the parent.

Staff who are kept waiting after closing time, at 5.45pm, are to contact parents or emergency contacts as listed on the enrolment form. Overtime will be paid on receipt of the late collection fee, which must be immediately requested from the parent/s on arrival.

Details are to be entered into the Late Collection Book (Staff Communication Book) and signed by both staff and parent. The Director is to be informed of any parent who does not adhere to their contracted hours, to follow up to ensure compliance.

If a family is late to collect their child twice without notice, their position will be cancelled.

If a family is late 3 times with notice, their position will be cancelled.

Late Collection Fees and Fines apply. * SEE Late Collection Fees and Late collection Fines

INTOXICATED COLLECTION

Educators and office staff must protect children from being collected by any person who appears to be intoxicated, or under the influence of drugs, or any person Educators or office staff feel is unfit to take responsibility of the child, by immediately bringing it to the attention of the Responsible Person.

The Responsible Person will suggest to the intoxicated person that someone else collects the child, and if they are agreeable, ring the other parent or emergency contacts.

If no one is available to care for the child, the Responsible Person will contact the Early Childhood Education & Care Directorate (Sue Eriksson) on 6361 6969 for guidance.

If the intoxicated person is a parent and refuses to allow anyone else to collect, Educators cannot prevent the parent taking the child BUT

The responsible Person will contact the police on 6363 6399 and inform them of the circumstances, the person's name, and the vehicle registration details.

The parent may agree to the Willows ringing them a taxi, which would keep the child safe on the road but would not solve



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the safety of care issue. Ring a taxi if they agree but contact ECECD or police to inform them there is a child at risk, and give them the address, once the family has left.

NON-COLLECTION OF CHILDREN

If children are left at the centre 30 minutes after closing time and emergency contacts have been unable to collect or locate parent the following guidelines will apply:

- Two staff members should be present to care for the child.
- If no-one has been found to collect the child, the Early Childhood Education and Care Directorate may be contacted for further advice where possible. 6363 6969
- The Owners will be informed
- The child may be delivered to the Police Station by 2 staff members, as long as they have appropriate car seats. Ring to say you are coming. 6363 6399. 115 – 117 Byng St.
- The enrolment form should go with the child.
- Take fruit and drink and nappies if required. Make sure their bag goes with the child.
- If the centre premises is left, a notice will be displayed on the centre door, asking the parent/guardian to contact the local Police Station (address and phone number to be supplied).
- Staff members involved in the care of a child in this situation will ensure that the Owners are given a full written report of the circumstances on the centre's next working day.

LATE COLLECTION FEES

- If a parent rings to say they are running late they will be informed that a Late Collection Fee will be charged to cover overtime wages. This fee is \$30 per quarter hour and will be collected when the parent arrives.
- A late fee of \$30.00 per 15 minutes, is charged after the centre closing time to offset staff overtime costs, for 2 staff. It is the Responsible Person's responsibility to discuss late fees with the parent at the time of the collection.
- Requesting immediate payment of late fees is a routine, and difficult, responsibility for staff.
- Parents are to be requested not to take enforcement of this policy personally.
- If a family is late they shall receive a Late Collection Letter from Management, the next day.
- It will explain that 3 notified late collections or 2 un-notified late collections result in their child's position being terminated.

LATE COLLECTION FINE

- If a family is late and have NOT notified the service they will incur a Late Collection Fine, in addition to the Late Collection Fee
- The Fine is \$5 per minute.
- If a family is late collecting their child, without contacting the service on a second occasion, their position will be cancelled.

END OF DAY CHECKS

- 2 staff members check the premises at the end of the day to ensure no child remains on the premises after the centre closes.
- If any names remain unsigned, search each room roll to ensure they have been collected. Each room roll has the time of collection recorded.
- If there is no record of collection, search each room for a child who could be asleep in a cupboard, under a table, in the cubby house.
- If the child is not located on the premises, ring the family to verify collection.
- Once proof is obtained that all children have been collected, both staff members sign the report.



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PAYMENT OF FEES POLICY

POLICY STATEMENT

All children have a right to equal access to quality children's services, regardless of economic status, cultural background or disability.

The fees charged must cover operating costs. These include staff salaries, sickness and holiday pay, superannuation, worker's compensation, public liability insurance, relief staff, in-service training, replacement of worn out equipment, acquisition of new equipment and materials for the children, office materials, telephone, electricity, cleaning, maintenance and repairs.

In order to continue to provide an affordable, quality service, the Willows must charge fees that allow it to remain economically viable.

Financially disadvantaged families require financial assistance and information about other financial and support services to be able to access this service.

Fees charged ensure a viable business, and are affordable.

PARENT REVIEW DATE	September 2016
AMENDMENT HISTORY	Apr 2009, Mar 2010, April 2011, May 2012, Jan 2016
SOURCES AND FURTHER READING	<ul style="list-style-type: none"> • <i>Education and Care Services National Regulations 2015</i>, http://www.legislation.nsw.gov.au/main-top/view/inforce/subordleg+653+2011+cd+0+N • <i>Belonging, Being & Becoming, The Early Years Learning Framework for Australia</i>, DEEWR 2009, http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf • <i>Guide to the National Quality Standard</i>, ACECQA: www.acecqa.gov.au and http://acecqa.gov.au/links-and-resources/national-quality-framework-resources/ • Early Childhood Australia Code of Ethics, retrieved from http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/

PAYMENT OF FEES

- The Willows is a private service that relies on payment of fees, as well as Child Care Benefit from our families to operate successfully.
- Fees are charged on a weekly basis for full-time attendance and on a daily basis for part-time attendance.
- The Willows' **FEE STRUCTURE** is based on 0-3 year olds, over 3 years olds and school-aged children.
- **DISCOUNTS:** Discounts include:
 - A sibling discount where two or more siblings are enrolled at one time.
 - A full-time discount - A 5% discount applies to Full time care as long as payment is made in advance. Once payment is overdue the discount no longer applies.



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- Fees are payable in advance.
- Fees are invoiced retrospectively so that extra days can be included in the billing.
- Payment of fees is due fortnightly and must be paid in full by the end of each fortnight.
- As placement within the Centre is on a permanent basis, fees must be paid for each week whether or not the child attends. Normal fees apply on Public Holidays.
- Any change of enrolment requires 2 weeks written notice must be given.
- If your child is absent for 2 weeks with no contact being made the placement will be cancelled.
- It is important that fees be kept up to date. Non-payment of fees will result in your child's place being forfeited.

CHILD CARE BENEFIT

Child Care Benefit is a subsidy provided to ensure that families have affordable access to child care services. The Commonwealth Government funds the income-based scheme which can be applied for through the Family Assistance Office.

CHILD CARE REBATE

Non-income based 50% rebate to all families who are studying or working 15 hours per week

TERMS OF TRADE

A letter explaining the Willows early Learning Centre's Trading Terms will be included with the enrolment form.

NON-PAYMENT OF FEES

There will be a series of debt letters generated, which if ignored will lead to losing the childcare space and legal action to recover the debt.

LOW-INCOME SUPPORT

There are several funding schemes and services to financial support families who are experience financial hardship or low income. These include:

- JET Funding (Jobs, Education and Training Child Care Fee Assistance) - For parents who are currently enrolled to study, to assist in getting back into the workforce. The current 2016 cost after JET funding is \$11 per day per child.
- Lady Gowrie
- Brighter Futures

LATE PICK-UP

In the past we have had parents fail to collect their children.
Some of the causes of this uncommon occurrence have been drug usage and car accidents.

It is critical that children are placed, as soon as possible, in the care of Persons or Departments who are legally able to care for them.

LICENSED HOURS

Licensed Hours are 6.30 am to 6.00pm
Parents need to be aware that outside these licensed hours Willows Staff Members are not to be responsible for the care of their children, as Regulations do not allow it.



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CLOSING TIME

It is essential that children be collected by 5.45pm.
All children, parents and staff are required to leave the premises by 6.00pm.
Closing time is recorded in the Lock up Mechanism.

AUTHORISED PERSONS

If parents are unable to collect children before this time, it is essential for them to arrange for someone else to do so and to notify the Willows.

Staff can only release children into the care of Authorised Persons.

An Authorised Person can be;

- The emergency contacts on the Enrolment Form.
- Nominated by the Parent over the phone as long as the Authorised Person can bring Photo Identification with them.

LATE FEE

Families of children remaining at the Willows after 6.00pm without notification will be charged at a rate of \$5.00 per minute.
The emergency contacts will be called to collect the children.

DEPARTMENT OF FAMILY AND COMMUNITY SERVICES (FACS)

If the children remain at the centre at 6.00pm without notification, and if the emergency contacts were not successful, FACS will be notified.

POLICE STATION

If there is no FACS officer available to take responsibility for the children they will be taken to Orange Police Station.

STAFF GUIDELINES

Staff members are required to cease care of children at 6.00pm, when Insurance coverage ceases.

If parents have rung and said they will be a few minutes late then Staff will keep the children inside under close supervision, being aware that they are uninsured.

If it has reached 5.45pm and parents have not collected their children or notified the centre then the late pick up procedure will be activated.



THE WILLOWS PRESCHOOL and EARLY LEARNING CENTRE

DEALING WITH COMPLAINTS POLICY

POLICY STATEMENT

The Willows;

- Provides opportunities for consultation, evaluation and review of the service operation and delivery of the education and care program;
- Develops a process for making and managing complaints;
- Communicates the option and process of making a complaint;
- Handles complaints diligently and confidentially

EVALUATION

Continuous improvement of our service occurs where there is reflection and constructive feedback given from the service community, which results in positive change and improvement.

Complaints that are managed well, lead to quality improvement and are conducted in a safe manner in a secure environment.

PARENT REVIEW DATE	September 2016
AMENDMENT HISTORY	Apr 2009, Mar 2010, April 2011, May 2012, Jan 2016
SOURCES AND FURTHER READING	<ul style="list-style-type: none"> • <i>Education and Care Services National Regulations 2015</i>, http://www.legislation.nsw.gov.au/main-top/view/inforce/subordleg+653+2011+cd+0+N • <i>Belonging, Being & Becoming, The Early Years Learning Framework for Australia</i>, DEEWR 2009, http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf • <i>Guide to the National Quality Standard</i>, ACECQA: www.acecqa.gov.au and http://acecqa.gov.au/links-and-resources/national-quality-framework-resources/ • Early Childhood Australia Code of Ethics, retrieved from http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/ • The Practice of Relationships: Essential Provisions for Children's Services. • NSW Department of Community Services. • NSW Ombudsman (2004) 'Effective Complaint Handling'. • NSW Ombudsman (2009) 'Complaint Handling Kit'

COMPLAINTS POLICY

- Complaints can originate from Families, Staff Members or Management.
- Complaints are dealt with in the strictest confidentiality.
- Any person involved in handling complaints ensures that information is restricted only to those who genuinely need to be notified in order to deal with the complaint. If information specific to the complaint needs to be disclosed to others during its resolution, the complainant is informed.
- If the complaint is not simple enough to be dealt with on the spot (E.g.. You have lost Henry's shoes again)
- The complaint is documented, and placed on the complaints register. The complaint is then forwarded on to the Nominated Supervisor.
- Actions to address the complaint are determined. Once the outcomes or resolutions are agreed on, all persons involved in the original complaint are notified and informed of any actions for improvement that will take place as a result of the complaint.



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- The Department of Education and Communities will be notified of any complaint made to the service alleging a breach of regulation within 24 hours of the complaint being made.

PARENT COMPLAINTS POLICY

Parents/caregivers are free to have resolved any complaints or concerns they may have regarding any aspect of the program in this Centre.

In the event of a complaint or concern regarding any aspect of the child's individualised program a parent should:

1. consult with the child's teacher regarding the nature of the concern.
2. consult with the Nominated Supervisor if they feel their complaint or concern was not addressed adequately.

Parents can express their concerns face-to-face, via letter or email, or in the parents' complaint book which is readily available to parents.

The resolution of any complaint needs to take place within an agreed time frame to be decided upon by the parent/educator/Nominated Supervisor.

An **EXTERNAL REVIEW PROCESS** is available to families.

See "lodging a complaint against a Child care Service", either in parent flip file in foyer

Or contact the NSW Early Childhood Education and Care Directorate Department of Education and Communities

Website: www.det.nsw.edu.au

E-mail: ececd@det.nsw.edu.au

Locked Bag 5107

PARRAMATTA NSW 2124

Phone: 1800 619 113 (toll free)

Fax: (02) 8633 1810

STAFF COMPLAINTS POLICY

- Effective communication is vital in any work situation.
- Educators are encouraged to deal positively with conflict as it arises.
- Where conflict has arisen that concerns educators as a unit, the matter may be included in the agenda for the forthcoming Staff Meeting.
- In the event of unresolved conflict the Nominated Supervisor should be notified to implement a suitable process of resolution between the parties concerned.



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FAMILY INVOLVEMENT AND COMMUNICATION POLICY

RELATIONSHIPS ARE ONE OF THE WILLOWS' CORE VALUES. Collaborative, reciprocal and honest relationships with families enrich all practices at The Willows.

- The Willows welcomes and facilitates family participation and open communication in the service by encouraging families to engage with their children's education and care. Families are invited to attend Preschool Information evenings, Monthly Wine and Cheese Guest Speaker evenings, assist with projects and Working Bees and attend social gatherings, such as the Halloween Disco and end of year Family Celebration. The Willows has an open door policy for families.
- The Willows values the input of families, educators and the wider community to help create service that meets the needs of the children who attend the service.
- The Willows encourages open communication through the enrolment and orientation process, policy review, feedback forms, the Parent Committee, the daily program, documentation, formal and informal meetings, emails and conversations.

MANAGEMENT ENSURE:

- Parents may enter the Willows at any time unless such entry would pose a risk to the safety of children/educators or breach court orders regarding access to children.
- educators provide information to families regarding the content and operation of the educational program, in relation to their child and that a copy of the educational program is available for inspection at the Willows.
- families have access to documents regarding the assessment of the child's developmental needs, interests, experiences and participation in the educational program and assessments of the child's progress against the outcomes of the educational program.
- a weekly menu which accurately describes the food and beverages provided each day is displayed in a place accessible to parents.
- parents are notified of any incident, injury, trauma or illness that occurs for their child while at the Willows.
- that parents are notified of changes to policies or fees and given adequate notice as per the National Regulations.
- the enrolment and orientation process provides families with information about the philosophy, policies and practices of the Willows prior to children's first attendance at the service.
- systems for families to provide feedback regarding the enrolment and orientation process and when reviewing policies and procedures to improve processes and practice.
- families are informed about the processes for providing feedback and making complaints.

EDUCATORS:

- are available for families at pick up and drop off times to pass on important messages and information about their child's participation in the education and care program..
- Encourage families to be involved in the Willows and the program through feedback, visiting the service, bringing in items from the home environment and giving feedback on children's emerging interests and needs.
- Promote continuous open and honest two way communication with families to assist them to feel connected with their children's experiences in the education and care setting and to develop families' trust and confidence in the Willows.
- Value parents as the first and most important educator in their child's life, seeking to share the parent's understandings, knowledge and preferences for their child and seeking to balance individual needs with practice in the Willows.
- Recognize that because families, and parents in particular, are often busy with many competing priorities, they will need to consider a range of strategies to build and maintain relationships with each family.



THE WILLOWS PRESCHOOL *and* EARLY LEARNING CENTRE

- Make documentation available to families and prepare documentation in a way that is readily understandable to the parents of the child and to other educators.

FAMILIES:

- Provide accurate information on enrolment and medical information forms during the enrolment process and notify educators when any information changes.
- Are invited to contribute to the quality improvement process within the Willows.
- Are consulted within the planning cycle and development of the curriculum.
- Are invited to share elements of their culture, and their skills and passions. This may take many forms, for example visiting during the day to perform or read for children; presenting workshops or inservices for staff, children and families; advising and offering expertise in relation to policy and practice; sharing gardening, decorating and handyman skills during working bees.
- Donate loose parts and recyclable/reusable items to be used as resources within the curriculum.
- Are encouraged to attend children's excursions to help meet required ratios and to support their children's knowledge of and engagement in their community.
- Are invited to assist with working bees in the Willows. These will be arranged from time to time to help maintain equipment and the education and care environment and will be a family event where children can also participate.
- Are invited to family events to be held periodically to help families network and develop friendships in the local community. Educators are encouraged to attend these events.



THE WILLOWS PRESCHOOL and EARLY LEARNING CENTRE

ENGAGING WITH THE COMMUNITY POLICY

“IT TAKES A VILLAGE TO RAISE A CHILD”

POLICY STATEMENT

A sense of community is integral to being human. We are social beings who rely on our relationships with others to have our most basic needs of protection, affection and connection satisfied. At The Willows, we hope to provide children with the skills, knowledge and opportunities to explore all that it is to be an active and important part of a community - their group of friends, their classroom, The Willows, Orange, Australia, The World! What better way to do this than connecting with our greater communities and inviting them in to our service.

At The willows, not only do we focus on what support the community can offer us, but how both children and adults can “give back,” and be active and responsible citizens.

We strive to make connections with community groups to form and maintain mutually beneficial relationships. For example, public schools, nursing homes, support agencies and professionals.

We draw upon community knowledge and expertise and endeavour to keep our finger on the pulse of the evolving needs and values of our local community.

Through visible participation in and with the community, we hope to advocate the importance of high quality early childhood care and education, and present a view of children as capable and worthy individuals.

PARENT REVIEW DATE	September 2016
AMENDMENT HISTORY	January 2016
SOURCES AND FURTHER READING	<ul style="list-style-type: none"> • <i>Education and Care Services National Regulations</i> 2015, http://www.legislation.nsw.gov.au/main-top/view/inforce/subordleg+653+2011+cd+0+N • <i>Belonging, Being & Becoming, The Early Years Learning Framework for Australia</i>, DEEWR 2009, http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf • <i>EDUCATORS Belonging, Being & Becoming, The Early Years Learning Framework for Australia</i>, DEEWR 2009. Retrieved from http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/educators_guide_to_the_early_years_learning_framework_for_australia.pdf • <i>Guide to the National Quality Standard</i>, ACECQA: www.acecqa.gov.au and http://acecqa.gov.au/links-and-resources/national-quality-framework-resources/ • Early Childhood Australia Code of Ethics, retrieved from http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/ • <i>The Practice of Relationships: Essential Provisions for Children's Services</i>. Anne Stonehouse • <i>Community Engagement</i>, NQS PLP e-Newsletter No.47 2012. Retrieved from http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2012/11/NQS_PLP_E-Newsletter_No47.pdf



THE WILLOWS PRESCHOOL *and* EARLY LEARNING CENTRE

ENGAGING WITH THE COMMUNITY

“Children learn about themselves and construct their own identity within the context of their families and communities”

BELONGING, BEING AND BECOMING, THE EARLY YEARS LEARNING FRAMEWORK, PG 20

IN RELATION TO THE CURRICULUM

LINKS TO THE EARLY YEARS LEARNING FRAMEWORK (EYLF)

The learning outcomes of the EYLF can all be supported through a connection to community, in particular, Learning Outcome 2: Children are connected with and contribute to their World, including “Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation,” and “Children respond to diversity with respect.” Community is crucial in the development of self identity, and feelings of security, support and belonging.

COMMUNITY PARTICIPATION

Willows children are supported to participate in The Willows community through opportunities to take responsibility for their environments and experiences, for example:

cleaning and maintaining the classroom, yards and resources;

caring for animals;

growing and harvesting fruit, vegetables and herbs for everyone at The Willows; and

engaging in rule-making, discussions and planning.

We support children to become active local community members through regular and ongoing engagement with the people of Orange and beyond. This may include excursions, incursions, getting involved in community events, and fundraising and initiatives at The Willows.

EXCURSIONS & INCURSIONS

Excursions and incursions support and extend upon the curriculum, children's interests and the Willows' values and current needs.

Excursions

We aim to show children the value of community and the importance of participation. In order to allow children to explore their role within the community and to sample what Orange has to offer, we engage in excursions. For example, visiting neighbours, attending performances at the theatre or local schools, visiting nursing homes, visiting places of interest around Orange, and engaging in Clean Up Australia Day and other initiatives.

Incursions

To learn more about the people and culture of Orange and the greater community, we invite guests and groups into the service to share their knowledge, skills and perspectives. For example, performances, demonstrations (such as wildlife and pet safety and fire safety) and activities (Such as art, yoga, and dancing.)

FUNDRAISING AND INITIATIVES AT THE WILLOWS

The Willows regularly engages in initiatives to raise funds and community awareness of issues that are important to our children, families, staff and community. Children actively participate in these activities. For example, National Tree Day,



THE WILLOWS PRESCHOOL and EARLY LEARNING CENTRE

Clean Up Australia Day, Pink Day for breast cancer awareness, Blue Day for Diabetes awareness, The Kmart Wishing Tree, and fundraising schemes through Childfund.

Children and Educators are encouraged to organise events collaboratively as interest and need arises.

OUR EXTENDED AND GLOBAL COMMUNITIES

The Willows philosophy states that we endeavour to "support children to develop into active and engaged community members and support them to recognise themselves as global citizens with shared responsibilities to the environment and humanity."

Connecting with Australia

Australia is a wonderful, unique and culturally diverse country that is home to the world's oldest known culture. It is a vast country rich with varied ways of knowing and being. At the Willows, we attempt to connect children with their greater Australian community and support them to explore their Australian identity. One way we do this is through the program *Kindy Friends*, where packages and letters are exchanged between Early Childhood services around Australia; sharing artefacts and information about their culture, their place and their people.

Connecting with the World

For a safe, happy and cohesive future for our world, It is important that children identify themselves as global citizens belonging to a greater community. Through our curriculum, we explore and nurture a joy for diversity and recognition of all mankind's shared humanity.

One of the special ways in which we connect with our global family is through sponsorship with Childfund. The Willows currently sponsors 8 children from around the world and regularly receives letters, cards and reports to share with children and families. The Willows children send back packages of letters, drawings, questions and well wishes to these children and research the home cultures of the sponsored children to learn more about their way of life.

IN RELATION TO THE CURRICULUM

SUPPORT AGENCIES

In order to strengthen wellbeing and reach the best possible outcomes for children, we link with support agencies and experts to cater to children's additional and specific needs. This may involve referring families to support agencies, welcoming services into The Willows to work with specific children face-to-face, seeking advice, or engaging in professional development.

PARENT INFORMATION EVENINGS AND STAFF MEETINGS

Experts are invited to attend our regular events in order to share their knowledge and skills with families and staff.

Parent Information Evenings

The Willows holds themed bi-monthly Wine and Cheese Nights providing both a social event and information session. Experts and local figures are invited to give presentations regarding topics of parent interest, for example, school transition, speech pathology, and behaviour management. Families offer suggestions for future topics to be covered.

Staff Meetings

Staff Meetings offer a platform for local experts to support the professional growth of The Willows educators and for local business to promote services that may be of interest to The Willows. This may include, Emergency equipment training, ENJO training, Child Psychologists, local resource companies.

These experts also advise and inform policy development at The Willows.

CONNECTING FAMILIES TO THE COMMUNITY

The Willows aims to act as an information hub for families who are new to the region, socially isolated or interested in



THE WILLOWS PRESCHOOL *and* EARLY LEARNING CENTRE

community events. We hope to strengthen our children and families' connection with our local community and facilitate their engagement with all that Orange has to offer.

We share upcoming events, local services and social events, child-related activities and locations and other information of interest through conversation, pamphlets, notices, emails and Facebook.

PROMOTING PARTNERSHIPS WITH **THE LOCAL ABORIGINAL COMMUNITY**

The Willows is built on Wirradjuri land. In order to inform a rich and respectful curriculum, and provide the best possible service for Indigenous children and families, we strive to foster authentic and mutually beneficial relationships with the local Aboriginal community. We are committed to improving our knowledge and skills in relation to meaningful engagement with Indigenous communities. We hope to "develop [children's] social and cultural heritage through engagement with Elders and community members" (EYLF, pg 23)

"Educators continually seek ways to build their professional knowledge and develop learning communities. They become co-learners with children, families and community, and value the continuity and richness of local knowledge shared by community members, including Aboriginal and Torres Strait Islander Elders."

BELONGING, BEING AND BECOMING, THE EARLY YEARS LEARNING FRAMEWORK, PG 13

QUALITY AREA 7

LEADERSHIP & *Service* MANAGEMENT

MAINTENANCE AND REVIEW

Philosophy & Philosophy Review
Writing, Reviewing & Maintaining

EFFECTIVE LEADERSHIP

Confidentiality & Privacy
Retention of Records
Priority of Access
Social Media

GOVERNANCE (19)





THE WILLOWS PRESCHOOL and EARLY LEARNING CENTRE

POLICY STATEMENT

Management ensures that appropriate governance arrangements are in place to manage the Willows. Educators, co-ordinators and staff members, including relief educators, are comprehensively inducted.

Every effort is made to promote continuity of educators and co-ordinators at the Willows.

Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.

Adults working with children and those engaged in management of the Willows or residing on the premises are fit and proper.

The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.

An effective self-assessment and quality improvement process is in place.

Records and information are stored appropriately to ensure confidentiality, are available from the Willows and are maintained in accordance with legislative requirements.

Administrative systems are maintained to ensure the effective operation of the Willows.

The Regulatory Authority is notified of any relevant changes to the operation of the Willows, of serious incidents and of any complaints, which allege a breach of legislation.

Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.

EVALUATION

The Willows is governed effectively, with appropriately recruited and inducted staff who are suitably qualified and experienced, and undergo Working with children checks and regular Staff performance appraisals.

There is a current, living quality improvement plan in place. Records and information are kept confidential, complaints are effectively addressed, and Regulatory Authorities are notified of any changes, serious incidents or complaints

PARENT REVIEW DATE	May 2016
AMENDMENT HISTORY	
SOURCES AND FURTHER READING	<ul style="list-style-type: none"> • <i>Education and Care Services National Regulations 2015</i>, http://www.legislation.nsw.gov.au/main-top/view/inforce/subordleg+653+2011+cd+0+N • <i>Belonging, Being & Becoming, The Early Years Learning Framework for Australia</i>, DEEWR 2009, http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf • <i>Guide to the National Quality Standard</i>, ACECQA: www.acecqa.gov.au and http://acecqa.gov.au/links-and-resources/national-quality-framework-resources/ • <i>Early Childhood Australia Code of Ethics</i>, retrieved from http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/



THE WILLOWS PRESCHOOL and EARLY LEARNING CENTRE

PHILOSOPHY & PHILOSOPHY REVIEW POLICY

Growing Together, A Great Head Start

The Willows fosters a culture of RESPECT for all.

R Rights

The rights and best interests of the child are paramount.

This belief underpins all that we do at the Willows. We view children as capable individuals with rights, who are worthy of respect and consultation.

E Equal But Different

We believe all people deserve equal opportunities and respect. At the same time, we acknowledge that their differences and unique contexts must be recognised and celebrated.

We foster an environment of inclusion and joy for diversity.

S Strong Relationships

We believe it is vital to foster strong relationships among children, families, educators, and the community. All that we do:

- Relies on strong relationships
- Is in the interest of building, strengthening and maintaining relationships
- Is enriched by collaborative and respectful relationships

P Play

Playing to Learn, Learning to Play

We are passionate about children's right to play and its vital role in children's learning, development and wellbeing. We facilitate calculated risk-taking in play, offering thrilling opportunities for challenge, testing limits, and exploring boundaries. We support play that is child-initiated and child-led. At the Willows, we promote, engage in, and prioritise children's play in order to support children to grow into life-long lovers of learning.

E Earth

We strive to connect children to the Earth in meaningful ways, to foster a love and joy for our natural world, to ensure children reap life-long benefits of the great outdoors, and to nurture the development of sustainability-minded individuals.

Willows children jump in puddles, roll down hills, stop and smell the flowers, care for living creatures and dance in the rain...

C Community

Promoting a sense of community.

We believe it is important to support children to become community-minded citizens both locally and globally, and to become individuals who care about, contribute to and lead positive change in their world.

T Treasuring Childhood

Respecting and Celebrating Childhood

We believe childhood is an incredibly precious and influential time in a person's life; it should be respected, celebrated and protected. We encourage children to savour this stage in life and to engage and revel in all that is unique to childhood. We also strive to preserve the amazing gifts of childhood so that our children can grow into adults who maintain their sense of awe and wonder, curiosity, creativity, and enthusiasm for life.



THE WILLOWS PRESCHOOL *and* EARLY LEARNING CENTRE

The above abridged Philosophy Document is a condensed statement outlining the core values of The Willows Preschool and Early Learning Centre. Please see **THE FULL WILLOWS PHILOSOPHY DOCUMENT** for an in-depth description of The Willows beliefs in relation to children, families, our educators and staff, the curriculum, the environment and our community. Please see management for a copy of this document.

THE WILLOWS PHILOSOPHY

The Willows Philosophy is a living, evolving document that reflects the beliefs and values held by all stakeholders. It captures a shared vision for high quality early childhood care and education and guides all aspects of policy and practice at the Willows. The Philosophy provides a filter through which to view and make decisions about all that we do at our service – it guides how we develop our practices, processes and policies, directs reflection, informs curriculum development, shapes our environments, affects our interactions... Everything!

This common understanding, or shared vision, allows all stakeholders to move in the same direction and have a clear view of what the service's goals and values are, promotes consistency and keeps everyone "on the same page," and acts as a common reference when making decisions and reflecting.

Our Philosophy aims at supporting continuous improvement and the continued endeavor to provide the highest quality care, education and community service possible.

PHILOSOPHY REVIEW

The Willows Philosophy is created and reviewed in consultation with all stakeholders - management, educators, staff, children and, where possible, the community.

As a services we revisit and review our philosophy annually to reflect and incorporate new research and the ever-evolving needs and values of our children, families, educators and community.



THE WILLOWS PRESCHOOL and EARLY LEARNING CENTRE

WRITING, REVIEWING & MAINTAINING POLICIES

POLICY STATEMENT

To ensure Policies remain current and relevant, processes are put in place to ensure they are reviewed yearly.

EVALUATION

All Policies are up to date with current information and research to keep all stakeholders as informed and safe as possible.

PARENT REVIEW DATE	May 2016
AMENDMENT HISTORY	Dec 2014, May 2015
SOURCES AND FURTHER READING	<ul style="list-style-type: none"> • Education and Care Services National Regulations 2015, • http://www.legislation.nsw.gov.au/maintop/view/inforce/subordleg+653+2011+cd+0+N • <i>Belonging, Being & Becoming, The Early Years Learning Framework for Australia</i>, DEEWR 2009, • http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf • <i>Guide to the National Quality Standard</i>, ACECQA: www.acecqa.gov.au and • http://acecqa.gov.au/links-and-resources/national-quality-framework-resources/ • Early Childhood Australia Code of Ethics, retrieved from • http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/

WRITING, REVIEWING AND MAINTAINING POLICIES

- Policies are reviewed via the weekly staff newsletters, and staff input requested.
- Policies are then presented to families for input, via monthly family newsletters
- Once finalized for the year Policies are brought to the following staff meeting for introduction. A hard copy is placed in the staff room and copies emailed to all staff members.
- The 24 policies required by licensing and accreditation are reviewed every year
- Other less critical policies are reviewed on a needs basis.
- Policies are chosen for review either by number throughout the year or as the need arises.

POLICY DEVELOPMENT

- All policies developed will be made in consultation with management, staff and family involvement.
- Families must be invited to consult on all policy reviews.
- Families have the opportunity to revise and help plan policies via Newsletters or specific letters to families discussing the policy or a draft of the proposed policy and given the opportunity to respond. This is generally done by email.

POLICY REVIEW PROCEDURE

- Attention to a policy has been raised either by routine reflection, incident, feedback or the 'continuous improvement' process.
- All major stakeholders are invited to review the policy and suggest amendments (this can be done via meetings, email, newsletters, display in Service)
- A time frame of 2 weeks is given to gather all suggestions and create a draft policy



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- The draft policy is made available to all major stakeholders, again via meetings, email, newsletters, display in Service
- A time frame of 7 days to respond is given. If there are no strong objections to the policy draft, the draft is reposted as the Service's Policy.
- All policies will be reviewed every 12 months.

We aim to following the schedule below for routine reflection on policies and procedure, however, The Willows encourages an organic approach to policies. While it is the Willows' undertaking that all policies will be revised annually, we will revise and if necessary amend policies based on the needs of the service, particularly if there is an incident, regulation change or feedback received.

All policies will be sourced, if possible, and dated.

JAN/FEB	Policies and procedures relating to QUALITY AREA 5 - will be reviewed
MAR/APR	Policies and procedures relating to QUALITY AREA 2 - will be reviewed
MAY/JUN	Policies and procedures relating to QUALITY AREA 7 - will be reviewed
JUL/AUG	Policies and procedures relating to QUALITY AREA 1 - will be reviewed
SEP/OCT	Policies and procedures relating to QUALITY AREAS 3 & 6 - will be reviewed
NOV/DEC	Policies and procedures relating to QUALITY AREA 4 - will be reviewed

IN ACCORDANCE WITH REGULATION:

The Willows must ensure that parents of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have a significant impact on:

- The service's provision of education and care to any child enrolled at the service; or
- The family's ability to utilise the service.

The Willows must ensure that parents of children enrolled at the service are notified at least 14 days before making any change that will affect the fees charged or the way in which fees are collected.

If the Willows considers that the notice period would pose a risk to the safety, health or wellbeing of any child enrolled at the service, the approved provider must ensure that parents of children enrolled at the service are notified as soon as practicable after making a change.

The Willows must ensure that copies of the current policies and procedures are available for inspection on request.



THE WILLOWS PRESCHOOL and EARLY LEARNING CENTRE

CONFIDENTIALITY & PRIVACY POLICY

POLICY STATEMENT

This policy addresses the issues of privacy and confidentiality of children, staff, management, volunteer workers and parents/guardians of children in care.

It protects the privacy and confidentiality by ensuring that all records and information about individual children, families, staff and management are kept in a secure place and are only accessed by or disclosed to those people who need the information to fulfil their responsibilities at the centre or have a legal right to know.

EVALUATION

Privacy is protected, gossip is eliminated, respect is preserved.

PARENT REVIEW DATE	May 2016
AMENDMENT HISTORY	27 April 2011, March 2012, March 2013, May 2013, Nov 2013, Sep 2014, May 2015
SOURCES AND FURTHER READING	<ul style="list-style-type: none"> • <i>Education and Care Services National Regulations 2015</i>, http://www.legislation.nsw.gov.au/main-top/view/inforce/subordleg+653+2011+cd+0+N • <i>Belonging, Being & Becoming, The Early Years Learning Framework for Australia</i>, DEEWR 2009, http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf • <i>Guide to the National Quality Standard</i>, ACECQA: www.acecqa.gov.au and http://acecqa.gov.au/links-and-resources/national-quality-framework-resources/ • Early Childhood Australia Code of Ethics, retrieved from http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/ • The Education and Care Services National Regulations 2015 www.community.gov.au • Privacy Act 1998 www.privacy.gov.au • Workplace Relations Act 1996 www.workchoices.gov.au

CONFIDENTIALITY POLICY

Enrolment forms and all other information concerning the child and family, compiled by the child care facility, are accessible only to

- the parent or legal guardian,
 - the Owners,
 - child care provider,
 - Department of Education and Community Services Representative.
- Information concerning the child will not be made available to anyone, by any means, without the expressed written consent of the parent or legal guardian.
 - Health records must be kept for a minimum of 6 years or in the case of a child until the child turns 24 years of age. They must be disposed of securely when no longer needed.
 - Parents are required to sign a privacy agreement for children's learning diaries.
 - In accordance Education and Care Services National Regulations 2015, these policies do not authorise the disclosure of any information concerning exposure to or infection by Human Immunodeficiency Virus or Acquired Immunodeficiency Syndrome (HIV/AIDS).



THE WILLOWS PRESCHOOL and EARLY LEARNING CENTRE

Personal information will only be collected in so far as it relates to the service's activities and functions, and in line with relevant legislation. (National Privacy Principle 1.1 - Privacy Act 1998.)

Collection of personal information will be lawful, fair, reasonable and unobtrusive. (National Privacy Principle 1.2 - Privacy Act 1998.)

Individuals who provide personal information will be advised of: the name and contact details of the service; the fact that they are able to gain access to their information; why the information is collected; the organisations to which the information may be disclosed; any law that requires the particular information to be collected; and the main consequences for not providing the required information. (National Privacy Principle 1.3 – Privacy Act 1998).

The use or disclosure of personal information will only be for its original collected purpose, unless the individual consents or unless it is needed to prevent a health threat, or is required or authorised under law. (National Privacy Principle 2.1 – Privacy Act 1998).

The service will take steps to ensure the personal information collected, used or disclosed, is accurate, complete and up to date. Parents will be required to update their enrolment details annually, or whenever they experience a change in circumstances. Computer records will be updated as soon as new information is provided. (National Privacy Principle 3 – Privacy Act 1998).

Personal information will be kept in a secure and confidential way, and destroyed by shredding, when no longer needed. (National Privacy Principle 4 – Privacy Act 1998).

- The Service encourages an organic approach to policies. While it is the Service's undertaking that all policies will be revised annually, the Service will revise and if necessary amend policies based on the needs of the Service, particularly if there is an incident, regulation change or feedback received.
- All policies will be sourced, if possible, and dated.

In accordance with the regulations;

The Service must ensure that parents of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have a significant impact on:

- The service's provision of education and care to any child enrolled at the service; or
- The family's ability to utilise the service.

The Service must ensure that parents of children enrolled at the service are notified at least 14 days before making any change that will affect the fees charged or the way in which fees are collected.

If the Service considers that the notice period would pose a risk to the safety, health or wellbeing of any child enrolled at the service, the approved provider must ensure that parents of children enrolled at the service are notified as soon as practicable after making a change.

The Service must ensure that copies of the current policies and procedures are available for inspection on request.

Individuals are provided with access to their personal information and may request that their information be up-dated or changed where it is not current or correct. (National Privacy Principle 6 – Privacy Act 1998).

The Nominated Supervisor will deal with privacy complaints promptly and in a consistent manner, following the centre's Grievance Procedures. Where the aggrieved person is dissatisfied after going through the grievance process, they may appeal in writing to

"The Director of Complaints, Office of the Federal Privacy Commission, GPO Box 5218, Sydney NSW 1042, or phone the Commissioner's Hotline on 1300 363 992. (Privacy Act 1998). www.privacy.gov.au

Every employee and the Operator is required to sign a Confidentiality Statement.

Every enrolling parent/guardian is provided with clear information about:



THE WILLOWS PRESCHOOL and EARLY LEARNING CENTRE

- what personal information is kept, and why.
- any legal authority to collect personal information.
- third parties to whom the service discloses such information as a usual practice.

Confidential conversations that staff have with parents, or the Co-ordinator has with staff members will be conducted in a quiet area away from other children, parents and staff. Such conversations are to be documented.

Personnel forms and employee information is stored securely. (Workplace Relations Act 1996).

Applicants, students or volunteers will be informed that their personal information is being kept, for what reason, for how long, and how it will be destroyed at the end of the time period.

Applicants will be asked for their consent before their references are checked. Unsuccessful applicants will be advised of when and how their personal information will be destroyed.

Information about staff members will only be accessed by the Directors and individual staff member concerned. (Workplace Relations Act 1996.)

All matters discussed at appraisal meetings will be treated as confidential. (Privacy Act 1998.)

No member of staff may give information or evidence on matters relating to children and/or their families to anyone other than the responsible parent/guardian, unless prior written approval by the responsible parent/guardian is obtained. Exceptions may apply regarding information about children when subpoenaed to appear before a court of law. Notwithstanding these requirements, confidential information may be exchanged in the normal course of work with other staff members at the Centre and may be given to Management, when this is reasonably needed for the proper operation of the Centre and the wellbeing of users and staff. (Education and Care Services National Regulations 2015, Division 2; and Privacy Act 1988).

Reports, notes and observations about children must be accurate and free from biased comments and negative labelling of children.

Staff will protect the privacy and confidentiality of other staff members by not relating personal information about another staff member to anyone either within or outside the centre.

Students/people on work experience/volunteers will not make staff/children or families at the centre, an object for discussion outside of the centre (e.g.. college, school, home etc..), nor will they at any time use family names in recorded or tutorial information.

Students/people on work experience/volunteers will only use information gained from the Centre upon receiving written approval from the Centre to use and/or divulge such information, and will never use or divulge the names of persons.



THE WILLOWS PRESCHOOL *and* EARLY LEARNING CENTRE

RETENTION OF RECORDS POLICY

RETENTION OF RECORDS POLICY

The following enrolment information and other documents are to be retained in a secure location:

- Child assessments or evaluations for delivery of the educational program
- An incident, injury, trauma and illness record
- Medication records
- Staff records
- Record of volunteers and students
- Records of the Responsible Person at the service
- Record of Educators working directly with children
- Record of access to early childhood teachers
- Children's attendance record
- Child enrolment records
- Record of the service's compliance with the Law
- A record of certified supervisors placed in day to day charge of the education and care service

RECORDS TO BE KEPT IN RELATION TO EDUCATORS

The following records must be kept in relation to the service's **NOMINATED SUPERVISOR**:

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

The following records must be kept in relation to other **STAFF MEMBERS**:

- The full name, address and date of birth
- Evidence of any relevant qualifications
- If applicable, evidence that the staff member is actively working towards that qualification

If this is the case, the following must be recorded:

- Proof of enrolment
- Documentary evidence that the staff member has commenced the course, is making satisfactory progress towards the completion of the course, is meeting the requirements of maintaining the enrolment.
- For staff members who are working towards the completion of a Diploma level education and care qualification, proof that they hold an approved Certificate III level education and care qualification or has completed the units of study in an approved Certificate III level education and care qualification determined by ACECQA.
- Evidence of any approved training (including first aid training) completed by the staff member.



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- If applicable, working with Children Check

The following records must be kept in relation to the **EDUCATIONAL LEADER**:

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

The following records must be kept in relation to **STUDENTS AND VOLUNTEERS**:

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

The following records must be kept in relation to the **RESPONSIBLE PERSON**:

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

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

- The name of each Educator
- The hours that each Educator works directly with children

The following records will be kept in relation to access to **EARLY CHILDHOOD TEACHERS**:

- The period that an early childhood teacher is working with the service in accordance with the time frames set out in the Staffing Arrangements Policy
- The periods that the early childhood teacher is working directly with children and not working directly with children.
- The approved provider of a centre-based service that provides education and care to 25 or more children preschool age or under must ensure that a record is kept of the period that an early childhood teacher is in attendance at the service.

RECORDS TO BE KEPT IN RELATION TO CHILDREN

The following records will be kept in relation to enrolled children:

- **Documentation relating to child assessments or evaluations for delivery of the education program, including:**
 - Assessments of the child's developmental needs, interest's, experiences and participation in the education program
 - Assessments of the child's progress against the outcomes of the educational program
- **An Incident, Injury, Trauma and Illness Record, including:**
 - Details of any incident in relation to a child or injury receive by a child or trauma to which a child has been subject while being educated and care for by the service. The following must be included:
 - The name and age of the child
 - The circumstances leading to the incident, injury or trauma
 - The time and date the incident occurred, the injury that was received or the child was subjected to the trauma.
 - Details of any illness, which becomes apparent while the child is being educated and care for by the service. The following must be included:
 - The name and age of the child
 - The relevant circumstances surrounding the child becoming ill and any apparent symptoms
 - The time and date of the apparent onset of the illness
 - Details of the action taken by the service in relation to any incident, injury, trauma or illness which a child has suffered while being educated and cared for by the service. The following must be included:
 - Any medication administered or first aid provided



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- Any medical personnel contacted
- Details of any person who witness the incident, injury or trauma
- The name of any person who the education and care service notified or attempted to notify of any incident, injury trauma or illness a child has suffered at the service and the time and date of the notification and notification attempts.
- The name and signature of the person making an entry in the record and the time and date that the entry was made.

This record must be recorded as soon as is practicable, but not later than 24 hours after the incident, injury, trauma or onset of illness occurred.

- **A medication record which includes the following:**

- The name of the child
- The authorisation to administer medication (including self-administration is applicable) signed by a parent or a 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 medication was last administered
- The time and date or the circumstance under which the medication should be next administered
- The dosage of the medication to be administered
- The manner in which the medication is to be administered and if the medication is administered to the child:
 - The dosage that was administered
 - The manner in which the medication was administered
 - The name and signature of the person who administered the medication
 - If another individual is required to check the dosage, the name and - signature of that person

- **A record of attendance for enrolled children, including:**

- The full name of each child attending the service
- The date and time each child arrives and departs
- The signature of the person who delivers the child to the education and care service premises and the signature of the nominated supervisor or an Educator
- Child enrolment records which include; the full name, date of birth and address of the child, and:
- The name, address and contact details of:
 1. Each known parent of the child
 2. Any person who is to be notified of any emergency involving the child if any parent of the child cannot be contacted immediately
 3. Any person who is an authorised nominee
 4. Any person who is authorised to consent to medical treatment of, or to authorise administration of medication to the child
 5. Any person who is authorised to authorise an Educator to take the child outside the education and care service premises
 6. Details of any court orders, parenting orders or parenting plans provided to the approved provider relating to powers, duties, responsibilities or authorities of any person in relation to the child or access to the child
 7. Details of any other court orders provided to the approved provider relating to the child's residence or the child's contact with a parent or other person
 8. Gender of the child
 9. Language used in the child's home
 10. Cultural background of the child and parents (if applicable)
 11. Any special considerations for the child (e.g. cultural, religious, dietary requirements or additional needs)
 12. Authorisations signed by a parent or a person named in the enrolment record as authorised to consent to the medical treatment or to seek medical treatment for the child from a registered medical practitioner, hospital or ambulance service.
 13. Transportation of the child by any ambulance service
 14. Authorisation to take the child on regular outings.
 15. The name, address and telephone number or the child's registered medical practitioner or medical



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16. The child's Medicare number if available
 17. Details of any specific healthcare needs of the child including any medical conditions or allergies including whether the child has been diagnosed as at risk of anaphylaxis, including details of any medical management plan.
 18. Details of any dietary restrictions for the child
 19. The immunisation status of the child
 20. A notation that states that a staff member or approved provider has sighted a child's health record
- **A record of the Service's compliance with the law and details of any amendments of the service approval made by the Regulatory Authority including:**
 - The reason stated by the Regulatory Authority for the amendment
 - The date on which the amendment took, or takes effect
 - The date (if any) that the amendment ceases to have effect
 - Details of any suspension of the service (other than a voluntary suspension) including: The reason stated by the Regulatory Authority for the suspension. The date on which the suspension took, or takes effect. The date that the suspension ends.
 - Details of any compliance direction or compliance notice issued to the approved provider in respect of the service, including: The reason stated by the Regulatory Authority for issuing the direction or notice. The steps specified in the direction or notice. The date by which the steps specified must be taken.
 - This information must not include any information that identifies any person other than the approved provider
 - A record of certified supervisors placed in day-to-day charge of the education and care service.

The approved provider must ensure that the documents referred to above in relation to a child enrolled at the service are made available to a parent of the child on request.

In line with this, if a parent's access to the kind of information referred to in this documentation is limited by an order of a court; the approved provider must refer to the court order in relation to the release of information concerning the child to that parent.

The record of compliance referred to above must be available for access on request by any person.

LENGTH OF TIME RECORDS MUST BE KEPT

Our service will keep records for the following periods:

- If the record relates to an incident, illness, injury or trauma suffered by a child while being educated and cared for by the service, until the child is aged 25 years.
- If the record relates to an incident, illness, injury or trauma suffered by a child that may have occurred following an incident while being educated and cared for by the service, until the child is aged 25 years.
- If the record relates to the death of a child while being educated and cared for by the service or that may have occurred as a result of an incident while being educated and cared for, until the end of 7 years after the death.
- If the case of any other record relating to a child enrolled at the education and care service. Until 3 years after the last date on which the child was educated and cared for by the service.
- If the record relates to the nominated supervisor or staff member of an education and care service, until the end of 3 years after the last date on which the nominated supervisor or staff member provided education and care on behalf of the service.
- In the case of any other record, 3 years after the date on which the record was made.

CONFIDENTIALITY AND STORAGE OF RECORDS

Records made by our service will be stored in a safe and secure location for the relevant time periods as set out above and only made accessible to relevant individuals. This location is [submit location here].



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If a service is transferred under the law, documents relating to a child must not be transferred without the express consent of the child's parents

The Service will ensure that information kept in a record is not divulged or communicated through direct or indirect means to another person other than:

- The extent necessary for the education and care or medical treatment of the child to whom the information relates.
- A parent of the child to whom the information relates, except in the case of information kept in a staff record.
- The Regulatory Authority or an authorised officer.
- As expressly authorised, permitted or required to be given by or under any Act or law.
- With the written consent of the person who provided the information.

The Licensee or Nominated Supervisor must if requested to do so by a parent of a child who was formerly enrolled at the service within the period of 6 months after the child ceases to be enrolled at the service, provide the parent with copies of the development records concerning the child kept by the service.



PRIORITY OF ACCESS POLICY

In accordance with the Australian government's *Priority of Access Guidelines*, the Willows is obliged to abide by a Priority of Access:

- Priority 1** A child at risk of serious abuse or neglect
- Priority 2** A child of a single parent who satisfies, or of parents who both satisfy, the *Work, Training, Study Test*.
- Priority 3** Any other child.

Within these main Priority Categories, priority should be given to:

- Aboriginal and Torres Strait Islander Families
- Families which include a disabled person
- Families which include an individual whose adjustable income does not exceed the lower income threshold, or whose partner is on income support
- Families from a non-English speaking background
- Socially isolated families
- Single parent families

Priority is also given to people who require PERMANENT FULL TIME CARE.



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SOCIAL MEDIA POLICY

The Willows maintains two Facebook pages as tools for **communication, collaboration, education and celebration**.

THE WILLOWS STAFF FACEBOOK GROUP

- This group provides a private platform for communication, sharing ideas and opportunities, celebrating achievements, planning, discussion, reflection and professional growth.
- Only current staff may have access to the page.
- New staff must be invited to join the group.
- All interactions are respectful and professional.
- The administrators of the account are The Willows Management

THE WILLOWS FAMILY FACEBOOK PAGE

- This is an open page that allows The Willows to share information and inspiration with our families and the greater community.
- The intention is that this group is to:
 1. Spread The Willows philosophy and message - advocate children's rights, the importance of high quality early childhood care and education etc..
 1. Keep in touch with what's happening at The Willows - The curriculum, events, changes to policies and procedures, introducing new staff etc..
 2. Share and discuss information and up-to-date research that is of interest, relating to The Willows practice, or that may support them in their parenting role.
 3. Connect with other parents and share your thoughts about programs, policies and procedures
 4. Provide an avenue to seek advice and expertise from families and the community.
 5. Celebrate achievements and milestones.
- The Willows abides by our Confidentiality Policy and respects the privacy of all stakeholders.
- No identifiable photos will be posted without the expressed permission of the individual and/or legal guardian.
- The administrators of the account are The Willows Management. They control the content on the page and ensure that the posts and interactions are relevant and respectful of the Service, the children, the staff, families and greater community.

WILLOWS STAFF ON FACEBOOK

- Staff who have a personal Facebook account are not permitted to post any negative comments relating to the service, children, colleagues or families.
- Staff members are to use their own personal discretion when accepting a "friend request" from a Willows family on Facebook. The Service does not recommend staff add families of the Service as they will be seen still as a representative of the Willows and held to the Service's Code of Conduct on all posts on their private wall if families have access.
- Families are asked to respect that staff may have a personal policy on adding families due to their professional philosophy and that the Willows does not recommend staff have families as friends on their private account.
- Where previous personal relationships have not existed, staff are not permitted to request the 'friendship' of families from the Willows.



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GOVERNANCE AND MANAGEMENT POLICIES

POLICY STATEMENT

A license is required in order to run a childcare service. This license specifies the roles, qualifications and experience required for governing and managing a service.

EVALUATION

The Willows is governed and managed according to the guidelines set out in the licensing documents, by approved people meeting the required standards.

PARENT REVIEW DATE	May 2017
AMENDMENT HISTORY	Apr 2009, Mar 2010, April 2011, April 2012, July 2012, April 2013, July 2013, Jan 2016
SOURCES AND FURTHER READING	<ul style="list-style-type: none"> • Education and Care Services National Regulations 2015, • http://www.legislation.nsw.gov.au/maintop/view/inforce/subordleg+653+2011+cd+0+N • <i>Belonging, Being & Becoming, The Early Years Learning Framework for Australia</i>, DEEWR 2009, • http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf • <i>Guide to the National Quality Standard</i>, ACECQA: www.acecqa.gov.au and • http://acecqa.gov.au/links-and-resources/national-quality-framework-resources/ • Early Childhood Australia Code of Ethics, retrieved from • http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/ • Privacy Act 1998 www.privacy.gov.au • Workplace Relations Act 1996 www.workchoices.gov.au • Bexley Preschool Policy Library 2012 • Centre Support Policy Library 2012 • Child Care Centre Desk Top Policies 2012

GOVERNANCE AND MANAGEMENT POLICIES

MANAGEMENT OF THE WILLOWS

The Willows Preschool and Early Learning Centre is a privately owned, family run service.

The Approved Providers are Trevor and Cathy Carroll

The Nominated Supervisor is Trevor Carroll

The Educational Leader is Alex Halls (Please see Curriculum Statement for Educational leader Responsibilities.)

The Certified Supervisors are Leanne Ah-See, Alex Carroll, Megan Carthew, Denise Stephens and Trudy McMiles (Please see Responsible Person Policy for Certified Supervisor Responsibility.)

RESPONSIBILITIES OF THE APPROVED PROVIDERS

The Approved Providers of a children's service are responsible for ensuring that:

1. The conditions and requirements of the Children (Education and Care Services National Law Application) Act and Education and Care Services National Regulations are met at all times, including the number of children the service is licensed for;



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2. The service employs a suitably qualified Nominated Supervisor (usually the Director);
3. The Nominated Supervisor is the person nominated and approved as responsible for the day to day management of the service, daily operation of the programs and the supervision of the staff;
4. The service engages suitable staff that will meet the needs of the service and licensing requirements;
5. Staff child ratios are met at all times;
6. The premises and equipment are adequate, clean and well maintained;
7. The service is effectively and efficiently managed.

For a list of current employees and their roles, please see the current version of *The Willows Parent Handbook*.